

# 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	807
Proportion (%) of pupil premium eligible pupils	28%
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 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Jen Veal, Executive Headteacher
Pupil premium lead	John Bradford, Assistant Headteacher
Governor / Trustee lead	Dominic Course

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,171
Recovery premium funding allocation this academic year	£46,436
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>	£38,292
<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>	£265,490

# 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	<p><i>Progress gap between PP and non-PP students</i></p> <p><i>There is a -0.92 Progress 8 gap between PP and Non-PP students. There is a -27.69% gap between PP and Non-PP students for 5 GCSEs inc English and Maths (9-5)</i></p> <p><i>(Taken from internal Y11 2023 results data)</i></p>

2	<p><i>Attendance and Persistent absence (Academic Year 2022-23)</i></p> <p><i>There is a 6.3% difference between PP attendance (78.9%) and NA (85.31% FSM6), there is a 11.9% difference between PP attendance and Non-PP (90.08%).</i></p> <p><i>PP persistent absence is 48.26% compared to the National Average of 42.37% (FSM6 Autumn 22/23). There is a gap of 21.41% between PP PA and Non-PP PA (26.85%).</i></p>
3	<p><i>Literacy – vocabulary and reading deficit.</i></p> <p><i>The last NGRT assessment data shows that:</i></p> <p><i>In year 7 (Sep 23) 39% of PP children have a SAS that is below average or very low, compared to Non-PP with which is 21%</i></p> <p><i>In year 8 (March 23) 31% of PP children have a SAS that is below average or very low, compared to Non-PP with which is 17%</i></p> <p><i>In year 9 (May 23) 27% of PP children have a SAS that is below average or very low, compared to Non-PP with which is 14%</i></p>
4	<p><i>Lower cultural capital</i></p> <p><i>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></p>

## 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
<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	<p>Observations, diagnostic analysis and student attainment will show that:</p> <p>Students will be able to use the vocabulary in a variety of contexts, both within subjects and across different subject areas.</p> <p>Students will be able to read fluently across all subjects, which will enable them to fully access the curriculum.</p> <p>All students will be able to access ideas and knowledge beyond their starting points</p>

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.
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## 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: £ 147,824

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>Weekly whole school 'nimble' CPD programme</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/effective-professional-development/">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/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 explicitly teaching tier 2 &amp; 3 vocabulary in 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/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> </ul>	<a href="https://educationendowmentfoundation.org.uk/guidance-reports/">Guidance reports   EEF (educationendowmentfoundation.org.uk)</a>	13

<ul style="list-style-type: none"> <li>Professional development on effective feedback to improve student learning</li> </ul>	<a href="http://mentfoundation.org.uk">mentfoundation.org.uk</a>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 46,134

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Y11 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. Students receive support in the core subjects that they need, and these are reviewed after data captures to ensure the intervention is most impactful.</li> <li>Tute (external provider) 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: Small group intervention programme.</p> <p>Literacy:</p> <ul style="list-style-type: none"> <li>TA led Lexia and reading support. Student selection based on GL assessment data, SAS score less 89.</li> <li>YARC testing based on GL assessment data to target a wider range of student and diagnose reading difficulties.</li> <li>Fresh Start Phonics, 1:1 and small groups.</li> <li>Pre / post teaching.</li> <li>Range of assistive technology.</li> </ul> <p>SEND and alternative provisions: CAIRB - Supports students with communication and interaction needs through targeted support for those with</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>	3

<p>ASC / speech and language needs and whole school supported through class-based strategies.</p> <p>HUB - A range of literacy and cognition and learning support.</p> <p>SEND - Support for pupils, alongside triaging of.</p> <p>SEMH and behavioural needs through use of timeout cards and behavioural policy adaptations.</p> <p>DEN – A MLD base that offers a bespoke and adapted small group curriculum for Year 7/8 pupils and which enables access to a mainstream setting for those pupils working significantly below age-based norms.</p> <p>TOR – SEMH hub that supports pupils across the key stages to access school through mentoring, individualised pastoral care and an adapted curriculum.</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>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ £ 71,532

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>• Return to School meetings - daily for students with poor attendance, or at risk of persistent absence.</li> <li>• First Day Calls – Heads of Year call parents daily when there has been an absence.</li> <li>• Weekly Attendance Meetings –to analyse and monitor data closely including vulnerable groups.</li> <li>• Early Primary School Intervention –visit all feeder primary schools to support transition.</li> <li>• Weekly data reports –Run weekly, and daily attendance reports</li> <li>• Escalation Processes in place to escalate poor attendance at trigger points set by the trust.</li> <li>• Welfare Checks –make regular home visits for students that we are concerned about and where they meet threshold absence.</li> <li>• Coffee Mornings / Afternoons –for parents to come and meet the attendance staff, EWO, DSL, SEMH lead and assistant Headteacher to discuss any concerns in a supportive environment.</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>	<p>2 1</p>

<ul style="list-style-type: none"> <li>• Attendance Nudge Letter – Parents informed termly of student’s attendance with support guide.</li> <li>• Attendance Bulletin – Weekly attendance bulletin sent out to parents/students with key attendance messages, and celebrating attendance successes for that week.</li> <li>• Parental Surveys – We periodically survey parents and assess the results.</li> <li>• Landing Room – A provision aimed at welcoming students who struggle to and to go through any issues to avoid school refusal the next day. Support is offered daily.</li> <li>• Counselling – In school counselling offered by the chaplain and external school counsellor.</li> <li>• Young Carer Support – SEMH lead runs a support group for young carers,</li> <li>• Art Therapy – Students who are struggling to attend as well as other issues are offered art therapy by the Wellbeing and Mental Health lead</li> <li>• Wellbeing and Mental Lead – Offers targeted support to students, regularly monitor’s the wellbeing of students.</li> <li>• Support Toolkit – Regularly updated reference spreadsheet for useful support available in-school and externally, available on the college website.</li> <li>• Education Wellbeing Advisor – Termly reviews with Education Wellbeing Advisor, to discuss all students with medical absences, this may include mental health.</li> <li>• School Nurse - Regular referrals and meetings made with school nurse to support students with medical absences.</li> <li>• Positive Reinforcement – Recognising and celebrate improved attendance regularly through assemblies, tutor groups, attendance bulletins, nudge letters and collapsed sessions to celebrate attendance. Incentives for select groups, for example Year 10 and 11 PP project.</li> <li>• Raising Attendance Profile – Attendance posters and banners visible around school. Attendance updates/bulletins sent to parents. Attendance leaflet produced. After school whole staff meetings with attendance content.</li> </ul>		
<p>Well-being:</p> <ul style="list-style-type: none"> <li>• Breakfast club– free breakfast available for all students.</li> <li>• Counselling and Chaplaincy team available.</li> <li>• Home Learning Club, in the hub with staff support.</li> <li>• Time-out cards and support through the Hub.</li> <li>• Adapted timetables to support children with anxiety.</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</p>	<p>2 4</p>

<ul style="list-style-type: none"> <li>• Sensory processing support through the CAIRB.</li> <li>• Social development sessions and use of AET framework to support pupils with ASC and anxiety.</li> <li>• Uniform shop</li> <li>• Enhanced transition package that incorporates team building, canteen provision, bus buddy.</li> <li>• Regular praise: <ul style="list-style-type: none"> <li>- Daily, via HOYs at morning welcomes.</li> <li>- Teachers award praise via Classcharts and students use in 'praise shop'</li> <li>- Weekly, via teacher nominations and postcards home</li> <li>- Termly, via celebration assemblies.</li> </ul> </li> </ul> <p>Careers:</p> <ul style="list-style-type: none"> <li>• Careers interviews</li> <li>• Careers workshops</li> <li>• Careers fayre</li> <li>• 6<sup>th</sup> form futures event</li> <li>• SEND support through KS4 bespoke events, visiting colleges and the use of Careers Southwest to support the transition of those students with EHCPs at Year 11/13 into their next steps</li> </ul> <p>Morning welcomes:</p> <ul style="list-style-type: none"> <li>• Academic packs provided to support lessons (equipment and texts)</li> <li>• Landing room initiative</li> <li>• Y11 exam packs</li> <li>• HUB, TOR, DEN and CAIRB offer bespoke morning starts to those pupils on SEND register</li> <li>• Mentoring for ASC pupils by KS4/5 pupils with ASC</li> </ul>	<p>essential to ensuring progress.</p>	
<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>• Support for trips and fieldtrips</li> </ul> <p>Super curriculum:</p> <ul style="list-style-type: none"> <li>• Produced monthly with access for all. Students actively directed to the enrichment material via cover lessons as well as being accessible to all through the website.</li> </ul>	<p>10 Benefits of Children Learning a Musical Instrument (petersonfamilyfoundation.org)</p> <p>Communication for trips worded to support equality and accessibility for PP students. Positive bias in populating each initiative/trip/opportunity.</p> <p><a href="#">South Dartmoor Community College - Super Curriculum</a></p>	<p>4</p>



<p>Parental engagement:</p> <ul style="list-style-type: none"> <li>• Parent/carer information evenings via video calls</li> <li>• Additional 'live' events calendared for all year groups</li> <li>• Use of text / communication packages</li> <li>• Strategic calls made home following all school events for any non-attendance</li> <li>• SEND surgeries three times per year for all pupils on the SEND register - including watchlist.</li> <li>• Five Educational Psychologist visits per year with a targeted parent session to support the home alongside support with targeted individual families through bespoke meetings</li> </ul>	<p><a href="http://www.educationendowmentfoundation.org.uk">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1234</p>
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**Total budgeted cost: £ 265,490**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Progress 2022-23

The school lesson frame work 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 6% 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.

#### Y11 Student outcomes 2022-23

Year	P8 All	DA National P8	DA SDCC P8	Basics 5+ National	Basics 5+ SDCC All	Basics 5+ National DA	Basics 5+ SDCC DA
2022	-0.12	-0.55	-0.95	50%	42%	30%	17%
2023	0.12	-0.57	-0.64	45%	53%	25%	30%

Results for DA students improved at SDCC for both P8 (2022 = -0.12 and 2023 = +0.12) and Basics 5+ (2022 = 17% and 2023 = 30%), when comparing 2022 to 2023 results. From 2022 to 2023, the P8 gap at SDCC closed from -0.83 to -0.76. During the same timeframe, the Basics 5+ gap at SDCC reduced from 25% to 23%. The gaps between DA students nationally to DA students at SDCC also improved significantly. The DA P8 gap was reduced from -0.4 to -0.07 (national -0.55 vs SDCC -0.95) and the Basics 5+ gap reduced from being worse than national by 13% (national 30% vs SDCC 17%) to being better than national by 5% (national 25% vs SDCC 30%).

SEND outcomes 2022/23:

SEN P8 = -0.3

Non-SEN P8 = +0.2

SEN K Code P8 = -0.19

SEN E Code P8 = -0.6

This is data that includes the entire cohort

Data discounting 5 students accessing education elsewhere:

SEN P8 = +0.58

SEN K Code P8 = +0.9

SEN E Code P8 = -0.18

**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.

Current headlines and successes:

Year 7 Free School Meals attendance above national average (3.1% above overall)

Year 8 EHCP Attendance above national average (1.9% above national average)  
 Year 9 EHCP Attendance above national average (10.4% above national average)  
 Year 10 EHCP attendance at 98.9% (16.2% above national average)  
 Year 11 EHCP attendance 95.5% (14% above national average)

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.

### **Literacy**

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.

Reading data from GL assessments, NGRT

Reading data:				
Year Group	Year 7	Year 8	Year 9	Year 10
Test Date	September 2023	March 2023	May 2023	June 2023
Mean Standard Age Score	102.6	103.3	109.2	108.7
PP mean score average	99.6 (49)	96.8 (42)	103.4 (45)	101.7 (26)
Non-PP mean score average	103.7	105.8	111.2	110.2
Difference	- 4.1	- 1.2	-7.8	-8.5

### **Reading progress:**

- Current Year 8 made +0.8 mean SAS gain in Y7 last year from Sep 2022 – Mar 2023
- Current Year 9 made +5.0 mean SAS gain from Y7 to March last year.
- Current Year 10 made +2.9 mean SAS gain from Y8 to June last year

## **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

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*