THE PUPIL PREMIUM
Tiered Model Strategy September 2021 – South Dartmoor Community College (WeST)
To be evaluated for impact: June - September 2022

1. Teaching & Learning

Quality Teaching for ALL first:

- 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)**
- Consistent implementation of evidence-based pedagogy from cognitive science (**SDCC T&L Principles**, informed by Rosenshine, Willingham, TLAC, Walkthrus)
- Removal of low-level disruption in lessons through clear and consistent classroom behaviour expectations (Principle 1). **Implementation of SDCC behaviour for learning policy**
- **Proportional Marking policy** and **green pen** used effectively, consistently and purposefully – to drive progress for all. Feedback makes it clear what students have to do to improve.
- Oracy is used to improve student vocabulary and articulation of learning.
- Teaching Files – Teachers use PP I.D function on SIMS along with 360 forms on provision map (classcharts) to support adaptive teaching (Principle 5) and understand the turbulence factors/barriers for learning.
- 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
- Quality Assurance enables HOD's to support the development of their department through curriculum conversations, enactment, assessment and climate. Fortnightly focus on key groups.
- Forensic Reading 2 x a fortnight for year 7-9 and once a fortnight for year 10.

CPD:

- All staff are trained in reading and literacy strategies, including forensic reading, enabling them to better meet the needs of all learners, especially those with below average SAS and or SEND.
- Enrolment on the SWIFT Early Career Framework programme. Extensive programme of induction for trainees, NQTs and inexperienced staff. Supporting early career teachers through the ECF.
- All staff are given regular feedback to enable them to develop both curriculum and enactment of the curriculum through the Developmental Drop ins programme
- HODs meeting time is used effectively to support them in providing high quality subject specific CPD for their departments.
- Weekly departmental meetings (weds am) PP is a standing agenda item to be discussed, led by HODs

Learning Environment:

- *Classrooms are distraction free, cared for and displays focus on subject specific vocabulary (Tier II/Tier III), sentence stems and exam command language. CPD time dedicated to the development of pupil literacy.*
- *Careers focus displays in corridors (careers/apprenticeships/role models/further study)*

2. Targeted Academic Support

- Free subject packs (equipment/revision guides/glossaries/kit/materials/ingredients)and ready-made learning packs: revision guides/practice papers/knowledge organisers/texts are provided for students. Teachers use lesson time to teach students key revision techniques. Revision techniques are shared in assembly. Ready-made learning packs: revision guides/practice papers/knowledge organisers/texts
- Passport to prom and Y11 Personalised revision timetable for home learning planned and monitored by Director of KS. Individualised T&L interventions classroom based and/or extra curriculum. Based on assessment data/drop-ins/pupil voice/book looks specific to departments and lead by HODs as appropriate. Key students are selected as part of the ENIGMA group with targeted intervention and monitoring.
- Review forecasts for new Y11 PP pupils with higher prior attainment and consider to what extend they may need additional intervention to ensure they maximise their full potential, via National Tutoring fund. Year 10 tutoring targets key students as part of the catch up funding.
- **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.
- **Reading Fluency** used to target key individuals identified by SAS via English team.
- Strategic deployment of software to support learning, including Sparx and Seneca
- Homework clubs and IT facilities provided every weekday in the resource base/library.   Some laptops available for PP students.
- Laptops provided for PP students for whom IT access is an issue.
- 1:1 Options interviews held with SLT to ensure that students follow pathways that are appropriate for them as individuals.

3. Wider Strategies

- Daily free breakfast/stationary/personal hygiene products/books at the Beehive
- Teachers engage with parents regularly to provide academic updates, invitations and share success (link to First Five)
- The Super Curriculum, Invested Curriculum and activity days provides cultural and personal development opportunities outside of our normal curriculum. Culture club is used to support this.
- Explore links with Industry and further education to encourage participation in competitions/trips/lectures
- SDCC character pathway – experiences a SDCC student will get at each stage of college
- Dedicated Pastoral and Attendance team in place to support students and families. Parent and student surveys carried out a regular intervals to identify and then help address and barriers to attendance. PP wellbeing mornings are used to target PA and help overcome any barriers to attendance, these involve EWO, HOY and Attendance team.
- The landing room is used to provide a safe space for students who require it.
- Bright Futures is published once per term and works alongside university outreach as part of our raising aspirations initiative. This is shared with tutors for discussions in tutor time.
- Trips are subsidized for those who need it, to ensure access to wider cultural experiences.
- Uniform shop is managed by HOY to ensure all students have access to school uniform.