

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Data
School name	South Dartmoor Community College
Number of pupils in school	869 Years 7-13 745 in Years 7-11
Proportion (%) of pupil premium eligible pupils	23.02 % across Years 7-13 25.932 % in Years 7-11
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	June-September 2022
Statement authorised by	Jennifer Veal, Principal
Pupil premium lead	Carol Murray
Governor / Trustee lead	Dominic Course

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,218
Recovery premium funding allocation this academic year	£28578
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,435
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£232,601

Part A: Pupil premium strategy plan

Statement of intent

- At South Dartmoor Community College, we intend to ensure that no child is disadvantaged educationally by financial barriers. We will consider the challenges faced by all groups of vulnerable pupils. We will endeavour to create a situation where barriers are removed and all students have the opportunity to reach their full potential, make good progress and achieve high attainment across the curriculum.
- Our current strategy plan includes focus on attendance, aspiration and vocabulary. We aim to improve the life chances of our disadvantaged students by offering multiple opportunities for personal development alongside quality first teaching, a bespoke pastoral structure and encouragement to aim high.
- High-quality teaching is at the heart of our approach, with a focus on areas in which our disadvantaged pupils require the most support (based on 20/21 year 11 GCSE results). This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. It is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
- Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.
- Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:
 - ensure disadvantaged pupils are challenged in the work that they're set
 - act early to intervene at the point need is identified
 - adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the last year shows that attendance among disadvantaged pupils was 13.19% lower than for non-disadvantaged pupils. 59.81% of disadvantaged pupils were 'persistently absent' compared to 28.01% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. The current attendance of Pupil premium is 85.34% compared to non-PP at 93.4%
2	The maths attainment of disadvantaged pupils is generally lower than that of their peers. 2020/2021 Maths GCSE results for PP students were 22.86% 9-5, Non PP results for the same time period were 59.03% 9-5.
3	In English, the attainment of disadvantaged pupils is generally lower than that of their peers. The recent "no more marking" work carried out by the department showed that 24 disadvantaged students (from a whole cohort of 152) were working above age related expectations. However only 4 disadvantaged students were working above age related expectations. 2020/2021 English Language GCSE results for PP students were 30% 9-5 whereas Non PP results for the same time period were 62.5% 9-5.
4	Year 7 GL assessment data shows out of the 39 year 7 students who have GCSE indicator grades that are higher than in September only 4 are PP students
5	The overall outcomes for PP P8. PP 2021 figure was -0.11 compared to non-PP student figure at 0.37
6	Observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of aspiration than peers. This impacts their progress in all subjects.
7	64 pupils (22 of whom are disadvantaged) currently require additional support with social and emotional needs.

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
Percentage of absence and persistent absence within this group decreases.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no greater 5%.

	<ul style="list-style-type: none"> The percentage of all pupils who are persistently absent being below 14 and the figure among disadvantaged pupils being no more than 4% lower than their peers. <p>Attendance of PP students will rise to at least 90%</p>
Improved outcomes for PP students	2024/25 KS4 outcomes demonstrate that disadvantaged pupil's attainment is in line with National Average for PP.
Raised aspiration amongst this group.	Percentage of PP students continuing to complete 6 th form courses improves. Percentage of PP students in 6 th form falls broadly in line with numbers in year 11 at the end of the year (currently at 10%).
Literacy levels improve	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. GL assessment shows of the year 7 students who have GCSE indicator grades that are higher than in September a proportionate percentage are PP.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> Qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forensic reading is timetabled and delivered by trained staff	Forensic Reading focuses on cultural capital and vocabulary. To access GCSE questions students, need a reading age of 16. In order to comprehend a text, we need to know 95% of the vocabulary that is being used in that extract and the greater your vocabulary the easier you'll find it to read and the more vocabulary you'll acquire (Matthew Effect). When launched at GORSE academy they have seen a significant closing of attainment gaps across all groups.	3, 4, 5
5 elements of SDCC lesson structure done well, consistently in every lesson (Meet & Greet, Direct instruction (I do), Guided Practice (We do), Independent Practice (you, do), End and Send	Evidenced though Rosenshines Principles and EEF research.	2, 3, 4, 5
First Five (for Feedback) – five disadvantaged and/or SEND learners who are known and identified by teachers as being the 'first' to be questioned, supported, scaffolded, live modelled to, encouraged, 1:1 focus within a classroom setting. CPD for all staff, discussion/sharing of impact evidence at Department Meeting, 6-weekly PP RAP review/with SLT Link	EEF – There is strong evidence for improving learning and progress if teachers know who the disadvantaged pupils are so they can ensure that they are targeting them with verbal and written feedback, AFL and questioning, grouped for collaborative learning, and provided with individualised instructions more frequently . +8 Months Feedback, +3 Months	2, 3, 4, 5

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

Budgeted cost: £ 5850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Fluency	<p>The HfL project has assessed over 1000 students in 117 schools have shown that:</p> <p>Students who participated in the trial of the KS3 project, made an average of 15 months progress in reading comprehension age over the 8-week project.</p> <p>Pupils on the KS2 version of the project, made an average of +2 years and 3 months progress in reading comprehension age over the 8-week project.</p>	3, 4, 5
HUB intervention programmes, Targeted intervention programmes: Lexia Power Up Literacy ; IDL Numeracy and personalised packages of support (any subject extraction is in 6/12 week blocks and will not hit the same subjects).	All Intervention programmes have a proven track record of success.	2, 3, 4, 5
Tutoring	Having group sizes that allow a lower teacher student ratio so teachers can spend more time with students who need support. Improving student interaction and feedback. +8 months	2, 3, 4, 5

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

Budgeted cost: £188804

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
Dedicated pastoral and attendance team, non teaching heads of year mean that they have increased capacity to support students.	NFER report on disadvantaged students stresses the importance of providing strong social and emotional support for students and their families.	7
Dedicated SEMH	NFER report on disadvantaged students stresses the importance of providing strong social and emotional support for students and their families.	7
The Super Curriculum and Invested Curriculum provides cultural opportunities outside of our normal environment. SDCC activities days Extensive Extracurricular activities programme	Opportunities provided to bridge the gap https://www.suttontrust.com/wp-content/uploads/2020/01/Extracurricular-inequality.pdf	4, 5, 6
Daily free breakfast/stationary/personal hygiene products/books at the Beehive	93% of schools see an increase in concentration and energy amongst children attending our breakfast clubs – Magic Breakfast The NFER makes it clear that meeting individual needs is essential to ensuring progress.	1, 2, 3, 4, 5, 6, 7
Music lessons	There is a huge amount of research and evidence surrounding the benefits of learning a musical instrument. There have been many benefits identified such as brain growth, language skills, maths skills, memory, attention and concentration, increased coordination, achievement and discipline, social skills, the joy of music, additional qualifications, responsibility, exposes the student to culture and history, nurtures self-expression, improves listening skills. 10 Benefits of Children Learning a Musical Instrument (petersonfamilyfoundation.org)	4, 5, 6, 7
Uniform shop	The NFER makes it clear that meeting individual needs is essential to ensuring progress.	1

Total budgeted cost: £ 196654

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

In 2019 P8 scores for PP students were -1.03, this year, 2021, the P8 score has increased to -0.11. This increase can be attributed to a change in school expectations around the Teaching and Learning which has had a positive impact on PP students. And the implementation of the first 5 strategy.

There has been an increase in the expected grades of most year 7 students following the 2nd GL assessment in summer 2021. This is due to interventions that took place in English lessons and the introduction of Forensic reading.

The Beehive has had a positive impact on the attendance of the PP students who attend with their average attendance being 98.44 % compared to the PP students who have not attended having an average attendance of 75.125%.

The appointment of a dedicated attendance officer and Associate Assistant Principle meant that attendance moved from 89.53% for PP in 2019 to 87.47 % in 2021 despite COVID measures.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Poverty proofing	Children North East