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 (June 2025)	799 Year 7-13 684 Year 7-11
Proportion (%) of pupil premium eligible pupils (June 2025)	25.3%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025-28
Date this statement was published	December 2024
Date on which it will be reviewed	June 2026
Statement authorised by	Jen Veal, Executive Headteacher
Pupil premium lead	Ian Squires, Assistant Headteacher
Governor / Trustee lead	Dominic Course

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208,409
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* *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.*	£35,405
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*	£243,814

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	*Progress gap between PP and non-PP students* *There is a -0.42 Progress 8 gap between PP and Non-PP students, which is shows a continuation of that gap closing over the last five years. There is a –29.4% gap between PP and Non-PP students for English and Maths (9-5)* *(Taken from Y11 2024 provisional results data)*
2	***Attendance and Persistent absence (Academic Year 2022-23)*** **Updated June 2025**

	There is a 3.28% difference between PP attendance (84.2%) and NA (87.31% FSM6). The gap is narrowing year by year.
	PP persistent absence has reduced to 36.3% compared to the National Average of 37.3% (FSM6 Autumn 24/25).
	Overall attendance is now 90.4% (National 91.7%). The improvement in PP attendance has significantly improved our overall attendance figure.
3	*Literacy – vocabulary and reading deficit. Updated November 2024.*
	*The last NGRT **Reading** assessment data shows that:*
	*In **Year 7 (Sep 24)** 19% of PP children have a SAS that is below average or very low, compared to non-PP with which is 12%*
	*In Y**ear 8 (March 24)** 29% of PP children have a SAS that is below average or very low, compared to non-PP with which is 17%*
	*In Y**ear 9 (May 24)** 28% of PP children have a SAS that is below average or very low, compared to non-PP with which is 9%*
	*The last 'No More Marking' (NMM) **writing** assessment data shows that:*
	*In **Year 7 (Sep 24)** 28% of PP children have a SAS that is below average or very low, compared to non-PP with which is 21%*
	*In Y**ear 8 (Sep 24)** 39% of PP children have a SAS that is below average or very low, compared to non-PP with which is 42%*
	*In Y**ear 9 (Sep 24)** 45% of PP children have a SAS that is below average or very low, compared to non-PP with which is 26%*
	Updated June 2025
	*The last NGRT **Reading** assessment data shows that:*
	*In **Year 7 (Spring 2025)** The average Standard Score for reading for disadvantage pupils was 104.8 up from 103.8. The gap between disadvantaged and non-disadvantaged pupils increased from 1.8 to 4.5 points.*
	*In **Year 8 (Summer 2025)** The average Standard Score for Reading for disadvantaged pupils was 105.5, up from 101.7. The gap between disadvantaged and non-disadvantaged pupils closed to 1.7 points from 5.2 points.*
	*In **Year 9 (Summer 2025)** The average Standard Score for Reading for disadvantaged pupils was 104.6, up from 103.2. The gap between disadvantage and non-disadvantaged pupils increased from 5.7 to 7.5 points.*
	***In Year 9 (May 24)** 28% of PP children have a SAS that is below average or very low, compared to non-PP with which is 9%*
	*The last 'No More Marking' (NMM) **writing** assessment data shows that:*
	***In Year 7 (Sep 24)** 28% of PP children have a SAS that is below average or very low, compared to non-PP with which is 21%*
	*In Y**ear 8 (Sep 24)** 39% of PP children have a SAS that is below average or very low, compared to non-PP with which is 42%*
	*In Y**ear 9 (Sep 24)** 45% of PP children have a SAS that is below average or very low, compared to non-PP with which is 26%*

	Results for NNM by the end of the academic year of 2024/25 showed the following: *The last 'No More Marking' (NMM)* **writing** *assessment data shows that:* **In Year 7 (June 25)** *22% of PP children have a SAS that is below average or very low, compared to non-PP with which is 4%* **In Year 8 (June 25)** *14% of PP children have a SAS that is below average or very low, compared to non-PP with which is 14%* **In Year 9 (June 25)** *17% of PP children have a SAS that is below average or very low, compared to non-PP with which is 6%*
4	*Aspirations and Careers* *Discussions and observations have highlighted that some disadvantaged pupils have less aspirations and clarity on the opportunities available to them post-16. Additionally, they often lack the necessary support to access pathways that would allow them to pursue these opportunities.*

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
Improved overall attainment.	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. (P8 will not be an attainment measure referenced for the 2024 /2025 and 2025 /2026 Year 11 cohorts with no SAT data set available for these year groups)
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:

Remove writing barriers for transcription, technical control, and composition for all students through high quality everyday teaching.	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 All students reading and writing at, or above, an age-appropriate level.
All pupils should receive clear guidance and support to access suitable educational / career opportunities post 16.	All pupils are supported in accessing appropriately aspirational Post 16 settings as demonstrated by destination data.

Activity in this academic year (2025/26)

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: £68,578

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: • Shared research reading within, departments and whole school • LT/Curriculum Leaders/Curriculum meetings • ECTs and Mentors have full access to the ECF and engage with Instructional Coaching • Completion of NPQs across the college • Developmental Drop ins and introduction of step lab • Continued development broad and balanced curriculum • Weekly whole school 'nimble' CPD programme	Effective Professional Development	EEF (educationendowmentfoundation.org.uk) Guidance reports	EEF (educationendowmentfoundation.org.uk)	**1 3 4**
Literacy: • Tutor reading time (universal reading programme, **Read to Learn, Learn to Read**) is structured to maximise impact • **Disciplinary Reading** - Tutor reading time strategies are used more widely across a range of subjects • Ensure that all staff are explicitly teaching **tier 2 & 3 vocabulary** in lessons • Staff guided on how they can support students with **writing** in their subject areas by removing barriers for curriculum access	Reading comprehension strategies	EEF (educationendowmentfoundation.org.uk)	1 3

• Development of Assistive Technology SOP for literacy through staff		
Adaptive teaching	Guidance reports | EEF (educationendowmentfoundation.org.uk)	13
• Professional development on AFL strategies		
• Professional development on effective assessment of learning strategies.		
• Professional development on effective feedback to improve student learning		
• Professional development for OAIP within the classroom		

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

Budgeted cost: £ 27,174

Activity	Evidence that supports this approach	Challenge number(s) addressed
See Raising Attainment Plan - South Dartmoor Community College - Raising Standards Plan 2024- Year 11	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1
Literacy intervention: Student selection based on GL assessment data, SAS score less 89: • Reading Fluency: Small group intervention programme. • TA led Lexia and reading support. YARC testing based on GL assessment data to target a wider range of student and diagnose reading difficulties. • Fresh Start Phonics, 1:1 and small groups. • Pre / post teaching. • Peer reading 1:1 • Range of assistive technology. • Writing screening for transcription • LIT base - Adapted English curriculum • SPARKS reader for Year 7-10 to increase the access to reading in the home - used as a part of the home learning for the English department. SEND and alternative provisions: CAIRB - Supports students with communication and interaction needs through targeted support for those with ASC / speech and language needs and whole school supported through class-based strategies. HUB - A range of literacy and cognition and learning support.	The HfL 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. https://www.lexialearning.com/why-lexia/our-approach/evidence-for-essa	3

SEND - Support for pupils, alongside triaging of. SEMH and behavioural needs through use of timeout cards and behavioural policy adaptations. 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. TOR – SEMH hub that supports pupils across the key stages to access school through mentoring, individualised pastoral care and an adapted curriculum. ESBA **–** Emotional School Based Avoidance – support through a flexible range of therapeutic sessions and curriculum delivery through non- traditional methods	Reading data - progress across Year 7- 9 with current intervention model and school-based literacy focus.	

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

Budgeted cost: £ 88,786

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance improvement strategy: • Dedicated pastoral and attendance team, non-teaching heads of year. • Return to School meetings - daily for students with poor attendance, or at risk of persistent absence. • First, second- and third-Day calls – Heads of Year/Assistant Pastoral leads call parents daily when there has been an absence. • Weekly Attendance Meetings –to analyse and monitor data closely including vulnerable groups. • Early Primary School Intervention – Visit all feeder primary schools to support transition. Additional SAMs used with Year 6 students. • Weekly data reports –Run weekly, and daily attendance reports • Daily drop sessions to talk about attendance • Escalation Processes in place to escalate poor attendance at trigger points set by the trust. • Welfare Checks –make regular home visits for students that we are concerned about and where they meet threshold absence. • Attendance Nudge Letter – Parents informed termly of student attendance with support guide. • Parental Surveys – We periodically survey parents and assess the results. • Counselling – In school counselling offered by the chaplain and external school counsellor.	NFER report on disadvantaged students stresses the importance of providing strong social and emotional support for students and their families.	2 1

- Young Carer Support – SEMH lead runs a support group for young carers, - Art Therapy – Students who are struggling to attend as well as other issues are offered art therapy by the Wellbeing and Mental Health lead - Wellbeing and Mental Lead – Offers targeted support to students, regularly monitors the wellbeing of students. EBSA intervention offered by the attendance team. - Support Toolkit – Regularly updated reference spreadsheet for useful support available in-school and externally, available on the college website. - Education Wellbeing Advisor – Termly reviews with Education Wellbeing Advisor; to discuss all students with medical absences, this may include mental health. - School Nurse - Regular referrals and meetings with school nurses to support students with medical absences. - MHST consultations and intervention. - 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. - 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. - ESBA **–** Emotional School Based Avoidance – support through a flexible range of therapeutic sessions and curriculum delivery through non-traditional methods		
Well-being: - Breakfast club– free breakfast available for all students. - Toast mornings - Counselling, MHST and Chaplaincy team available. - Home Learning Club, in the hub with staff support. - Time-out cards and support through the Hub. - Adapted timetables to support children with anxiety. - Access to wellbeing dog - Sensory processing support through the CAIRB. - Social development sessions and use of AET framework to support pupils with ASC and anxiety. - Uniform shop	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.	2 4

- Enhanced transition package that incorporates team building, canteen provision, bus buddy. - Regular praise: - Daily, via HOYs at morning welcomes. - Teachers award praise via Classcharts and students use in 'praise shop' - Weekly, via teacher nominations and postcards home - Termly, via celebration assemblies. - Termly cultural events that bring the year group together to develop belonging. Careers: - Careers interviews - Careers lessons, using Unifog - Careers workshops - Careers fayre 6th form futures event - 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 - Bespoke work experience package for SEND / disadvantaged pupils through external provider. Morning welcomes: - Academic packs provided to support lessons (equipment) - Y11 exam packs - HUB, TOR, DEN and CAIRB offer bespoke morning starts to those pupils on SEND register - Mentoring for ASC pupils by KS4/5 pupils with ASC		
Extracurricular: - Music lessons supplemented for those who need it (Priority given to GCSE students) - Support for extra-curricular activities - Support for trips and fieldtrips Super curriculum: - 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. REACH programme, that removes barriers to access to an activity week (spaces / finances) and on a 6-week rotation offers opportunities in a range of activities for all pupils in Year 7-9. Activities include; boxing, yoga, photography, animal husbandry, shooting, trail running, cycling, drama and wellbeing sessions	10 Benefits of Children Learning a Musical Instrument (petersonfamilyfoundation.org) Communication for trips worded to support equality and accessibility for PP students. Positive bias in populating each initiative/trip/opportunity. South Dartmoor Community College - Super Curriculum	4

Parental engagement: • Parent/carer information evenings via video calls • Additional 'live' events calendared for all year groups • Use of text / communication packages • Strategic calls made home following all school events for any non-attendance • SEND surgeries three times per year for all pupils on the SEND register - including watchlist. • Five Educational Psychologist visits per year with a targeted parent session to support the home alongside support with targeted individual families through bespoke meetings	Working with Parents to Support Children's Learning	EEF (educationendowmentfoundation.org.uk)	1234

Total budgeted cost: £ *184,538*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress 2022-23

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 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

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.

Data for 2023/24 remains unverified at the point of publishing this document. Figures point to there being a -0.42 Progress 8 gap between PP and Non-PP students, which is shows a continuation of that gap closing over the last five years. There is a –29.4% gap between PP

and Non-PP students for English and Maths (9-5). This suggests impact of the current strategy remains effective and alongside other strands of this strategy (Attendance / Aspirations / Literacy) we would expect impact to continue as it filters through the Year 7 cohort.
(Taken from Y11 2024 provisional results data)

Update June 2025

Verified data for 2023/24 is now included

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%
2024	0.06	-0.57	-0.26	46%	42%	26%	20%

Final figures show a –0.2 gap between the P8 scores for DA and non -DA pupils. This continues the trend, of the gap closing between the two groups year on year. The DA P8 data at –0.26 is also –0.31 points more positive than the national average at –0.57.

The gap between DA and non-DA also continues to close in terms of 5+ basics with a 25 %-point gap in 2022, 23%-point gap in 2023- and 22%-point gap in 2024.

Overall, the trend and data are positive and points to the strategies in laces continuing to impact the attainment of the DA cohort.

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. Our universal reading programme, **Read to Learn, Learn to Read,** runs four mornings a week, in tutor time, when students read together in a blended approach to develop literacy skills. This supports both our literacy work and raises students' cultural capital. All staff have been trained in Scarborough's reading rope and in strategies for teaching reading explicitly to enable all learners to have equality of provision and access to the curriculum. Furthermore, through Trust wide principles for learning, teachers are trained in and have developed a common framework for learning. Tier 1, 2 and 3 vocabulary is made explicit in lessons and students are encouraged to use this and understand why and how it is beneficial. A consistent approach to oracy, which includes sentence starters and key terminology is a natural feature of lessons. Etymology is used by staff to develop students' understanding of subject specific language. Furthermore, we understand that some students will require some additional intervention to meet their needs, and our literacy intervention programme offers targeted support including Lexia, Fresh Start Phonics, Reading Fluency, and peer reading one to one.

Reading data from GL assessments, NGRT:

Reading data:				
Year Group	Year 7	Year 8	Year 9	Year 10
Test Date	September 2024	March 2024	May 2024	June 2024
Average Standard Age Score (SAS)	104.5	103.2	107	109.9
PP Average SAS	100.2 (29)	99.7 (48)	102.8 (44)	103.8 (43)

Non-PPPP Average SAS	105.6 (117)	104.8 (106)	108.7 (98)	112.5 (92)
Difference	- 3.6	- 5.1	-5.9	-8.7

Reading progress:

Current Y9 (summer 2024) have made 4.5 mean SAS gain from Y7 with 42% of students scoring above average SAS (above 112), an increase of 12% from Y7. 44 PP students have a mean SAS of 102.8, a small gap from non-PP students who have a mean SAS of 108.7. The PP gap has closed from Y7, now at -5.9.

Current Y10 (summer 2024) have made 9.1 mean SAS gain from Y7 with 48% of students scoring above average SAS (above 112), an increase of 17% from Y7. 43 PP students have a mean SAS of 103.8 an increase of +7 from Y7. 92 non-PP students have a mean SAS of 112.5 with the PP gap closing from Y7, now at -8.7.

Update June 2025

Reading scores continue to progress for non-DA and DA pupils. Whilst the gaps remain, the average standard score of DA pupils is above 100 for Year 7/8/9 and this should mean that this is not a barrier to accessing the curriculum and in the longer term allow for positive results at GCSE.

Writing barriers remain and the school has piloted a more expansive strategy to screen at Year 7 for transcription issues, develop assistive tech use through lessons and by integrating the use of the tech in each subject. There is also a pilot on increasing writing miles in English. History and Geography (before expanding to other areas of the curriculum) and expanding use of writing rubrics and feedback to develop both writing knowledge alongside subject specific skills.

Careers / Aspirations:

Tracking for the academic Year 2023/24 shows that all Year 11, through support and engagement, had confirmed destinations for a continuation of study post 16. The next step will be raising aspirations so that our disadvantages pupils not only have clear pathways post 16 but are fully aware and able to access the most suitable course for them. Their destination should not be limited by a lack of knowledge or understanding of the possibilities available. In order to do this, we will use the online careers platform Uni frog to Keep systematic records of each students' experiences of career and enterprise activities from Year 7 onwards. During timetabled careers lessons in Years 7-10 students will learn how to use this platform to access their records about their careers and enterprise experiences as well as exploring future pathways including further and higher education, apprenticeships and the labour market.

To support the development of aspirations and careers the setting has updated the offer around this area ready for the 2025/26 academic year.

The question pupils will be asked is – who do you want to be

This will to strategic character and careers education that runs throughout the fabric of the school.

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.