

South Dartmoor Community College

Pupil Premium Strategy Statement 2017-18 (Version 4)



Principles

At South Dartmoor Community College, we believe that closing the attainment gap between our most deprived students and their peers is a priority. The targeted and strategic use of Pupil Premium Grant supports us in achieving this aim.

“The inclusive nature of the school and leaders’ principle of ‘never giving up on pupils’ means that the school has admitted and retained significant numbers of highly vulnerable pupils. Many of them join the school at different times of the year in all year groups. Most arrive with records of poor attendance, persistent absence and poor attitudes to learning and to teachers. This often means that these pupils’ progress is slow at the outset and their attainment is low. School leaders and teachers work hard to improve these pupils’ attitudes, attendance and, eventually, their attainment, although this often remains low. The support they receive means that they have a safe and secure base in school. Many progress to appropriate post-16 courses in further education, training or apprenticeship. School leaders take great care to ensure that these pupils are kept safe and are well informed about risks to their safety, health and welfare. School leaders track these pupils’ progress and compare the data with that for other groups of pupils.”

James Sage Her Majesty’s Inspector

July 2016, Ofsted Inspection Report

Pupil premium strategy statement - South Dartmoor Community College

1. Summary information					
School	South Dartmoor Community College				
Academic Year	2017/18	Total PP budget	£223,403	Date of most recent PP Review	External review Feb 2107 Internal review Jan 2017
Total number of pupils	1071	Number of pupils eligible for PP	232	Date for next internal review of this strategy	Sept 18

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only) (9-4 2017)	26.2% / 29.3%	64.7%
% achieving expected progress in English / Maths (2015-16) (2017)	54.8/ 31% / 34.1/17.1%	75.8% / 73.4%
Progress 8 score average (2016) (2017)	-0.67 / -0.75	0.12
Attainment 8 score average (2016) (2017)	39.98 / 33.77	52

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor literacy skills)

A.	Low literacy and numeracy skills on entry to the college. The Learning Enrichment Centre (LEC) has been developed to help identified students catch up, 40% of our LEC students are Pupil Premium. See desired outcomes for disadvantage and non-disadvantaged data by year group.
B.	Low levels of connection with education, themselves, peers and nature. Often manifests as low aspirations, low confidence and withdrawal of effort/engagement. For example, in the 'on entry' data received from the primary schools on the current year 7's: 15% have an identified SEN, 38% were identified as receiving additional support, of these 94% received additional support in maths and English and 52% required emotional and social support.
C.	In year entries: In the first four weeks of the Autumn term 2017 we have already had 14 'blow in's' across years 8-11. Last year we had 36, this equates to 163 over the current 5-year groups. This data is split by year groups in the following table:

In year entries	Y7	Y8	Y9	Y10	Y11	Total	% of Disadvantaged students
2013/14	9	13	12	8		42	33%
2014/15	3	8	4	9	2	26	46%
2015/16	10	10	10	13	2	45	35%
2016/17	6	7	10	11	2	36	37%

Based on the 'in year' entries over the Autumn term 2016-17, 64% of students have come to us from our local secondary schools, 31% from out of county and 5% from out of the country. Last year 63% of 'blow ins' were placed in lower to middle sets and 25% arrived with no prior attainment data.

D. 39.6% of Disadvantaged Students have an identified need and require SEN support, Yr7 – 28%, Yr8 – 39.8%, Yr9 – 51%, Yr10 – 43.4%, Yr11 – 54.5% (Data as of October 2017). 59.2% of statemented students have autism. 27 students are either Statemented or EHCP.

External barriers (*issues which also require action outside school, such as low attendance rates*)

- A**
 - **Attendance for SEN and disadvantaged students' needs to be improved.** Current Autumn attendance figures are: CIC 85%, CP 90%, SEN 97.55%, FSM 95.94%, PP 95.44%. Please see section five for detailed analysis and action plan.
- B**
 - **Parental Engagement-** across all year groups there is a 20% gap between pupil premium families and 'All' families when attending Parents' evenings, Performance Leader reviews identify students with poor parental engagement as a barrier to learning, Parent evening data for the current year 11 pupil premium students is 38.63% compared to 69.83% for 'all' students, a gap of 31.2%.
- C**
 - **During 2016/17 68.7% of the year 7-11 cohort travel to college via county transport totalling 695 students** (this figure does not include service buses which are also used daily by **out of catchment students (193 students)**), this means that more than 83% of students travel to college by bus. In total 66% of our disadvantaged students travel to college via county buses. This issue impacts on attendance figures, for example when students miss the bus there is then no way that they can get into school, this also causes difficulties getting students home and can restrict access to intervention activities and out of hours' opportunities.
- D**
 - **The catchment area for the school is a significant, it covers 325 square miles** stretching from Mortonhamstead in the north to Heathfield in the east and down to South Brent in the south west. Transport issues can prevent students from attending additional interventions, parents' evenings and engaging in extra-curricular activities. Catchment area map appendix 1.

E	<ul style="list-style-type: none"> The areas of Heathfield and Buckfastleigh are listed as some of the most deprived areas in the county according to the Deprivation index. Despite a national trend for a decrease in FSM applications, at South Dartmoor a trend for increasing numbers of FSM applications appears to be developing, it is possible that this increase is linked to the economic difficulties in the area. 																		
	<table border="1"> <thead> <tr> <th></th> <th>2012/13</th> <th>2013/14</th> <th>2014/15</th> <th>2015/16</th> <th>2016/17</th> </tr> </thead> <tbody> <tr> <td>National average for state funded secondary schools-percentage</td> <td>-</td> <td>15.1%</td> <td>14.6%</td> <td>13.9%</td> <td></td> </tr> <tr> <td>South Dartmoor</td> <td>8.5%</td> <td>9.3%</td> <td>9.9%</td> <td>10.9%</td> <td>11.39%</td> </tr> </tbody> </table>		2012/13	2013/14	2014/15	2015/16	2016/17	National average for state funded secondary schools-percentage	-	15.1%	14.6%	13.9%		South Dartmoor	8.5%	9.3%	9.9%	10.9%	11.39%
		2012/13	2013/14	2014/15	2015/16	2016/17													
National average for state funded secondary schools-percentage	-	15.1%	14.6%	13.9%															
South Dartmoor	8.5%	9.3%	9.9%	10.9%	11.39%														

F **Amongst our 2017-18 students many face significant challenges in addition to their everyday learning, for example:**

- 6 disadvantaged students have Police involvement.
- 13 disadvantaged students have Social care involvement.
- 12 disadvantaged students are either involved with CAHMS or are awaiting support.
- 30 disadvantaged students are accessing counselling support
- 58 Disadvantaged students are currently described by their performance leaders as having a chaotic family with minimal support, 8 of these students are in year 11.

G **Lack of inclusivity demonstrated by several local secondary schools.** Our Executive Principal, Mr Hugh Bellamy, has challenged this issue with local Head Teachers, the Local Authority, the Regional Commissioner for Schools, the Member of Parliament and the regional Ofsted inspector, Mr Simon Rowe HMI.

H **Underfunding of social care and very high levels of staff turnover amongst social care staff.**
 There is a current lack of access to children’s mental health support, for example, we currently have 15 students waiting to access counselling support (5 of these are disadvantaged students), 70 students are accessing counselling support (30 of these students are disadvantaged).

4. Desired outcomes (desired outcomes and how they will be measured) **Success criteria**

<p>A. Increased attendance rates for SEN and disadvantaged students</p> <ol style="list-style-type: none"> Increased attendance rates for disadvantaged students. Reduction in persistence absence figure for disadvantaged students. Persistence absence for all disadvantaged students to achieve 12% and below. Overall College PA figure to achieve 15% and below. Reduction in the number of disadvantaged students within the 91-95% attendance band. At present, there is one CIC student that falls within this attendance band. <p>For additional data and full plan see section 5.</p>	<p>Reduce the number of persistent absences and reduce the overall absence for disadvantaged and SEN students.</p> <p>Desired attendance figures for July 2018:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>July 2018 target</th> </tr> </thead> <tbody> <tr> <td>CIC</td> <td>100%</td> </tr> <tr> <td>CP</td> <td>95%</td> </tr> <tr> <td>SEN</td> <td>96%</td> </tr> <tr> <td>FSM</td> <td>95%</td> </tr> </tbody> </table>		July 2018 target	CIC	100%	CP	95%	SEN	96%	FSM	95%
	July 2018 target										
CIC	100%										
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SEN	96%										
FSM	95%										



B. Improved progress across KS3 and 4 for all disadvantaged attainment groups, (low, middle and high prior attainment) addressing areas identified within Raise dash board 2016.

Current progress for Year 11 is outlined in the table below, Year 11 have had one data drop this year and this is compared to DD3 from year 10. Detailed analysis is available for all year groups. It is important to note that September staff training has focused on the importance of forecasting accurate grades, this is evident in the transition to DD1.

Year 11		Y11 DD1	Y10 DC3	Diff
Average Total Attainment 8	All	48.93	53.36	-4.4
	Disadvantaged	36.86	43.74	-6.9
	Not Disadvantaged	51.77	55.63	-3.9
	GAP	-14.91	-11.89	
Average KS2 Prior Attainment	All	4.77	4.77	
	Disadvantaged	4.29	4.29	
	Not Disadvantaged	4.89	4.89	
Average Total Progress 8	All	0.198	0.671	-0.5
	Disadvantaged	-0.142	0.545	-0.7
	Not Disadvantaged	0.28	0.701	-0.4
	GAP	-0.422	-0.156	
Pupils achieving a Positive Progress 8 score (%)	All	61.5	84.6	-23
	Disadvantaged	39.4	84.8	-46
	Not Disadvantaged	66.9	84.6	-18
	GAP	-27.5	0.2	
Students Achieving 9-7 in English and Maths (%)	All	8.1	12.7	-4.6
	Disadvantaged	0	0	0
	Not Disadvantaged	10	15.7	-5.7
	GAP	-10	-15.7	
Students Achieving 9-7 in English (%)	All	9.8	22.5	-13
	Disadvantaged	0	6.1	-6.1
	Not Disadvantaged	12.1	26.4	-14
	GAP	-12.1	-20.3	
Students Achieving 9-7 in Maths (%)	All	21.4	17.9	3.5

Progress is in line with 'other' students across low, middle and higher prior attainment groups. Where progress is not in line with 'other' students this is identified early by teachers and departments and a clear hierarchy of intervention is triggered.

	Disadvantaged	3	3	0
	Not Disadvantaged	25.7	21.4	4.3
	GAP	-22.7	-18.4	
Students Achieving 9-5 in English and Maths (%)	All	38.2	52	-14
	Disadvantaged	12.1	21.2	-9.1
	Not Disadvantaged	44.3	59.3	-15
	GAP	-32.2	-38.1	
Students Achieving 9-5 in English (%)	All	43.9	76.3	-32
	Disadvantaged	15.2	48.5	-33
	Not Disadvantaged	50.7	82.9	-32
	GAP	-35.5	-34.4	
Students Achieving 9-5 in Maths (%)	All	53.8	53.8	0
	Disadvantaged	21.2	21.2	0
	Not Disadvantaged	61.4	61.4	0
	GAP	-40.2	-40.2	
Students Achieving 9-4 in English and Maths (%)	All	63.6	79.2	-16
	Disadvantaged	30.3	51.5	-21
	Not Disadvantaged	71.4	85.7	-14
	GAP	-41.1	-34.2	
Students Achieving 9-4 in English (%)	All	71.1	92.5	-21
	Disadvantaged	39.4	81.8	-42
	Not Disadvantaged	78.6	95	-16
	GAP	-39.2	-13.2	
Students Achieving 9-4 in Maths (%)	All	75.1	80.3	-5.2
	Disadvantaged	51.5	54.5	-3
	Not Disadvantaged	80.7	86.4	-5.7
	GAP	-29.2	-31.9	
Average English Attainment 8	All	8.72	10.72	-2
	Disadvantaged	6.79	9.27	-2.5
	Not Disadvantaged	9.18	11.06	-1.9
	GAP	-2.39	-1.79	
Average English Progress 8	All	-0.658	0.368	-1
	Disadvantaged	-0.807	0.435	-1.2
	Not Disadvantaged	-0.622	0.352	-1
	GAP	-0.185	0.083	
Average Maths Attainment 8	All	9.38	9.73	-0.4
	Disadvantaged	6.55	7.52	-1

	Not Disadvantaged	10.04	10.26	-0.2
	GAP	-3.49	-2.74	
Average Maths Progress 8	All	0.149	0.38	-0.2
	Disadvantaged	-0.238	0.246	-0.5
	Not Disadvantaged	0.243	0.412	-0.2
	GAP	-0.481	-0.166	

C. Higher levels of literacy for disadvantaged students

Autumn 2016/17 reading and spelling tests conducted across the College identify that on average disadvantaged students perform lower than non-disadvantaged students.

Year	Average reading age	Average spelling age
7 Disadvantaged students	10 years 5 months	11 years 4 months
7 Non-Disadvantaged students	11 years 2 months	11 years 9 months
GAP	5 months	5 months
8 Disadvantaged students	11 years 7 months	11 years 9 months
8 Non-Disadvantaged students	12 years 1 months	12 years 3 months
GAP	6 months	6 months
9 Disadvantaged students	12 years 4 months	12 years 8 months
9 Non-Disadvantaged students	13 years 0 months	13 years 2 months
GAP	8 months	6 months
10 Disadvantaged students	12 years 6 months	13 years 0 months
10 Non-Disadvantaged students	13 years 2 months	13 years 0 months
GAP	8 months	0 month
11 Disadvantaged students	13 year 0 months	13 years 8 months
11 Non-Disadvantaged students	13 years 3 months	13 year 11 months
GAP	3 months	3 months

These tests will be conducted annually so we can monitor the progress of our disadvantaged students against non-disadvantaged students.

Disadvantaged student's literacy is in line with 'other' students expected progress.

D. Higher levels of engagement with the College from students and parents/carers.

This will be measured by attendance to college events, parents evening and increased positive communication measured via feedback from Performance Leaders and Learning Enrichment staff.

- Our disadvantaged student's barriers sheet will show a decrease in the numbers of disadvantaged students families who are not engaged in their children's learning.
- Student's aspirations, confidence and overall engagement will increase as a direct result of LEC support.

5. Planned expenditure

Academic year

17/18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?																																		
<p>1. Increased attendance rates for disadvantaged students. The table below shows the attendance figures for key groups since the last attendance audit.</p> <table border="1"> <thead> <tr> <th></th> <th>15/11/2016</th> <th>Sept 2017</th> </tr> </thead> <tbody> <tr> <td>CIC</td> <td>97.28</td> <td>85</td> </tr> <tr> <td>CP</td> <td>87.14</td> <td>90</td> </tr> <tr> <td>SEN</td> <td>91.36</td> <td>97.55</td> </tr> <tr> <td>FSM</td> <td>93.36</td> <td>95.94</td> </tr> <tr> <td>PP</td> <td>93.69</td> <td>95.44</td> </tr> </tbody> </table> <p>Desired attendance figures for July 2018 shown below.</p> <table border="1"> <thead> <tr> <th></th> <th>July 2018 target</th> </tr> </thead> <tbody> <tr> <td>CIC</td> <td>100%</td> </tr> </tbody> </table>		15/11/2016	Sept 2017	CIC	97.28	85	CP	87.14	90	SEN	91.36	97.55	FSM	93.36	95.94	PP	93.69	95.44		July 2018 target	CIC	100%	<p>1. Weekly performance Leader monitoring of disadvantaged students. Attendance Coordinator to provide separate SIM lists for these key students.</p> <p>2. Disadvantage students will be discussed with. Attendance Coordinator and EWO weekly.</p> <p>3. Health and Well-being booklet provided to parents when students are not attending due to mental health. Parents given advice on what to do and what the College expects in regard to attendances.</p> <p>4. Student support booklets given to key students in regard to mental health.</p>	<p>1. Reduction in persistent absence rates for disadvantaged students.</p> <p>2. An increase in overall house attendance. Attendance figures for all houses for the last audit point.</p> <table border="1"> <thead> <tr> <th>HOUSE</th> <th>July 2017</th> </tr> </thead> <tbody> <tr> <td>FOX</td> <td>96.09</td> </tr> <tr> <td>BEL</td> <td>93.51</td> </tr> <tr> <td>HOUND</td> <td>94.2</td> </tr> <tr> <td>RIPPON</td> <td>95.59</td> </tr> <tr> <td>HAY</td> <td>94.27</td> </tr> </tbody> </table> <p>Desired attendance July 2017-18 to achieve 95% and above for all houses compared to the figures above.</p>	HOUSE	July 2017	FOX	96.09	BEL	93.51	HOUND	94.2	RIPPON	95.59	HAY	94.27	<p>1. Attendance Coordinator will provide weekly lists to DSL.</p> <p>2. DSL will have a weekly meeting with EWO will a focus on disadvantaged students.</p> <p>3. Disadvantage attendance data will be added to each Performance Leader weekly meeting.</p> <p>4. DSL to provide attendance data for disadvantaged students to Governors and Directors.</p>	VLE	
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CP	95%
SEN	96%
FSM	95%
PP	95%

July 2017 attendance figures

FSM	93.38%
PP	92.9%
SEN	94.61%
CIC	85%

Overall attendance July 2017 - 93.5%

PA – 19% National 12.4%

2. Reduction in persistence absence rates for disadvantaged students. Persistence absence for all disadvantaged students to **achieve 12% and below**. Overall College PA figure to **achieve 15% and below**.

July 2017 attendance figures

Overall	PA	Group	National	National

5. Self-referral counselling introduced to encourage students to access support when they have concerns around mental health and accessing school.
6. New early warning letters for students whose attendance fall to between 95-91%. Parents made aware of the impact of a couple of missed days on overall attendance.
7. Performance Leaders to celebrate excellent attendance within their houses. Methods will include; house assemblies, postcards, praise letters and celebration lunches.
8. Performance Leaders to develop action plans for a student's displaying anxiety based school avoidance behaviours: what to consider proforma to be used in all houses. The background, relationships and environmental factors will be considered when looking at plans for students avoiding college and particular lessons.

3. An increase in overall College attendance. Overall attendance figures from the last two years shown below.

	Sept 2016	July 2017	Sept 2017
OVERALL	94.75	93.5	95.76

Overall attendance July 2018 to achieve 95%.

4. Reduction in EWO involvement.
5. Reduction in early warning letters sent to parents and carers. **The number of students within the 91-95% band to fall to below 100 students for the disadvantaged group. CIC students will have no students within the 91-95% band.**
6. Reduction in medical request letters sent to parents and carers.

£0

			Overall	PA
6.46	19	All pupils	5.0	12.4
6.04	15.3	Male	4.9	12.2
6.95	20.19	Female	5.0	12.7
8.18	19	FSM	7.2	21.6
6.34	15.93	Non FSM	4.1	8.3

3. Reduction in the number of disadvantaged students within the 91-95% attendance band. At present there are **146 disadvantaged** students who fall within this band. At present there is one CIC student that falls within this attendance band.

Reduce exclusion rates for FSM
 FSM and NON FSM exclusion rates are reducing.

The number of repeat exclusion for FSM and NON FSM students is also reducing.

2016-17	2015-16	2014-15
FSM 27/2/17 136	FSM 29/2/16 128	FSM 27/2/151 130
FSM Excluded 14 10.3%	FSM Excluded 21 16.4%	FSM Excluded 25 19.2%

Target 2017-18 for exclusion total for FSM and non FSM students not exceed 10% of population.

- Weekly performance Leader monitoring of disadvantages students.
- Disadvantaged students will be discussed with EWO weekly.
- Student support booklets given to key students in regard to mental health.
- Performance Leaders to develop action plans for a student's displaying anxiety based school avoidance behaviours: what to consider proforma to be used in all houses. The background, relationships and environmental factors will be considered when looking at plans for students avoiding college and particular lessons.

Reduction in exclusion rates for disadvantaged and non-disadvantaged students.

Reduction in repeat internal exclusions for disadvantaged and non-disadvantaged students.

Increase in successful managed moves for disadvantaged students.

Increase in early help referrals to support families to avoid exclusions.

Weekly Performance Team meetings to discuss at risk students

Regular attendance to Behaviour and Attendance panel meetings – managed moves discussed

Behaviour and sanction policies regular reviewed

Pre-exclusion meetings held with parents of at risk students

DSL to provide exclusion data for disadvantaged students to Governors and Directors

Early help referrals completed for all at risk students.



Improved progress across KS3 and 4 for all disadvantaged attainment groups (low, middle and high prior attainment)

- Subject leaders are supported to forensically track disadvantaged students across KS3/KS4 so that progress is in line with 'other' students across low, middle and higher prior attainment groups. Where progress is not in line with 'other' students this is identified and interventions are initiated by departments.
- Every teacher of every disadvantaged student needs to take full responsibility for the learner in their care to make the right progress.
- WKN to have overall responsibility of disadvantaged students and will be supported by BAI. All members of SLT have a disadvantaged element in their brief.

It is vital to know early which students require targeted interventions from departments and individual teachers. Tracking and reporting progress also provides essential evidence to demonstrate the impact the school has on progress.

EEF Research:
Feedback studies tend to show very high effects on learning. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', also tend to have a positive impact. Feedback has effects on all types of learning across all age groups.

External review highlighted that although the PP coordinator reported directly to the SLT they were not a full member of the SLT. Concern was raised that this structure did not provide for adequate leadership of the provision for disadvantaged students.

- Line management meeting of subject leaders to monitor progress.
- CPD training on identifying groups in SISRA.
- Sharing of good intervention practice across departments (Appendix 2)
- Successful strategies for disadvantaged learners shared with all staff. (Appendix 3).
- Know your Learner focus for all teachers which is monitored by subject leaders.
- Leadership structure to start September 2017.

BAI DXN
BRD WKN
H

Data Captures points throughout the year with follow up SPIT analysis of impact.

£0

	<ul style="list-style-type: none"> • Encourage Peer tutoring as strategy with all departments and staff. Several departments are developing models where sixth formers are being used as subject mentors to help underperforming disadvantaged students. • Seat disadvantaged students next to students who can model good learning behaviour (e.g. completing feedback, class focus, behaviour etc.). 	<p>The Education Endowment foundation toolkit states that evidence is relatively high for Peer Tutoring with a potential gain of six months with apparent gains for tutor and tutee.</p>	<ul style="list-style-type: none"> • Guidance for peer tutoring shared with subject leaders and teaching staff. • Sharing of effective classroom and departmental strategies with all staff, resources available on the S drive • Monitoring via: Performance management observations. Learning walks and lesson observations. 	<p>Leadership team</p>	<p>September 2018</p> <p>Smart seating £1147.20</p>
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	<ul style="list-style-type: none"> • Mark disadvantaged learners' books 3 or 4 books in. • Follow College marking and assessment policy. • Pens for progress- In addition to the existing marking teachers have been given a set of purple pens which are for students to 'upgrade' their work or respond to feedback through 'next steps' tasks. • Classroom resource wallets are to be provided in all classrooms. These plastic wallets (which are to be placed on tables in the classroom) are to include black pens, purple pens and pencils and will remove the issues surrounding disadvantaged students not having the right equipment for lessons. • Volunteer Staff Learning Coaches are to be trialled during the Autumn term. Staff are to volunteer to foster a disadvantaged student with whom they already have developed a positive relationship with and then meet with them a few times a month to help develop their outcomes. 	<p>The Colleges marking and assessment policy has been developed in direct response to feedback from disadvantaged learners who were unsure as to the next step to progress their learning.</p> <p>EFF research: Feedback that refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome has shown very high effects on learning, 8 months' progress.</p> <p>The provision of learning coach support finds students one and a half times more likely to achieve five or more GCSEs at <i>grades 9 to 4</i> than those of similar previous attainment levels who have not received the same support (DfES 2005).</p>	<ul style="list-style-type: none"> • Termly book scrutinies ensure that students are making good also used to triangulate staff assessments about progress so that we know that the data being used to plan intervention is accurate. • Consistency across the College • The marking symbols have been explained to staff with examples of good practice, • Where appropriate time will be made available in lessons e.g. 10 mins for upgrading/ responding to feedback to take place, students must also be accountable as to whether they have used this time wisely. 	<p>Leadership team/ Subject leaders</p>	<p>September 2018</p> <p>£20</p> <p>£503.53</p>
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	<ul style="list-style-type: none"> • Meta cognition (learning how to learn) strategies. 	<p>This strategy is embedded into the college but it need to be revisited regularly to keep it high on the learning agenda.</p> <p>EEF Research: Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p>Please note that Meta Cognitive strategies support our commitment to the ongoing development of pedagogy and practice and they are an integral part of our whole college teaching and learning vision. For a more comprehensive view of Teaching and Learning at SDCC, please refer to the following documents:</p> <ul style="list-style-type: none"> -Learning Policy -Learning Together for Life -A Guide to: Effective Teaching, Learning and Assessment -Assessment, Marking and Feedback Policy -A Guide to Effective Marking and Feedback -A Guide to Marking and Feedback Sampling and Scrutiny -Marking and Feedback Update -Praise Policy -Feedback Fortnight: A Guide for Parents 	<ul style="list-style-type: none"> • Whole staff Meta Cognition CPD took place twice in 2017 (inset training and learning hub) this gave clear guidance as to how to teach student to plan monitor and evaluate their learning. • Metacognitive training will continue on an annual basis. 	HLS/HLT	<p>September 2018</p> <p>£550</p>
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	<ul style="list-style-type: none"> • Explore and develop a new vocational pathway at KS4 to support key groups including disadvantaged and SEN students. <i>See Curriculum Development Plan.</i> 	<p>Equity and quality in education. Supporting disadvantaged students and schools 2012 state that schools should design equivalent upper secondary education pathways to ensure completion.</p>	<ul style="list-style-type: none"> • Subject leader to explore possible options and liaise with WKN. 	WKN	<p>Review suggestions Jan 2018 and offer successful courses September 2018</p>
	<ul style="list-style-type: none"> • Pupil pursuits will continue to take place termly. These will continue to focus on Key groups • Governor Pupil Pursuit of disadvantaged pupils will take place in the first half of the Autumn term. • Focused Book Scrutinies on target groups will continue to take place termly. • A Governor disadvantage book scrutiny will take place during the Autumn term. 	<p>Pupil pursuits and book scrutinies are a good way to look at and analyse evidence of progress.</p> <p>In response to a recommendation from the external disadvantaged review we have invited in the governor team to conduct and be part of this process.</p>	<ul style="list-style-type: none"> • Termly book scrutinies ensure that students are making good progress also used to triangulate staff assessments about progress so that we know that the data being used to plan intervention is accurate. • Monitors consistency across the College 	<p>Leadership team Governors</p>	<p>Autumn term 2017</p>

Higher levels of literacy and numeracy for disadvantaged students

A recent internal **curriculum remodel** driven by a desire to meet the needs of disadvantage students has recommended that all Key Stage 3 students (above the level of the LEC) receive an increase curriculum allocation in Maths and English and from September 2017. For years 7 and 8 students this means an increase from 3 lessons per week to 5 lessons per week for Maths and English. This practice is also replicated in years 9-11 who also have 5 sessions per week in Maths and English.

Student voice interviews have highlighted that students would like longer lessons to develop learning further e.g. practice and then master. The increase in lessons for Maths and English will be staffed by the same Maths/English teacher for all their lessons, this will allow more time to deliver meta cognition/self-regulation and to further develop connections between the group and the teacher. EEF research: On average, Social and Emotional Learning interventions have, four months' additional progress. Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress

- SLs in English, Maths and LEC to share improvement plans showing strategic processes for how the additional time given will impact on levels, progress and whole curriculum development of all students including disadvantaged students.
- Track progress of students.
- CPD to ensure staff can deliver meta cognition and self-regulation etc.
- Monitor delivery.

Leadership Team

Start September 2017 review Jan/Feb 2018.

£0

	<ul style="list-style-type: none"> From September 2017 positively discriminate for disadvantaged students in the selection process for students accessing the learning enrichment centre and adapted timetables. 	<p>The LEC has been very successful with disadvantaged students therefore to look to expand this provision is the logical next step. At the time of writing in 2017/18 data is as follows:</p> <ul style="list-style-type: none"> On average Y7 students have made 22 months' reading progress in 9 months. On average, disadvantaged Year 7 students have made also 22 months' reading progress in 9 months. Compared to their end of KS3 targets Yr7 LEC students performed better than their peers in English being -1.01 points behind their target with disadvantage students performing better than non-disadvantaged students at -0.79. On average Year 8 students have made 29 months' reading progress in 21 months. On average disadvantaged Year 8 students have made 25 months' reading progress in 21 months. <p>This shows significant accelerated progress in terms of reading age and writing for all students including disadvantaged, enabling them to catch up with their chronological age.</p> <p>EEF research: On average, Social and Emotional Learning interventions have, four months' additional progress, oral language interventions 5 months' progress, outdoor adventure learning 3 months' progress, phonics 4 months' progress, reading comprehension strategies 5 months' progress, reducing class sizes 3 months' progress.</p>	<ul style="list-style-type: none"> Review low achiever's student list termly and identify any possible late movers into the LEC, this would ensure that any spaces left by students who have been reintegrated are filled. Data analysis and re-assessment of possible identified students. Keep groups low in size. Engagement with families before any student moves into the LEC. Track progress of students. 	<p>TLY</p>	<p>September 2018</p> <p>£60,689.76</p>
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	<ul style="list-style-type: none"> From September 2017 positively discriminate for disadvantaged students in the selection process for students accessing the high performing programme. 	The high performers programme has been very successful at extending the thinking skills of students particularly with deep learning impact days.	<ul style="list-style-type: none"> Student voice feedback. Track progress of students. 	WKN	September 2018
					£0
Budgeted cost					£62910.49
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Higher levels of engagement with the college from students and parents/carers

- **Review possible ways to communicate and engage with parents** e.g. Text link/Parent mail. This could be used to inform disadvantaged families of up and coming opportunities or could be targeted learning updates specific to key subjects e.g. reminders about class tests, parents evening or as simple as the topic covered in lessons to help start learning conversations at home.
- **Targeted invite letter/email to Parents evening for disadvantaged students.**
- **Prioritise disadvantaged families to make parents evening appointment first.**
- **Survey monkey perceptionnaire to parents of disadvantaged students to help identify perceived barriers to learning.** How do parents' feel about what do and what can we do to help enable parents to support learning.

- A recent trial involving inviting targeted year 11 disadvantaged students to parents evening improved overall PP attendance from 38% to 52%.
- A recent EEF texting parents trial identified about one month of additional progress in math and reduced absenteeism when compared to other children. The intervention was more effective in reducing absenteeism in the KS4 cohort compared to KS3. This result is of note given that absenteeism increases as pupils' progress through school (EEF).
- Communication with disadvantaged families will improve and this will encourage parents to become more involved in learning conversations at home.

- Review current systems available.
- Parental feedback.

BRD/BAI

September 2018

School Comms
£1798.00
/year

£0

£0

Budgeted cost £1798



iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?																		
Increased Health and well-being of disadvantaged students	<ul style="list-style-type: none"> • Mindfulness- two selected staff (from 17 who completed foundation course) to attend the full .b mindfulness training 4 day course. • Amend tutor system from 3 tutor sessions to daily sessions from 9-9.25am. Separate year 11 to enable more bespoke well-being delivery for this year group. Start date September 2017. • Develop strategy plan with Graham McDowell to support tutors to deliver well-being solutions to help create a happier, healthier students and staff workforce. 	<p>The NHS are now currently prescribing mindfulness for anxiety and depression.</p> <p>A recent mental well-being survey of SDCC students (using the Warwick-Edinburgh Scale) identified that students' potential well-being declines from 67% in year 7 to 51% in year 11.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Warwick-Edinburgh Scale</th> <th>Potential wellbeing score</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>51</td> <td>67%</td> </tr> <tr> <td>8</td> <td>50</td> <td>65%</td> </tr> <tr> <td>9</td> <td>49</td> <td>62%</td> </tr> <tr> <td>10</td> <td>48</td> <td>61%</td> </tr> <tr> <td>11</td> <td>42</td> <td>51%</td> </tr> </tbody> </table> <p>Curriculum leaders are working at 48% of their potential mental wellbeing and teachers are working at 56% of their potential wellbeing.</p>	Year	Warwick-Edinburgh Scale	Potential wellbeing score	7	51	67%	8	50	65%	9	49	62%	10	48	61%	11	42	51%	<p>17 staff have already completed a foundation course and successful trials have been conducted in school. Training will be completed by 2 selected staff and mindfulness will be delivered as part of the curriculum.</p> <p>12 tutors across the houses to train (with Graham McDowell) to deliver wellbeing programme primarily focusing on year 11. Student voice will be used to monitor progress. A review of attendance rates, behaviour logs, follow up health and follow-up wellbeing questionnaire will identify if there has been a whole school improvement.</p>	BAI	<p>September 2018 £1500</p> <p>£2000</p> <p>£0</p>
Year	Warwick-Edinburgh Scale	Potential wellbeing score																					
7	51	67%																					
8	50	65%																					
9	49	62%																					
10	48	61%																					
11	42	51%																					

	<ul style="list-style-type: none"> • Emotional Logic Training taster session for all staff as part of the ongoing CPD on Health and Wellbeing. • Additional staff training for 2 school champions in Emotional Logic to help continue CPD for staff. • Delivery of Emotional Logic as part of the tutorial system guiding student how to deal with being emotionally stuck and how to formulate a plan to move forward. 	Many of our students are reporting issues with forms of loss and are struggling to cope with their emotions. Emotional logic will help students deal with loss and grief whether is through the loss of a relative or the breakdown of a relationship or friendship, this will enable them to access the curriculum in a better frame of mind.	Whole school delivery supported by tutorial system with a structured plan for delivery. PL and lead tutor observations of tutors delivering the programme.	GDD/VLE	September 2018 £2000 £535.50
	Continue free membership to the Ashmoor Centre for year 11 disadvantaged students.	Physically active students can cope better with the pressures of year 11.	Monitor the number of students that apply for memberships.	HUG/ Ashmoor	September 2018 £150
	Prioritise disadvantaged in queue for counselling.	Currently students' can be waiting a long time to access the councillor (6-8 weeks). This is due to a lack of CAMHS provision. Prioritising referrals for disadvantaged students is an attempt to help improve the health and wellbeing of this target group of student.	Analysis of data. Attendance figures and health questionnaire This amendment can reduce the waiting time from 6-8 weeks down to 1 week.	VLE/HDG	September 2018 £0
	Provide all year 11 disadvantaged students and potential NEET students with career guidance.	Students feedback identifies these guidance sessions as impactful in formulating a plan to ensure meeting the Colleges target of zero NEETS.	Trained careers guidance staff are to conduct the sessions and monitor attendance; tutors are to chase students who have	BAI/KIL	September 2018

			not attended to rearrange session.		£0
Raise self-esteem and aspirations of disadvantaged students	Continue the Raising aspirations Project run by South / West Devon CEIAG group.	Student feedback from last years' experience was very encouraging, reference was made to how this experience helped them making career and further education decisions. Cost £230.	BAI to liaise with PL's over targeted students. Student feedback.	BAI	September 2018 £350
Raise the profile of disadvantaged student	Encourage Senior Leaders/Performance Leaders/Subject Leaders to select disadvantage learners to positions of responsibility e.g. SHOH, student council, learning councils, drama productions, guides etc.	Disadvantaged students will have role models to identify with who will model the desired behaviours (Bandura's Social Learning Theory)	The leadership team and disadvantaged team will monitor and advise on selection processes. Weekly Monday morning meeting to share disadvantaged students' success.	Leadership team	September 2018 £0
	<ul style="list-style-type: none"> • Add barriers to learning on all Sims marksheets so teachers are aware of the difficulties faced by our disadvantaged students. • Identify all disadvantaged students in Con WIB in red. 	<ul style="list-style-type: none"> • Staff feedback is that they are often not aware of the difficulties that students are facing. 	Liaise with DXX and VLE	BAI VLE	Jan 2018
	Continue to focus on disadvantaged learners for Learning Goal 1 of the Performance and Progression cycle	Staff will be directed to implement strategies to improve the performance of disadvantaged learners.	Line managers will ensure that this is happening as part of the QA process.	Leadership team and subject leaders	September 2018

	<p>Publish 'War board' of Year 10 and 11 disadvantaged learners in who are underachieving (must be a student no go area). Comparison will be plotted based on Forecast A8 v KS2 Prior attainment</p>	<p>Concerns have been raise by line managers (via quality assurance processes) that teachers are not aware of who our disadvantaged students are, particularly when referring to prior attainment. To raise the profile of disadvantaged learners we will visually identify disadvantaged students in all year groups that are cause for concern including LPA, MPA and HPA. Share this with all staff via email as well as via pictures in target areas in the staff room.</p>	<p>Staff already have this information and line managers have discuss strategies in management team meetings. Pictures will be produced for departments to develop their own displays of target disadvantaged students. Targeted underachieving disadvantaged students will also be displayed in the main staff room, this will identify LPA, MPA and HPA.</p>	DXX/BAI	<p>September 2018</p> <p>£15</p>
	<p>Leadership praise phone calls home to target disadvantaged learners.</p>	<p>This practice will encourage staff to focus on praising disadvantaged students who will be motivated from the praise received. In a recent leadership team meeting the team reported that parental feedback from praise calls home have been very positive.</p>	<p>Request made to all teaching staff to send in praise for disadvantaged students in years 10 and 11. Leadership team allocated a list of students to call, feedback in leadership team meeting.</p>	BAI	<p>January 2018</p> <p>£0</p>
Budgeted cost					£6550.50
<p>(NB this figure forms only a small part of the total planned expenditure for PP for 2017-18, please refer to ' PP spending 2017-2018' for this information)</p> <p>Total Budgeted cost</p>					£71258.99

4. Review of expenditure (please also refer to PP sending 2016-17 for additional information)

Previous Academic Year

2016/17

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve progress and the quality of feedback.	Marking and Assessment policy	Evidence from disadvantaged book scrutinises indicates that this is impacting directly on students' progress and is making student more accountable for their work and future upgrading.	The college must now work to ensure that this practice is consistent across the college with targeted termly book looks and pupil pursuits.	£0
To improve the learning habits of all students.	Metacognition strategies Graham Powell visit	This whole school strategy facilitates students 'learning how to learn' and evidence (EEF) is strong. Evidence from lesson observations indicates this practice is started to become imbedded across the college.	The college must now work to ensure that this practice is consistent and regularly revisited to keep it high on the agenda for all.	£550

<p>Improved progress across KS3 / KS4</p>	<ul style="list-style-type: none"> • Peer tutoring – students working across year groups to provide explicit teaching support in English and Maths. Year 9's are to work with identified year 7 and 8's in 4 week blocks in Wednesday tutor slot in JMB breakfast bar and drink provided). • Purple Pens • Seat disadvantaged students next to students who can model good learning behaviour (e.g. completing feedback, class focus, behaviour etc.). • Y11 Revision guides and core text books 	<p>Evaluations of those students who took part in the project were very positive, in fact one pair continue the mentoring after the project was completed.</p> <p>Supported by EEF research and imbedded as good practice across the college.</p> <p>Student questionnaire and parental feedback highly supports this provision.</p>	<p>Mentors were very willing however the mentees were not so keen, with some student avoiding coming. This provision impacted upon the provision of the pastoral curriculum which was not ideal. Peer mentoring will be encouraged to continue but within lessons avoiding any need for students to be extracted from lessons or the pastoral curriculum. Learning coaches (staff adopting disadvantaged students) is a development of the Peer Tutoring programme. Several departments are also using sixth form students as subject mentors.</p> <p>This practice will continue This practice will continue</p>	<p>£50</p> <p>£20</p> <p>£1147.20</p> <p>£1032.49</p>
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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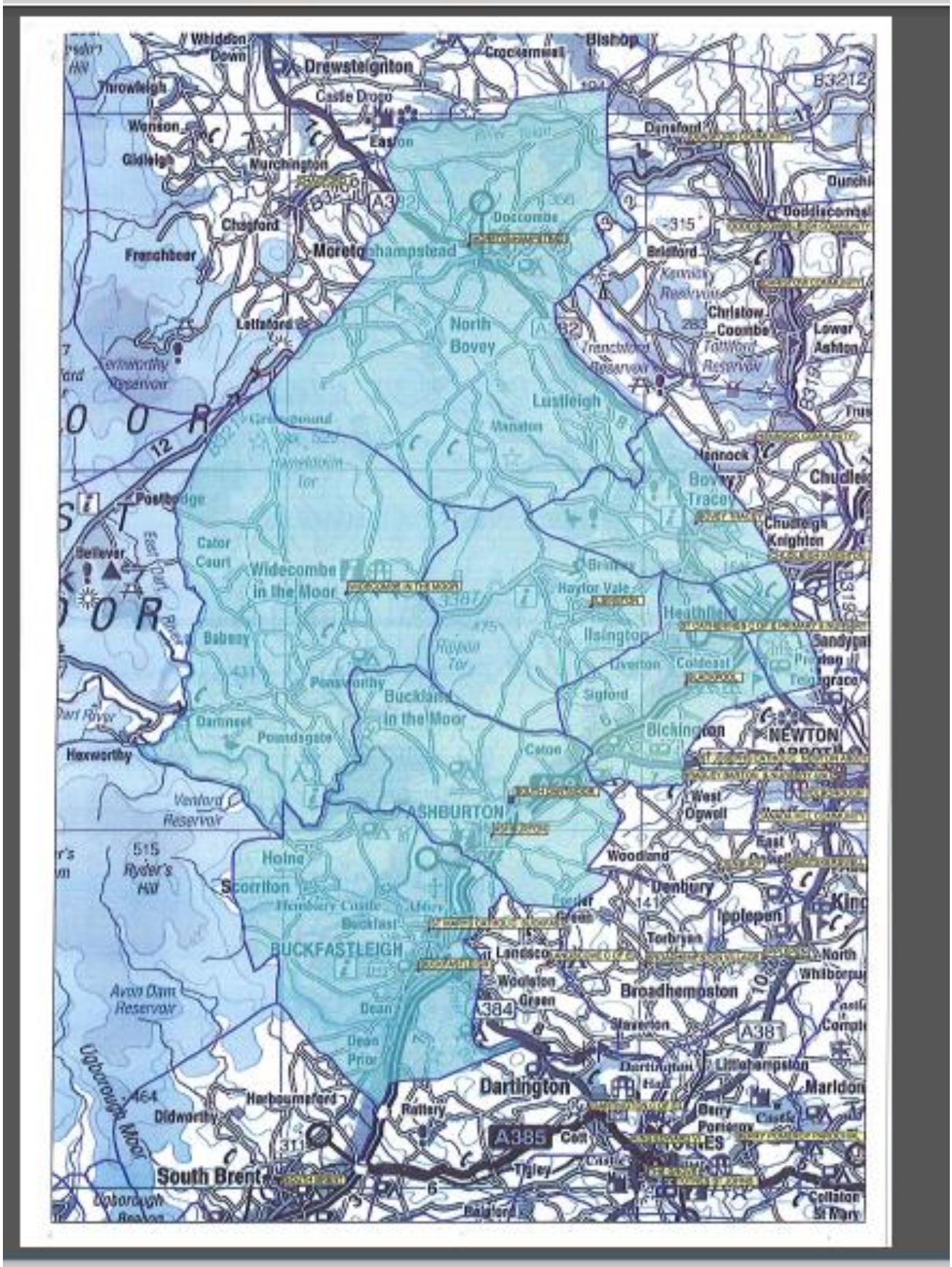
Improve literacy levels on arrival to SDCC	<ul style="list-style-type: none"> • The Learning Enrichment Centre • Reading Pen- • Buzz reading books for all yr7-8 PP • Listening books • LEC Community Projects 	Data for the LEC is very encouraging both in terms of data captures and also in terms of the progress made in terms of LOP and reading.	This provision will continue and hopefully inform new curriculum developments that are targeting disadvantaged students who have not got low levels of literacy on entry to the college.	£60,689.76
		Accelerated reader.	Accelerated reader continues to be a successful strategy in the LEC but is very high cost. Alternative practices are now being investigated.	£1194
		Limited impact but valuable for students who used it. Difficult to measure impact and no evidence	No plans to buy more.	£124.95
		Limited use and evidence	Discontinued	£285
		Helped with parental engagement	Discontinued	£50
			Continue	£148.9
Supporting students reintegrating back into the school system and also supporting students with mental health and anxiety issues.	The House	Alternative provision in terms of adapted timetables and phased returns after exclusion or long term medical issues has enabled many students to remain in education at SDCC. In many cases the late school provision has provided a successful alternative to long-term exclusion. The Rainbow room has proved to be an excellent space for student who require support for mental health and anxiety.	This provision will continue and has also been successfully adapted to support students entering the college with English as a second language.	£33,941
	Counsellors	This provision enables disadvantaged students to continue to access the curriculum.	This provision will continue.	£9973.50
Strategic planning	Contribution to the salary of the Pupil Premium Co-ordinator.	Strategic running of the PP support	This provision will continue.	£15691
		Disadvantaged Audit of current provision BAI HLS HLT		£400

	Contribution to the salary of the Teaching and Learning Assistant Principals.	Strategic management of the PP support	This provision will continue	£31,182
	Contribution to the salaries of six Performance Leaders.	Targeted action plans and pastoral support	This provision will continue	£47,100
	Mindfulness Emwave, Inner balance sensor / second hand ipad	Feedback from the 17 staff that underwent this 8-week training course has been very positive.	Plans are now to select 2 staff to continue to train to become .b instructors and incorporate mindfulness practice into the curriculum to support the health and wellbeing of students. Anxiety monitors have been a useful but only impact on limited numbers of students, there are no plans to buy any more.	£2175.94 £364
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Raise self-esteem and aspirations of disadvantaged students	<ul style="list-style-type: none"> Assemblies to follow a motivational/aspirational theme. Use staff and students as motivation speakers for all targeting aspirations, overcoming obstacles and developing a desire to succeed. 	Students need role models to aspire to. Recent Girls active assemblies run by the students and BWE had an immediate effect on students signing up for Bogie bounce classes. But EEF evidence is low for impact on educational attainment but recognises the importance of developing confidence.	Inspirational speakers have proved a powerful motivator to start new activities but it is very difficult to measure impact on attainment. Plans to Invest in an external motivational speaker in 2016/17 have been shelved due to lack of evidence of impact attainment and high costs. The PE department are to continue motivational assemblies in increase girls taking part in sport.	£0
	<ul style="list-style-type: none"> Pupil premium Coordinator. Performance Leader (targeted action plans and pastoral support). 	Contributions towards designated lead and towards one of the six Performance Leaders.	Continued	£15,691 £47,100
Access to extra-curricular provision and revision.	Late bus contribution	Enabled students to access extra-curricular provision but lack of payment sometimes meant spaces were unused.	High cost for low measurable impact, unlikely to be continued.	£2680
Removal of financial barriers to enabled access to the curriculum for all.	<ul style="list-style-type: none"> Music tuition Maths packs Scientific calculator Memory sticks Planners Print credit Flash drives Linx laptops maintenance 	Student questionnaire feedback highlights that students really value the provision of selected items particularly print credit and music lessons.	<p>The Linx laptops were the most expensive provision but they allowed students to complete work at home and were greatly valued. There is now a bank of 30 that are available for long term loan. There are no plans to add to this provision rather to maintain existing provision.</p> <p>The provision of essential equipment will continue.</p>	£2174.71

Additional detail

If you would like any further information, please do not hesitate to contact our Pupil Premium Co-ordinator Lucinda Baines
lbaines@southdartmoor.dev.sch.uk



325 square miles

Appendix 2: Departmental Interventions Strategies

(collected from Departmental Improvement Plans)

Orchestrating the classroom environment to ensure all groups of students are making at least 3 LOPs

- Storage area in the room for kit/ books etc. to help students with organisational difficulties.
- A Learning habits notice board in classrooms specific to subject.
- Displaying the Learning Habit Wheel at the heart of the classroom, so its place in the students learning is explicit and can be easily accessed by teachers and students.
- Target praise strategy for disadvantaged learners e.g. phone calls and post cards home, work displayed on notice board.
- Seat disadvantaged students next to model learners.

Pedagogical strategies to ensure all key groups of students are making at least 3 LOPs

- Learning conversations discussing clear smart targets with disadvantages student if they are in danger of not achieving 3 LOP.
- Ensure disadvantaged students have a voice and that they feel valued.
- Marking disadvantaged book 3-4 in.
- Frequent peer tutoring opportunities within the class and where possible across age groups.
- Positive discrimination towards disadvantaged students in all selection processes.
- Engage early in lesson, have the disadvantaged students as your 'go to first' students.
- Learning champions in class (use disadvantaged students).
- Talk for writing strategies.
- Focus on spelling, develop league competition.
- Provide outdoor learning opportunities.
- Tailor lessons to the preferred learning style of the groups, listen to their voice.
- Subject leader to identify classes with high numbers of disadvantaged students and teach these groups along with other strong teachers.
- Group work with clearly identified roles.
- Learning by doing and talking.
- Encourage questioning skills.
- Provide all equipment needed.
- Produce specific resources for disadvantaged students, eg revision guidance, intervention materials.
- HL focus on quality not quantity. Supportive learning environment e.g. lend equipment, store equipment, open door policy and check in with feelings policy.

- The language of the learning wheel to be part of the teacher's everyday vocabulary, making language explicit in the student's learning and empowering students to become better lifelong learners.
- Feedback needs to be specific with guidance on how to improve.
- Allow time in lessons to make the improvements and check they are being done.
- Metacognition, plan, do, review. Give support on this then encourage independence.

Additional (outside the classroom) intervention for disadvantaged students

- Targeted Lunch time interventions for disadvantaged students (small groups).
- Regular emails home to ensure that parents and students have all the information about the course, e.g. guidance on effective revision, mock exam dates, best revision guides, progress in class.
- Prioritise places on trips for disadvantaged learners, seek funding if required.
- Student Voice activity specifically targeted for disadvantaged learner.
- 'Show me' principle to monitor the level of revision student, student must **prove** every two weeks that they are revising.
- Phone calls home to parents of disadvantaged students who did not attend parents evening.
- Share attendance concerns with disadvantaged students' parents.
- Email parents of entire class so parents are aware of what is being covered in class.
- Small group intervention focusing on revision and exam skills Run alongside A*-A session weekly.
- Review the setting of disadvantaged students, put in higher sets.
- Link disadvantaged students with mentors from sixth form.
- Conduct student voice on disadvantaged student to help guide more specific support.
- Pre-school breakfast club.
- Parental engagement evening for all disadvantaged focusing on revision strategies and subject specific support.

Using data to drive progress in all key groups

- Use data pictures to display underperforming disadvantaged student in departmental area.
- The progress of disadvantaged students is a regular item on departmental agendas. 'Know your learner meetings' sharing strategies for underperforming disadvantaged learners and monitoring their progress after data captures. Next step task developed from this.
- Use SISRA to identify disadvantaged students to closely monitor LOP and use this as the basis for an intervention programme and planning in the class room.
- Use year 11 mocks to identify a clear plan for ensuring disadvantaged students have all the targets they need to achieve 3+LOP.
- Departmental picture board of disadvantaged student on/off target.
- Subject leaders to target book looks for disadvantaged learners.

Equipping colleagues to make a difference with all key groups of students

- Departmental SISRA training for all staff.
- Revisit schemes of work to make learning engaging and impactful to help develop curiosity in learners.
- Research successful strategies for disadvantaged learners (Education Endowment Foundation Toolkit, Sutton Trust) share findings with the department.
- Metacognition and self-regulation added to schemes of work.
- Log intervention strategies on sims.
- Get to know you disadvantaged students (background, siblings, prior attainment, reading age, hobbies and interests).

Appendix 3: Classroom strategies to close the gap between disadvantaged students and non-disadvantaged students 2017.

- **Be aware of the different categories of Disadvantaged student.** Free School Meals (FSM), Ever 6 (E6). Children in Care (CIC) and Pupil Premium Plus (PPP). Forces students (F) are no longer classed as disadvantaged. We will continue to use the term Pupil Premium with students and parent's due to the negative connotation of the term disadvantaged. Please note that SEN refers to special educational needs and is not part of the Disadvantaged or Pupil Premium category.
- **Know your Data.** Ensure that you know who the disadvantaged students are in your class. Are they on or off target in your subject? Do you know if there a gap in data between the achievement of disadvantaged students in your subject when compared to non- disadvantaged students? Is there a gender gap? (SISRA). Update SL accordingly.
- Use college seating plan policy, **seat disadvantaged students next to learners who can model the desired behaviours.** Ensure you update your seating plan at least once every half term as the Pupil Premium list is constantly changing.
- **Engage disadvantaged students early in the lesson,** English have their **'Go to first'** students that they always go to first! e.g. a welcoming comment, setting a task, checking progress, challenging question etc.
- **Ensure disadvantaged students remain on task during the lesson** e.g. good lesson pace, challenging tasks and directed challenging verbal interaction.
- **Mark disadvantaged students work 3-4 in when you have 'warmed up'** (you could use a very subtle dot on the spine of a book to quickly identify the disadvantaged students).
- **Give effective feedback.** Needs to be part of an effective Assessment for learning Policy (see SDCC Policy). Formative assessment (linked to learning intentions) has a positive impact on achievement whereas summative assessment (marks, grades or levels) has been found to have a negative impact. Highlight what has been successfully achieved and how to improve further rather than what is wrong (this doesn't improve attainment). Give opportunities for the students in lesson time to act upon the feedback that they have received. Be aware of the emotional impact the feedback has on the student, strive to raise self-esteem and motivation, avoid comparisons to other students.
- Ensure that disadvantaged students have all the **equipment** that they need for the lesson, laptops, maths packs, calculators, USB pen, print credit, revision guides and core English textbooks are all available for pupil premium students (see BAI or the library if they are missing equipment). Provide Pens without question or punishment (collect from the staff room or see BAI if running low).

- Any concerns e.g. behaviour/home learning/progress etc. **contact home early** (telephone is usually better) and establish a relationship with parents, report any hard to reach parents to Performance Leaders.
- Refer disadvantaged students who are either struggling with Home Learning or who are repeatedly missing deadlines to the **Home Learning club**.
- **Make disadvantaged students' Parents evening appointments first**, call home where parents are unable to make the evening.
- Be aware that disadvantaged students statistically have much lower levels of self-confidence, **positive interactions that build confidence** levels are very motivating for these students. Refer to WIB and Praise emails for possible 'ways in' for conversations.
- **Learning how to learn/metacognitive strategies** are particularly helpful e.g. resilience etc. They must be explicit in all lessons and students need to be aware that strategies are transferable.
- The impact of **peer tutoring/peer-assisted learning** is relatively high, with a potential gain of six months with apparent benefits for both the tutor and tutee. This is where learners work in pairs or small groups to provide each other with explicit teaching support. It can be same-age/same-ability groups or by pairing more advanced tutors with younger or lower attaining tutees, learners can also alternate between the role of tutor and tutee. Learners take on responsibility for aspects of teaching supplementing or enhance normal teaching, rather than to replacing it.
- **Track progress using SISRA**. This information will support in the identification, tracking and monitoring of pupils requiring interventions in order to maximise progress in all year groups.
- Encourage disadvantaged students to share ideas with a partner before answering the questions, especially for more challenging questions.
- Ensure that appropriated methods are used to help disadvantaged students **catch up on missed work when they are absent** e.g. Handouts, note in books from teacher highlighting absence with an additional task or driving question to complete etc.

These strategies have been developed from practice in school, The Education Endowment Foundation, the Pupil Premium handbook for Cambridge schools and the Sutton Trust.