Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	
School name	The Spires College
Number of pupils in school	1172
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	November 2021
Date this statement was updated	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Alex Newton, Principal
Pupil premium lead	Paul Sutherland, Vice Principal
Governor / Trustee lead	Paul Pearson, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£339,180
Recovery premium funding allocation this academic year	£58,041
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all students, irrespective of background or socio-economic disadvantage, make good progress across the curriculum. All students should attain well to ensure they are able to move to the next phase of their education or training.

Torbay is an area with significant levels of social deprivation. The most recent index of multiple deprivation stated 14 areas of Torbay were in the 10% most deprived in the country: many of these are in the catchment of The Spires College. Torbay is in the 4% most deprived local authorities in the country for employment and income affecting children. The demand for social care across Torbay is high. The challenges of this can be found in schools. This is one of the reasons we place such emphasis on excellent pastoral care so we can remove barriers to achievement for all students.

High quality teaching of a broad and rich curriculum is central to our College. Evidence shows that disadvantaged students benefit more than any others from excellent teaching. We place a high value on pedagogy, supporting teachers to use evidence-informed practice and ensuring we put the best teachers in front of our students. As with the majority of our strategies to improve progress for students at risk of underachievement, this focus benefits all students.

Many students from the College catchment area demonstrate a cultural capital deficit in their thinking and their work. As a result, it is vital that all subjects offer a rich curriculum that is underpinned by careful consideration of what knowledge needs to be delivered to enable all students to compete on an equal footing beyond the College. Another specific challenge facing students at the college is historic underachievement on entry. This issue has been enhanced during the pandemic and is particularly noticeable in literacy levels of new students joining Year 7 in 2021 and 2022. As a result, literacy improvement is an integral part of our work.

The focus of our strategy is to support disadvantaged students to make good progress across the full curriculum. The strategy also aims to support other vulnerable students at risk of underachievement, including those open to social care, regardless of whether or not they are in receipt of pupil premium funding.

Our strategy is closely linked to our COVID recovery plan. The use of the national recovery programmes, including school-based tutoring, continues to be part of the targeted approach to supporting students whose education has been worst affected in recent years.

Our approach aims to respond to the specific needs of students at the College and is rooted in effective assessment. The strategies we use to support students are evidence based, effectively implemented and their impact is regularly reviewed to ensure they are still the most effective methods of support.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Reading levels of disadvantaged students are lower than their peers. Y7 SAS: 105 Non-Dis; 101Dis Y8 SAS: 103 Non-Dis; 102 Dis Y9 SAS: 107 Non-Dis; 102 Dis Y10 SAS: 108 Non-Dis; 102 Dis The number of students in Years 7 and 8 that have lower than average reading ages is disproportionately high.
2	The COVID pandemic has had a negative impact on attendance levels across the College. Attendance data from 2020-21 indicates that attendance for disadvantaged students was 3.1% lower than for non-disadvantaged students. The change in narrative from 'students should attend unless they absolutely cannot' to one of extreme caution is a difficult one to reverse.
3	The aspirations of some disadvantaged students wane as they get older. This can be seen in a change in goals and ambitions from Year 7 to Year 11. Parents do not always share the College's high expectations and aspiration for their children. A significant minority of parents do not know how to effectively support their children's learning, behaviour and attendance.
4	A deficit in cultural capital and cultural literacy is evident in many students' work. This becomes more apparent as students get older and are required to demonstrate independent thought.
5	Observations and behaviour data suggest that a proportion of students are unable to regulate their behaviours in the classroom. Following the reopening of schools post-lockdown, there was an increase in incidents of poor behaviour that appeared to be linked to the extended period without the boundaries and routines that school usually provides. The lack of socialisation caused by lockdowns has resulted in some students struggling to socialise in positive ways. Referrals for additional support with social and emotional needs increased during and since the pandemic.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve the attainment of disadvantaged students at KS4.	Positive progress score for disadvantaged students by 2023. 5+ basics outcome for disadvantaged students to increase to 35%
Improve reading and comprehension of disadvantaged students across KS3.	NGRT tests indicate improved SAS and comprehension scores among disadvantaged students.
To achieve and sustain high levels of attendance for all students.	Students have high attendance and are punctual to College. Punctuality to lessons is the norm and incidents of lateness are very rare. Attendance for all students is 97% by the end of the current plan.
To enable parents to effectively support their child's learning and to share the high expectations of the college.	Improved attendance and Quality of Work grades.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further improving the professional development of teaching staff through a coaching model.	Characteristics of Effective Teacher Professional Development | EEF (educationendowmentfoundation.org.uk)	1
Purchase of standardised CATS assessments. Staff training provided to ensure the information is interpreted effectively.	Tests provide reliable assessment information to support teacher planning and wider improvement strategies. Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1,2

Improving literacy across all subject areas.	Improving Literacy in Secondary Schools | EEF (educationendowmentfoundation.org.uk)	1, 2
Curriculum development	Research for education inspection framework (publishing.service.gov.uk)	1, 3, 4
Improve the effectiveness of homework to ensure it is used consistently as part of the curriculum.	Homework | EEF (educationendowmentfoundation.org.uk)	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted reading intervention for students identified as being significantly below SAS in KS3. New Head of Literacy to coordinate and drive improvement in literacy levels for targeted students. Purchase of 2 books for all Year 6 students joining the College in Year 7.	Reading and comprehension strategies help improve curriculum engagement and student motivation. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia	1,2
Engage with the National Tuition Programme using most appropriate methods to provide targeted mentoring via both online and school-based tutors for students most impacted by the pandemic. The majority of students targeted are disadvantaged, however a proportion of non-disadvantaged students will also benefit.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1
Reconstruct the role of the maths mentor within the College to maximise impact	Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 142,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Update attendance strategies in line with good practice identified in DfE's improving school attendance paper. Redesign pastoral staffing structure to prioritise attendance.	[Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)](#)	2
Develop strategies to further engage parents to effectively support their child's learning and improve attendance.	[Working with Parents to Support Children's Learning	EEF (educationendowmentfoundation.org.uk)](#)	3, 2
Develop the inclusion provision to further support specific students to regulate their behaviour.	[Improving behaviour in schools (educationendowmentfoundation.org.uk)](#)	5
Support families of specific students to improve attendance and behaviour in school.	[Working with Parents to Support Children's Learning	EEF (educationendowmentfoundation.org.uk)](#)	2, 5
Ensure all Year 7 students can participate in a residential to develop social skills and friendships in response to limited transition from primary school. Ensure a funded Year 6 summer school is well attended and increases student attendance and engagement as they start Year 7.		1, 2, 3

Total budgeted cost: £ 339,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Outcomes

KS4 outcomes from 2022 suggest that the performance of disadvantaged students has dropped compared to 2018 and 2019 outcomes. The 2022 P8 score for disadvantaged place the college 28th out of 50 similar schools on the FFT similar schools database (based on FSM%, EAL% and KS4 pupils). The College three-year average (2017-2019) of -0.20 placed the college 9th out of 50 similar schools in the EEF family of similar schools' results.

49% of disadvantaged students achieved a grade 4 or higher in English and maths (44.7% nationally in 2019). 18% of disadvantaged students achieved a grade 5 or higher in English and maths (24.7% nationally in 2019).

Teaching and Learning

The College's professional development model has been established and trialled for its first year. The Monitoring and Self Evaluation Programme (MSEP - the College's quality assurance process) suggests that quality of instruction across the college is consistently high. Teachers are engaged in their own personal development and understand the key principles of teaching that underpin the coaching model. Teacher voice shows a genuine, shared commitment to ensuring all students experience excellent teaching and learning in every lesson, every day. Student voice tells us that all students believe they are taught well and value teachers' input. Ultimately, the impact of the work in this area will have to be measured in outcomes over time.

Moving forward, leaders need to ensure momentum is not lost with the coaching as a tool for professional development.

Curriculum Design

As with teaching and learning, the impact of curriculum work on students cannot be measured absolutely; outcomes over time will be the most quantitative approach. The MSEP evidence shows that the curriculum is broad and rich for all students and is underpinned by subject and pedagogical expertise. Middle leaders share a good understanding of the fundamentals of curriculum design, based on shared reading and discussion, and are united in a belief about the entitlement of students to experience rich, diverse and appropriately challenging programmes of study. Curriculum design has further progressed over the last year through effective line management and development of middle leaders. Heads of Department can explain their choices with regards to the ambition, coherence, challenge, sequencing and progression of their curriculum with clarity and conviction.

Reflection upon and the refinement of the curriculum continues to be a priority for the College. Curriculum work will continue this academic year and will continue to identify the powerful knowledge as well as the hinterland knowledge that are crucial in empowering our disadvantaged learners to fill gaps in the cultural capital and wider experiences.

Homework

The introduction of the Class Charts parent app has been instrumental in improving the rates of completion of homework as well as the quality of work completed. Parent voice tells us that they

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feel well informed and supported by the college when it comes to them supporting their child to complete homework. The college offers supported homework club which is well attended and valued by students.

Work needs to integrate homework into curriculum plans needs to continue and targeted support strategies developed for students who require extra support with homework.

Literacy
In 2021 the following gaps in reading SAS were apparent:

Y7 SAS: 100 Non-Dis; 97 Dis
Y8 SAS: 106 Non-Dis; 101 Dis
Y9 SAS: 108 Non-Dis; 103 Dis

In 2022 the SAS had changed to:

Y8 (2021 Y7) SAS: 103 Non-Dis; 102 Dis
Y9 (2021 Y8) SAS: 107 Non-Dis; 102 Dis
Y10 (2021 Y9) SAS: 108 Non-Dis; 102 Dis

Students receiving Lexia intervention for reading in Year 7 improved their reading SAS from 78 to 92 (av.). The largest improvement in SAS for disadvantaged students can be seen from Year 7 to Year 8, where this intervention had the most positive impact. Added capacity through the recruitment of the new Head of Literacy will now allow for the expansion of targeted interventions across the college in 2022-23. Years 9 and 10 will be a focus of these interventions given the limited progress of disadvantaged students in these year groups.

Using recent reading test data, 233 students have been identified as eligible for some form of literacy intervention this year: 7 students require phonics intervention, 35 require interventions to support comprehension, 27 students will engage in our Lexia interventions, 16 students will work with a reading mentor.

Tutoring
The impact of the School-Led Tutoring (ST) programme appears positive. In total 58 Year 11 students received tutoring from ST. In all subjects, students who received ST improved by more than the improvement seen for the whole cohort of students when comparing predictions at the start of the tutoring period to final GCSE grades.

Subject	Grade improvement for those receiving ST against the whole cohort
English Language	+0.20
English Literature	+0.05
Mathematics	+0.33
MFL	+0.10

For students not in external exam years, the impact of STs can been seen through improved attainment in relation to their peers. Of the 24 year 8 and 9 students that received tuition, 18 improved their assessment ranking across their year group.

Progress from the tuition partners element of the National Tutoring Programme (NTP), an external on-line initiative, was not positive. In total 69 students received support through the programme but outcomes were not improved as a result.

Subject	Grade improvement for those receiving tutoring against the whole cohort
Mathematics	-0.08
Science	-0.16

As a result of these findings, the college is continuing to use school-led tutors for 2022-23 but is reducing where tuition partners online tutoring is used. This will now be used to target 1:1 tutoring for specified disadvantaged students.

Attendance
Whilst attendance rates have not yet recovered to pre-pandemic levels, the College has a clear strategy to overcome this: All staff are responsible for attendance in the College, with tutors telephoning parents on the first day of any absence and sending regular monitoring letters to families. Heads of Year are well informed about attendance in their year groups and are empowered to intervene early when a potential issue arises. A restructure of the attendance team with an Education Welfare Officer overseeing attendance has ensured a consistent approach across the college, so issues are picked up quickly. Family Support Worker and COVID recovery worker have been successful in improving attendance for those with whom they work.

The attendance of Year 7 students for the first half term is 2% higher than it was for the same period in 2021, following a successful summer school and transition programme. The attendance of all disadvantaged students across the college has improved by 1.5% over the first half term when compared to the same time in 2021. The strategies being used are therefore having an impact on attendance. During 2022-23 we aim to embed these strategies and work further with parents of students with persistent absence to further improve attendance.

Parent Engagement
During 2021-22, the Leading Parent Partnership Award was used to further understand and respond to parents' views and has led to tangible changes, including signage, a new parent app and a new website to help parents engage successfully with the College. During 2022-23 the focus is to support all parents to use these tools to support their children by utilising the rewards, sanctions, attendance and reporting mechanisms effectively.