

# Pupil premium strategy statement – South Dartmoor Community College

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	878
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-25
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Jen Veal, Executive Headteacher
Pupil premium lead	Rebecca Flint. Assistant Headteacher
Governor / Trustee lead	Dominic Course

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,360
Recovery premium funding allocation this academic year	£52,851
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£54,344
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£280,555

# Part A: Pupil premium strategy plan

## Statement of intent

Our mission:

We will be uncompromisingly focused on ensuring every individual is successful.

Aim:

- Use research informed approaches, and evidence from our own experiences to ensure that our use of funding will enable our strategy to maximise achievement.
- Enable students and teachers to hold the very highest of expectations, never confusing disadvantaged with low ability.
- Ensure that all disadvantaged students make excellent progress through excellent, high quality teaching.
- Minimise potential barriers to learning and therefore maximising progress and ensuring that all disadvantaged students experience success.
- Ensure we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals and reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Ensure there is transparency, through our reporting mechanisms, to demonstrate how and why this funding has been spent.
- Ensure parents of disadvantaged children understand the supportive role that they play in their child's achievements, and that working alongside the school will enable all disadvantaged children to experience success.

## Challenges

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

Challenge number	Detail of challenge
1	<i>Progress gap between PP and non-PP students There is a -0.61 Progress 8 gap between PP and Non-PP students. There is a -29.26% gap between PP and Non-PP students for 5 GCSEs inc English and Maths (9-5)</i>
2	<i>Attendance and Persistent absence</i>

	<i>There is a 6.51% difference between PP attendance and NA, there is a 4.8% difference between PP attendance and Non –PP. PP persistent absence is 40% compared to the National Average of 22%. There is a gap of 16% between PP PA and Non-PP PA.</i>
3	<i>Literacy – vocabulary and reading deficit. NGRT data shows that in year 8 17% of PP children have a SAS that is below average or very low, compared to Non-PP with which is 7%</i>
4	<i>Lower cultural capital Our discussions and observations have identified that some disadvantaged pupils lack background knowledge of the world around them and as a result have less clarity around career goals and how to achieve them, compared to non-disadvantaged. It's not that they are less ambitious, but what they believe is possible is limited due to their life experience to date.</i>

## 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.

<b>Intended outcome</b>	<b>Success criteria</b>
<i>Improved overall attainment.</i>	Achieve national average for attainment of all pupils nationally Closing the attainment gap between the whole cohort and disadvantaged to 0 P8 and closing the gap between PP and Non-PP for 5 GCSE's including English and Maths.
Higher attendance for all of our disadvantaged students.	All students to achieve an attendance of 94% or above.
Improve the reading gap and increase effective use of tier 2 and 3 language	Observations, diagnostic analysis and student attainment will show that: Students will be able to use the vocabulary in a variety of contexts, both within subjects and across different subject areas. Students will be able to read fluently across all subjects, which will enable them to fully access the curriculum. All students will be able to access ideas and knowledge beyond their starting points
Increase the number of PP students entering 6 <sup>th</sup> form at SDCC and the number of 6 <sup>th</sup> form moving on to higher education.	Entry numbers will be above 80% of the cohort.

## 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: £ 173,371

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: <ul style="list-style-type: none"> <li>• Shared research reading within, departments and whole school</li> <li>• LT/Curriculum Leaders/Curriculum meetings</li> <li>• ECTs and Mentors have full access to the ECF and engage with Instructional Coaching</li> <li>• Completion of NPQs across the college</li> <li>• Developmental Drop ins and introduction of step lab</li> <li>• Continued development broad and balanced curriculum</li> <li>• Whole school PD model</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/eef-guidance/effective-professional-development">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/eef-guidance/guidance-reports">Guidance reports   EEF (educationendowmentfoundation.org.uk)</a>	1 3 4
Literacy: <ul style="list-style-type: none"> <li>• Ensure that all staff are explicit teaching the tier 2 and 3 vocabulary in all lessons</li> <li>• Tutor reading time is structured to maximise impact</li> <li>• Tutor reading time strategies are used more widely across a range of subjects.</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/eef-guidance/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1 3
Adaptive teaching <ul style="list-style-type: none"> <li>• Professional development on AFL strategies</li> <li>• Professional development on effective assessment of learning strategies.</li> <li>• Professional development on effective assessment of learning strategies.</li> <li>• Professional development on effective feedback to improve student learning</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/eef-guidance/guidance-reports">Guidance reports   EEF (educationendowmentfoundation.org.uk)</a>	13

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

Budgeted cost: £ 42050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition</p> <ul style="list-style-type: none"> <li>ENIGMA intervention groups prioritise disadvantaged students. Students grouped based on need rather than grade. Run during tutor time.</li> </ul> <p>Tute (external provider):</p> <ul style="list-style-type: none"> <li>Small group tutoring based on assessment data, prioritises disadvantaged students.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p>	1
<p>Reading Fluency</p> <p>Literacy:</p> <ul style="list-style-type: none"> <li>TA led Lexia and Reading support. Selected based on GL assessment data.</li> </ul> <p>YARC testing based on GL assessment data to target a wider range of student and diagnose reading difficulties.</p>	<p>The <a href="#">HfL</a> project has assessed over 1000 students in 117 schools have shown that: 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. 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> <p><a href="https://www.lexialearning.com/why-lexia/our-approach/evidence-for-essa">https://www.lexialearning.com/why-lexia/our-approach/evidence-for-essa</a></p>	3

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

Budgeted cost: £ 65134

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance improvement strategy:</p> <ul style="list-style-type: none"> <li>Dedicated pastoral and attendance team, non teaching heads of year.</li> <li>Regular home visits to targeted individuals</li> <li>PP coffee mornings</li> </ul>	<p><a href="#">NFER</a> report on disadvantaged students stresses the importance of providing strong social and emotional support for students and their families.</p>	2 1

<ul style="list-style-type: none"> <li>Attendance bulletin-weekly</li> </ul>		
<p>Well being:</p> <ul style="list-style-type: none"> <li>Beehive breakfast – free breakfast available for all students.</li> <li>Counselling team available.</li> <li>Home Learning Club</li> <li>Stress management focus in assemblies and tutor time.</li> <li>Careers interviews</li> <li>Careers workshops</li> <li>Careers fayre</li> <li>Uniform shop</li> <li>Enhanced transition package that incorporates team building, canteen provision, bus buddy.</li> <li>Academic packs provided to support lessons (equipment and texts)</li> </ul>	<p>93% of schools see an increase in concentration and energy amongst children attending our breakfast clubs – Magic Breakfast. The <a href="#">NFER</a> makes it clear that meeting individual needs is essential to ensuring progress.</p>	2 4
<p>Extracurricular:</p> <ul style="list-style-type: none"> <li>Music lessons supplemented for those who need it (Priority given to GCSE students)</li> <li>Support for Extra curricular activities</li> <li>Super curriculum produced monthly</li> </ul>	<p>10 Benefits of Children Learning a Musical Instrument (<a href="http://petersonfamilyfoundation.org">petersonfamilyfoundation.org</a>)</p>	4
<p>Parental engagement</p> <ul style="list-style-type: none"> <li>Explore text/communication packages</li> <li>Core knowledge booklets shared with parents to support home learning – Video used to model use.</li> <li>Regular praise week – Praise walks and praise calls, tied into Celebration assemblies.</li> </ul>	<p><a href="http://educationendowmentfoundation.org.uk">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	1234

**Total budgeted cost: £ £280,555**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*The school lesson framework has been embedded across all subject areas. This coupled with curriculum development across the college has resulted in our highest ever P8 and A8. Targeted academic support strategies were much more targeted and supported those who engaged with improved outcomes. Regular RAP meetings reviewed progress regularly, this resulted in an increase of 12% on the number of PP students achieving 5 GCSEs or equivalent with English and Maths.*

*The college approach to intervention has shifted, ensuring that tutor time is better used to support targeted students. The next steps are to ensure this provision, alongside online tutoring, meets the principles of effective small group tuition.*

*Attendance is still a challenge and the strategy amendments reflect this with an updated model to ensure we support students with regards to their attendance.*

*Our focus on culture has had a positive impact on behaviour in lessons and is supporting students to make positive choices. This is resulting in better learning conditions and students are fully engaged with their lessons. We are shifting our focus to improving disciplinary reading and effective in class assessment. This will enable teachers to employ better adaptive teaching strategies so that all learners can fully access the curriculum.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Tutoring	Tute
National Tutoring programme	Protocol education