

SUMMARY OF EVIDENCE					APPLICATION AT SDCC				
Initiative	Potential gain	Cost	Evidence estimate	Overall cost benefit	Summary of initiative at SDCC	Allocation from PP	Action to date	Impact to date	Projected impact
1:1 tutoring and lunchtime and after College interventions in small groups. Includes holiday support sessions.	+5 months, early intervention +6 months	£££££ £££££	**** ****	Moderate for high cost High impact – high cost	<p>Students removed from lessons on occasions given 1:1 sessions but not planned for regularly within Eng and Maths.</p> <p>Lunchtime support as planned package of support with Performance Leaders caseload in KS4.</p> <p>Attendance and support as part of an agreed plan with student, parents/carers, subject teacher, tutor and Performance Leaders – clear links with meta cognitive learning</p> <p>A vast majority of subjects offer lunchtime and after College support sessions for students.</p> <p>English targets different ability and key groups. Pupil premium opportunities are twice a week, one lunchtime and one after College</p>	£25,250	KS4 processes embedded. See Intervention timetable	<p>Year 11 current cohort gaps closing in year for 3+ levels of progress now within 1.03% English. Maths have closed the gap by 6.47% within the year.</p> <p>Further data in Key practice document – 'SUMMARY OF GAP'</p>	Development into KS3 to close the gap earlier

SUMMARY OF EVIDENCE					APPLICATION AT SDCC				
Initiative	Potential gain	Cost	Evidence estimate	Overall cost benefit	Summary of initiative at SDCC	Allocation from PP	Action to date	Impact to date	Projected impact
					session. Priority Late Bus bus places are given to Year 11 and Pupil Premium students				
Additional mentors assigned Meta cognitive and self regulation	+8 months	££	****		2013/14 utilising staff as mentors to work with individuals and small groups dependent on the level of need/intervention. Students to reflect on learning needs through student voice. Planned approaches and peer tutoring. Extraction at lunchtimes and within lessons. Coordinator to QA and lead college practice. Linked closely with SPIT process and data analysis	£25,000	Students allocated staff mentor. Careful selection of appropriate mentor, staff awareness, student assembly – see action plan for launch	Too early to tell. Analysis PR data required for each assessment point in 2013/2014. Launched in October to students.	Close gap with self regulation, organisation and personal responsibility for learning.
Learning Enrichment Centre					Works with students with the lowest reading ages to accelerate their learning in reading, writing and Numeracy. Works with lower ability and often disengaged students	Staffing - £98,890 p.a. Resources -	Formed centre Summer 2013. Appointed staffing and resources.	Too early to state hard data. Softer measures such as engaged learners and improved attitudes to learning are seen within the	Impact via use of reading tests (June and Jan) Impact via teacher APP assessment of reading and writing (end of each term)

SUMMARY OF EVIDENCE					APPLICATION AT SDCC				
Initiative	Potential gain	Cost	Evidence estimate	Overall cost benefit	Summary of initiative at SDCC	Allocation from PP	Action to date	Impact to date	Projected impact
					<p>It has two full time English / Literacy specialist teachers and a number of Numeracy teachers provided from the Maths department.</p> <p>It also has three teaching assistants attached to the department who deliver intervention programmes (Lexia, Arrow, Drama) and also who take guided group work within lessons.</p> <p>Currently, our primary role is to provide additional and enriched Literacy and Numeracy for groups of students in Years 7, 8, 9, and 10. These student groups have been chosen based primarily on low reading ages (less than 10yrs).</p>	£13,586 p.a.	26 Pupil premium students with reading ages less than 10.	College eg AT in year 9	Wider impact via the creation of case studies with certain students selected to monitor progress via book reviews, information sourced from the student's teachers, tutors, PL) as well as any other available curriculum assessments.
Parent Awareness Sessions	+3 months	££	***	Moderate impact – moderate costs	<p>All departments offer Open evenings session for year 7 to make parents aware of the styles of learning and engagement.</p> <p>College also offers Open mornings for parents to experience Eng and maths lessons.</p> <p>Specific Eng and maths support sessions offered to</p>	Staff time commitment		Awareness of teaching methods and support for Home learning and coaching conversations etc.	Support from parents with learning styles and habits

SUMMARY OF EVIDENCE					APPLICATION AT SDCC				
Initiative	Potential gain	Cost	Evidence estimate	Overall cost benefit	Summary of initiative at SDCC	Allocation from PP	Action to date	Impact to date	Projected impact
					parents Maths support sessions for parents development of understanding.				
Late school and study support					Eng, Maths and science specialists visiting for specific input. Wider support for school phobic students and those who require additional support in a small group setting or exhibit challenging behaviours. Targeted support for all students who require this. Alternative base for vulnerable students	£18,000		Students within late school continued to make progress despite the challenges faced by either exclusion from main site or school phobics. As a result all 5 students maintained their levels of achievement from before issues arose for 2013 GCSE cohort. 9 PP student supported in an ongoing capacity.	Vulnerable students and those with challenging behaviours are able to access curriculum opportunities to make good progress.
Accelerated reader					Students in year 7 and 8 provided with Accelerated Reader programme and dept dedicated curriculum time,	£3750	Progress within year 7 and 8 each year monitored through LBarnes (Library)	Pupil Premium students close the gap – 25 months progress in 17 months programme. Minimum reading progress 10 months compared to all students minimum reading progress of 4	Continue to close the gap with each cohort of students and therefore meet FFTDx or 4 levels of

SUMMARY OF EVIDENCE					APPLICATION AT SDCC				
Initiative	Potential gain	Cost	Evidence estimate	Overall cost benefit	Summary of initiative at SDCC	Allocation from PP	Action to date	Impact to date	Projected impact
							and SHills	months progress	progress
Husbandry School and Re-Engage programme					<p>Part of Re – Engage team provision to support access to the curriculum through Husbandry skills. Discreet emotional engagement programme to facilitate reengagement into the curriculum within college. Relationships skills etc are developed with students.</p> <p>Other opportunities in catering, home tutoring, and team / collaboration skills as part of a planned package of support</p>	£18,000 college cost of staffing	Planned referral system developed to ensure links to behaviour system points and waves of intervention	<p>Exclusions reduced by 50% from half term 1 from last year.</p> <p>CURRENT COHORT 8 Pupil Premium students. 2 other students at risk of PEx</p> <p>11 students current Oct 2013</p> <p>Evidence of progression JP now able to access curriculum with other students and meeting target grades.</p> <p>VP support package due to family trauma and continued high level external support.</p> <p>NH (CiC) attending a wider curriculum and making 2 levels of progress to date in Eng and Maths. Has 1:1 support as high risk of PEx now low levels of behaviour</p>	<p>Engagements in the curriculum and progress to achieve FFTDx targets.</p> <p>No PEx for students within ReEngage programme.</p> <p>Reduced exclusions for PP students.</p>

SUMMARY OF EVIDENCE					APPLICATION AT SDCC				
Initiative	Potential gain	Cost	Evidence estimate	Overall cost benefit	Summary of initiative at SDCC	Allocation from PP	Action to date	Impact to date	Projected impact
								points. One student 3 different placement schools and received no consistent education is now slowly settling and accessing curriculum.	
Attendance officer focus, Performance leader and tutors attendance monitoring, systems and profile within the college.	none	£0			Attendance Officer and in additional to automatic system call each Pupil Premium student personally each morning absent. With bus issue and parents lack of mobility offer to collect. New planner for monitoring and PL QA systems. Collective responsibility for best tutor group attendance. One target group for raising attendance was FSM and PP students from last years data analysis.	£1000	Collection of students and call home	FSM students attendance improved by 0.6% from same time last year. Persistent absence improved by 12.78% from this time last year	Improved attendance and subsequent closing of the gap in progress during 2013/14
Late bus					All students can access Late bus from SDCC to Liverton, Heathfield, Bovey Tracey and Moretonhampstead.	£13,000		Increased participation by students. During support sessions for GCSE students and	Increased club participation and extended opportunities.

SUMMARY OF EVIDENCE					APPLICATION AT SDCC				
Initiative	Potential gain	Cost	Evidence estimate	Overall cost benefit	Summary of initiative at SDCC	Allocation from PP	Action to date	Impact to date	Projected impact
					Buckfastleigh is served by a different service			<p>Pupil Premium students priority placements led by PL's and Action Planning process.</p> <p>Alternative late bus for twilight GCSE options.</p> <p>Access to extra curricular clubs – see below</p> <p>IMPACT - see progress measure document for progress data and access to extra-curricular opportunities uptake</p> <p>32 students used this term to date.</p>	
Performance Leader – caseload students					Students tracked and intervened on behaviour tracker systems to ensure attitude to learning are positive through intervention levels	College cost	System developed and impact being shown Oct 2013	<p>Current progress – reduced exclusions by 50%. During 2012/13 15% improvement in removals from lessons for all students.</p> <p>FFTDx from 2013 GCSE 94% 5xA*-C non PP</p>	

SUMMARY OF EVIDENCE					APPLICATION AT SDCC				
Initiative	Potential gain	Cost	Evidence estimate	Overall cost benefit	Summary of initiative at SDCC	Allocation from PP	Action to date	Impact to date	Projected impact
Restorative Approaches					<p>92 staff across the partnership received two day training in RA. 19 College staff and 7 trainees at SDCC.</p> <p>Further training to enhance the ability to deal with situations when relationships break down and preventing continued learning</p>	£4000 for training this academic year – College cost	<p>Plan to be confirmed with MGN</p> <p>New staff cohort will require training but in a reduced timescale as funding not possible for two full day course. DCH to devise shortened course. MGN training calendar</p>	Impact staff relationships better. Reduction in removal from lessons by 15% from 2011/12 to 2012/2013.	Continued reduction in removals from lessons and better progress by students particularly Pupil Premium cohort.
Ashmoor Sports Centre Passes - annual fitness suite pass		£135 x 246 = £32k written off cost to College if all used			Offer use of sporting facilities and fitness suite to provide opportunity to sport and recreation outside of the College day if possible. Can be used with the Late bus etc	£32,000 college cost		<p>CDaniels monitoring usage – too early to state 2013/14</p> <p>Last year not widely used as within year launch. Better process 2013/14 to promote earlier within the year</p>	More widely engaged students
AfL and use of	+3 months	££	*	Moderate	College wide practice to use	Staff		Impact in year	Increased

SUMMARY OF EVIDENCE					APPLICATION AT SDCC				
Initiative	Potential gain	Cost	Evidence estimate	Overall cost benefit	Summary of initiative at SDCC	Allocation from PP	Action to date	Impact to date	Projected impact
the Arrow				Impact – moderate cost	AfL at core of every lesson. Specific feedback and use of data	time		<p>progress – see Key Practice and progress document.</p> <p>Quite early for impact evidence this academic year as due progress reports.</p> <p>Launched fully for all staff Sep '13</p> <p>External review “very good and outstanding learning and progress in lessons due to improved AfL”.</p> <p>.. in discussion with students who feel that learning is well supported at KS3 by the ‘learning habits wheel’ and they also commented on high quality feedback which supports them in taking next steps. Challenge Partner review Jan 2013</p> <p>2013 – 2014 INSET and Learning Hubs, all monitored within the QA calendar and LT</p>	progress rates for all learners

SUMMARY OF EVIDENCE					APPLICATION AT SDCC				
Initiative	Potential gain	Cost	Evidence estimate	Overall cost benefit	Summary of initiative at SDCC	Allocation from PP	Action to date	Impact to date	Projected impact
								Meetings	
Graham Powell 'Building Learning Power' Meta cognitive and self regulation approaches	+8 months	££££	****	High Impact for low cost	College wide emphasis on Building Learning Power to create students who are equipped for the challenges of confidently contributing to society now and in the future. We want students to be creative, considerate, curious, courageous, interdependent, independent learners. Some estimates suggest that many of our students will be employed in jobs which haven't even been invented yet. We therefore place great importance on developing learning habits for life through approaches we develop with one of our Trust partners - The Learning Organisation (TLO).	£4580 paid in 2013	All staff trained up until July 2013. Current programme of induction for new staff.	All current staff 2012/13 have received educational consultant training and support. Ongoing support for individual staff and Middle Leaders in raising standards of T and L. Significant improvements in the quality of learning and teaching (Lesson observations for the 2011/2012 cycle – Outstanding 44%, Good 51%, Satisfactory 5%. Lesson observations for the 2012-2013 cycle – Outstanding 56%, Good 42%, Satisfactory 2%. HOPE lesson planning and observation principles for all staff, especially considering new staff joining in 2013. NEETS 2012 only 0.4%	Outstanding student outcomes and progress.
Maths 1:1	+5 months	££££	****	Moderate	Either subject staff	£3700	Staffing	Too early this year to	Closing the gap

SUMMARY OF EVIDENCE					APPLICATION AT SDCC				
Initiative	Potential gain	Cost	Evidence estimate	Overall cost benefit	Summary of initiative at SDCC	Allocation from PP	Action to date	Impact to date	Projected impact
mentoring TRG	To +6 months			impact for very high cost	mentoring or 6th formers extracted from lessons		assigned, peer mentors being allocated half term2	tell fully	and better outcomes for students
Transition camp	+3 months	£££	**	Moderate impact and moderate cost	Last two years transition camp offered with Pupil Premium students	/	No exclusions. Attendance up and PA down considerably by 2.7% PA for year 7 to half term 1. PA down for FSM by 12.78%.	Too early within academic year for new year 7 for progress. Too few Pupil Premium students attended Last year students impact 42% attended from PP cohort. Found good idea to mix with non PP as this is a barrier to engagement	Smooth transition and
Holiday activities					Each holiday the Ashmoor Centre has a holiday programme to support students and parents for all the Learning Community		As left	None measured	Engaged learners in holiday periods in a variety of activities sporting, creative and skill based
Week long transition					Provide a week long transition for new Year 6 students to increase	Staff time - £1000		Year 10 on Work experience. Week transition for Year 6. Confidence built for	Long term reduction of transition issues

SUMMARY OF EVIDENCE					APPLICATION AT SDCC				
Initiative	Potential gain	Cost	Evidence estimate	Overall cost benefit	Summary of initiative at SDCC	Allocation from PP	Action to date	Impact to date	Projected impact
					confidence and reduce the anxiety and challenges of transition.	£1,250 minibus hire – college cost		<p>students who start their year 7 timetable. Additional day visits for more vulnerable students RILewis</p> <p>Quality information follows at this point</p> <p>Bus arrangements used as a key concern when moving from primary to secondary with large cohort of students – feedback from parents and Primary HT.</p> <p>Attendance improved from by 0.45% from last year at half term 1 for year 7. PA down 2.7%</p>	such as systems, attendance, knowledge of site, bus transfers
Arrow seating plans					Part of the T and L developments in Sep '13. More specific data and planning for progress for individual learners and seating groupings developed.	/		<p>Impact this year too early for all year groups.</p> <p>Year 11 first report Gap closed further 4% in English and 7% in Maths from June to Oct</p>	Staff more aware of key groups, individual students and planning for progress
Key groups Performance					All staff have progress of Key Groups as Performance	/	All staff have Performance	Gaps closing within year data	ALL staff aware and plan for

SUMMARY OF EVIDENCE					APPLICATION AT SDCC				
Initiative	Potential gain	Cost	Evidence estimate	Overall cost benefit	Summary of initiative at SDCC	Allocation from PP	Action to date	Impact to date	Projected impact
management target for ALL staff					Management target		management target Oct 2013		individual progress. Gaps close for all subjects between Pupil Premium and Non Pupil Premium students by March 2014.
Extended thinking group					Pilot project - Extended Thinking is a part of STEM and involves working with a top set in STEM to extend thinking skills to support some students with High Performance	£1500	First half term of initiative	2 PP students part of trial group to be extended in Nov to another 35 students. Too early to measure true impact	Wider coaching and extension opportunities for Pupil Premium students
The Place 2012					Off site (at 6 th Form) provision for those requiring social skill enhancement programmes to reengage with the curriculum. Included Toe by Toe and bespoke teaching programmes in small groups	£63k	Now closed due to lack of impact	Little impact for high cost with challenging behaviour students. Decision to close provision within year in March in its current format after a number of students were found more appropriate educational provision able to support their progress. 3 students remained on roll. 2 PEx. 6 student found more	Closed within year

SUMMARY OF EVIDENCE					APPLICATION AT SDCC				
Initiative	Potential gain	Cost	Evidence estimate	Overall cost benefit	Summary of initiative at SDCC	Allocation from PP	Action to date	Impact to date	Projected impact
								suitable educational settings due to their specific needs.	
Science lunchtime support and after College targeted catchup	+2 months	££££	**	Low impact for moderate cost	Staff ensuring students fulfil potential within Core Science and BTEC at Level 2 qualifications	/	Fully supported intervention sessions	Students achieved well within Science and made good progress. PP 2% gap at expected levels of progress and 3% gap at better than expected.	Continued progress for all students
Parent Engagement programme	+ 3 months	££	***	Moderate Impact and moderate costs	Appointed role Oct 2013 Development of initiative for parental engagement of Pupil Premium parents	/	None – too early	n/a DSMN Programme was very successful and engaged families via Parent Support Workers. Activities for individual students but also for families eg Free bus passes within the county and cinema tickets. Family Learning eg Dartmoor Zoo trip, Plymouth Argyle football parent and child trips. 63% of FSM and CiC took part (highest engagement levels in Devon)	Engagement in learning for parents following successful Don't Stop Me Now Programme for FSM students in 2011

SUMMARY OF EVIDENCE					APPLICATION AT SDCC							
Initiative	Potential gain	Cost	Evidence estimate	Overall cost benefit	Summary of initiative at SDCC	Allocation from PP	Action to date	Impact to date	Projected impact			
Enrichment opportunities and leadership within the College	+2 months	££££	**	Low impact moderate cost	Wide range of opportunities in College for leadership , council membership (student, learning, sports, House) and after College clubs			Good rates of participation	Ownership of College initiatives and engagement in learning opportunities wider than the curriculum			
										pp	Non-pp	All
								Year 7		36%	48%	45%
								Year 8		34%	54%	50%
								Year 9		30%	48%	45%
								Year 10		31%	42%	41%
								Year 11		48%	54%	53%

Pupil Premium Income 2013/14 = £196,650

College spending in supporting Pupil Premium students = £277,506