

South Dartmoor Community College

Disadvantaged Students Strategy Statement 2018-19



Introduction

At South Dartmoor Community College, we believe that closing the attainment gap between our most deprived students and their peers is our key priority. The targeted and strategic use of Pupil Premium Grant needs to support us in achieving this aim.

The headlines from the OFSTED Inspection Report March 2018 make difficult reading and must remain our key challenge as a school:

- Disadvantaged pupils are too often excluded from lessons and activities during the school day.
- Staff do not have high enough expectations of what all pupils can achieve, including those who are disadvantaged. Pupils lack enthusiasm for learning.
- Teachers do not routinely adapt work and activities for the needs of pupils of different abilities.

Further details from the main OFSTED report include:

1. Improve the quality of teaching and raise achievement for all pupils, particularly those who are disadvantaged and those who have special educational needs (SEN) and/or disabilities, by ensuring that in all subjects:
 - teachers have high expectations of what pupils can achieve

- teachers provide work that is closely matched to pupils’ different needs
 - teachers assess pupils with greater accuracy
 - Pupils develop positive attitudes to learning and show a high level of willingness to challenge themselves.
2. Over time, leaders have not ensured that pupils, particularly those who are disadvantaged, have made the progress of which they are capable across the curriculum. This is because weaknesses in teaching, behaviour and attendance have not been fully overcome. It is also because leaders too readily put the underachievement of some pupils down to contextual challenges.
 3. Additional funding for disadvantaged pupils and those who have SEN and/or disabilities has provided strong support for pupils’ social, emotional and pastoral needs. This is exemplified by the learning enrichment centre, which helps specific pupils to develop better readiness for learning. However, funding has not as yet led to better academic outcomes for these pupils.
 4. Leaders are in the process of changing the curriculum so that it better suits the needs and interests of the pupils. This is a principled decision driven by moral purpose. Going forward, pupils will not be required to study a language, for example, if it is not felt to be appropriate.
 5. The work of governors in recent years has not helped to prevent pupils’ underachievement, particularly those who are disadvantaged, in some areas. This is partly because, until recently, governors did not feel able to provide appropriate challenge to leaders over pupils’ progress.
 6. Teachers do not routinely adapt tasks, or provide alternative resources, to suit pupils with different needs. Consequently, the least able do not receive the support they need to enable them to make rapid progress. For example, in one piece of work, a class of Year 11 pupils, including the most and least able, were expected to respond in the same way to an essay question. The less able did not receive any additional help to structure and organise their writing. Therefore, they were not able to get as much out of this task as the most able pupils.
 7. The school’s careers programme is not taught in the most effective way. Teachers do not adapt activities that take place during tutor time for pupils of different ages. The teaching of the programme is not good enough. Furthermore, leaders have not evaluated the effectiveness of the programme to identify changes that are necessary.
 8. The attendance of particular groups of pupils, especially those who are disadvantaged, has been below average over time. This is also the case for the increasing number of pupils who are persistently absent. Staff use a wide range of strategies to try to improve attendance, and are doggedly persistent. Although this work is improving the attendance of some pupils, it is not having sufficient impact on the attendance of persistent absentees.
 9. Leaders are aware that the volume of internal sanctions for poor behaviour has been high over time. Their evaluation of the use of sanctions has triggered a change in approach. Consequently, they place an increasing emphasis on positive, restorative measures to improve behaviour. However, this is a work in progress. Although there have been fewer sanctions overall this current academic year, the number of high-level sanctions, such as internal isolation, remains too high for disadvantaged pupils.
 10. For the last two years, the progress of disadvantaged pupils has been significantly below average in nearly every area of the curriculum. The school’s current progress information indicates that these pupils are not making sufficiently rapid progress to catch up with their peers. The gaps are still too wide between disadvantaged pupils and their peers.

Disadvantaged Students Strategy Statement - South Dartmoor Community College

As the detail above demonstrates, the school needs to make Disadvantaged Students a core focus of their work this and every academic year. The following outlines the key areas for improvement and our policy approaches for improvement.

1. Summary information					
School	South Dartmoor Community College				
Academic Year	2018/19	Total PP budget	£218,567	Date of most recent PP Review	External review Feb 2017 Internal review Jan 2017 OFSTED March 2018
Total number of pupils	1214	Number of pupils eligible for PP	254	Date for next internal review of this strategy	January 2019 April 2019 September 2019

2. Current attainment		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving 5 standard passes (9-4) incl. EM (2017/2018)	21.1%/21.2%	44.4%/69.8%
% achieving expected progress in English / Maths (2017/2018)	34.2%/18.4%/18.2%/24.2%	59.5%/42.7%/45.9%/44.4%
Progress 8 score average (2017/2018)	-0.72 / -1.04	-0.02/-0.086
Attainment 8 score average (2017/2018)	34.72 /27.3	49.32/47.45

3. Strategies for future attainment for pupils eligible for PP

In-school and External Barriers – OFSTED areas for improvement, Solutions and Success Criteria

A.	<p>Disadvantaged pupils are too often excluded from lessons and activities during the school day.</p> <ul style="list-style-type: none">• Introduction of RA styled behaviour management policy with agreed Behaviour Template based on Respect, Readiness and Safety.• Key focus on non-confrontational approaches.• Out of lesson support of behaviour to enable greater focus in class – for example Year 11 common area, redesign of Dining Area, Games Areas. Encouragement of club involvement.• Find funding for breakfast club. Ensure students are eating correctly to support fuelling good behaviour and learning in class.• Budget provided for classroom equipment packs; maths packs; printing costs; calculators; revision materials to ensure full access to learning in classroom.• Poverty Proofing Project – link to North East UK or PWC projects.• Year 9 behaviour support plan – assemblies, relentless support plans between staff and students and parents. <p>Success Criteria:</p> <ul style="list-style-type: none">• Significant decrease in PP students being excluded from classes.• Improved Classroom Behaviour.• Greater uptake of activities by disadvantaged students.
B.	<p>Staff do not have high enough expectations of what all pupils can achieve, including those who are disadvantaged. Pupils lack enthusiasm for learning.</p> <ul style="list-style-type: none">• Learning Hubs and Management Team Meetings, Department meetings – focus on what can be achieved by disadvantaged students, redrawing the context as positive potential. Everyone can be successful as a normal expectation of leadership, teachers, learners and parents. Change of philosophy. How to help my child booklets to parents.• Focus on Praise programme.• Raising aspiration Celebration Event; University Visits and in-house Raising Aspiration Programme. Praise Policy developed.• Year 7, 9 introduction talks to focus on aspiration and raising student performance.

- Whole College Teaching and Learning programme of development to raise outcome by 2 grades across all learners. Creation of schemes that challenge and enthuse. Focus on students working harder in the understanding that this supports progress, success and happiness, confidence.
- Use the Disadvantaged Student Flow Diagram.
- Continue to provide budget for instrumental tuition, aspiration activities.
- Create research school at SDCC across academy.

Success Criteria:

- Significant increase in grade outcomes by students – reduce gap to target grades by a grade in June 2019 and 2 grades by 2021 to enable disadvantaged students to meet their already lower targets. Aim by 2023 to match at least national average for students of similar ability on entry.
- Implementation of Praise programme and Celebration Evening – initial attendance monitored and % attendance increased over the next 2 academic years to reach at least 75% attendance by Academic Year 2020-2021.
- Integration of extended thinking and aspiration as a norm.

C.

Teachers do not routinely adapt work and activities for the needs of pupils of different abilities.

- Know Your Learner Policy.
- Teachers need to assess students with greater accuracy to enable step progression. Implementation of new assessment policy based on Uffculme School's policy with Levels 1-9 stepped across all year groups.
- Learning Hubs – core focus on meeting the needs of all students including disadvantaged students through differentiation.
- Review Impact of LEC.
- Full integration of Extended Thinking strategies into all sessions to ensure differentiation, support and challenge.
- Whole College Teaching and Learning programme of development to raise outcome by 2 grades across all learners.
- Continued provision of LEC for Years 7-8: Low literacy and numeracy skills on entry to the college. The Learning Enrichment Centre (LEC) has been developed to help identified students catch up, 40% of our LEC students are Pupil Premium.
- Continued provision of ET for Years 8-11.
- Support blow-ins to catch up through provision of notes, tutorials.
- Use the Disadvantaged Student Flow Diagram.

Example of the differentiation challenge: current whole Year 8 cohort - on entry' data received from the primary schools showed: 15% have an identified SEN, 38% were identified as receiving additional support, of these 94% received additional support in maths and English and 52% required emotional and social support. 39 students are Pupil Premium. 60 students are timetabled for Extended Thinking in September 2018.

Success Criteria:

- Staff assessment matches external grade outcomes. Staff use this to support step progression more effectively.
- QA of work supports accurate assessment and outcomes.
- Evidence of careful differentiation in planning and delivery of lessons.

D.

Attendance for Disadvantaged Students needs to be improved.

- Change of behaviour policy to encourage students to want to attend. Refocus of Heads of House to support this process.
- Change of Tutor programme to focus on student well-being – traditional pastoral approach.
- Year 7 and 9 welcome assemblies at start of Key Stages.
- Change in curriculum to allow breadth of study and access to a range of subjects. Greater vocational offer at KS4. Greater support in enabling students to opt wisely at KS4 for subjects that match aspiration and ability. Change to EBacc. Approaches to enable everyone to access the right level of academic challenge.
- Further changes to the curriculum to reduce number of exams and stress whilst still enabling full access to a wide range of subjects including arts, PE, technology.
- Budget to support attendance monitoring (School Comms, Attendance Officer) and phone calls. Collection of students for exams. How to help your child learn better booklets.
- Phone calls home by Heads of House and Leadership Team prior to parents' evenings to support parental involvement. Celebration Event for Disadvantaged students.
- Budget to support counselling costs to support students finding attendance problematic.
- Continued funding for The House (this provision enables students who for what ever reason are unable to access the curriculum to continue with high quality education).

Success Criteria:

- Significant increase of disadvantaged students' attendance.
- Reduction in persistence absence figure for disadvantaged students. Persistence absence for all disadvantaged students to achieve 12% and below. Overall College PA figure to achieve 15% and below.
- Reduction in the number of disadvantaged students within the 91-95% attendance band.

E. The work of governors in recent years has not helped to prevent pupils' underachievement, particularly those who are disadvantaged, in some areas. This is partly because, until recently, governors did not feel able to provide appropriate challenge to leaders over pupils' progress.

- Report regularly to Governing Body about Disadvantaged Students.
- Governors to QA classroom practice.
- Governors to complete disadvantaged work scrutiny.
- Leadership to also support the above two processes.
- Governors to agree budget and complete QA of this use of pupil premium money in order to support the release of more money to the pupil premium use budget to directly support teaching and learning.

Success Criteria:

- Pupil Premium Budget use has effective additional outcomes for Pupil Premium students including core improvements in outcomes, behaviour and attendance.

F. The school's careers programme is not taught in the most effective way. Teachers do not adapt activities that take place during tutor time for pupils of different ages. The teaching of the programme is not good enough. Furthermore, leaders have not evaluated the effectiveness of the programme to identify changes that are necessary.

- Creation of Future Horizons subject in Years 7-11 – PSHE.
- Disadvantaged/Curriculum Leader to meet with Careers Team to create a fully integrated careers programme.
- University visits; Raising Aspiration Programme.
- Extended Thinking and RISE Programme to support careers progression.
- Re-introduction of work experience in Year 10.

Success Criteria:

- Students are happier and have more rounded PSHE education including careers progression understanding.
- Raised aspirations for future careers pathways resulting in more enthusiasm in learning.

4. Planned expenditure

Academic year

18/19

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Progress for Learning

ii. Progress for Behaviour

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> Significant decrease in PP students being excluded from classes. Improved Classroom Behaviour. Greater uptake of activities by disadvantaged students. 	<ul style="list-style-type: none"> New behaviour blueprint – leadership by VLE, HoH, WOO. Out of Lesson Clubs, involvement, breakfast club. Budget provided for classroom equipment packs; maths packs; printing costs; calculators; revision materials to ensure full 	<ul style="list-style-type: none"> Classroom resource wallets are to be provided in all classrooms. These plastic wallets will support the issues surrounding disadvantaged students not having the right equipment for lessons. Reduction in exclusion rates for disadvantaged and non-disadvantaged students in order to enable students to fully access all learning to support progress. 	<ul style="list-style-type: none"> Weekly House Team and LT meetings to discuss at risk students Regular attendance to Behaviour and Attendance panel meetings – managed moves discussed 	VLE HDG CLL BDN GDD WKN	Jan19 May19 Sep19

	<p>access to learning in classroom.</p> <ul style="list-style-type: none"> Poverty Proofing Project – link to North East UK or PWC projects. 	<ul style="list-style-type: none"> Where required: successful managed moves for disadvantaged students. Where required: early help referrals to support families to avoid exclusions. Ensure access is equitable for all students to clubs, eating arrangements – poverty proof SDA to ensure students can gain from additional provisions for progress. 	<ul style="list-style-type: none"> Behaviour and sanction policies regular reviewed Pre-exclusion meetings held with parents of at risk students DSL to provide exclusion data for disadvantaged students to Governors and Directors Early help referrals completed for all at risk students. 		
<ul style="list-style-type: none"> Significant increase in grade outcomes by students – reduce gap to target grades by a grade in June 2019 and 2 grades by 2021 to enable 	<ul style="list-style-type: none"> INSET for staff – learning hubs, training days, department work. Focus on Praise programme. 	<ul style="list-style-type: none"> Sutton Trust findings place teaching and learning, metacognition, effective feedback at the top of 	<ul style="list-style-type: none"> Sharing of effective classroom and departmental strategies with all staff, resources 	<p>HLT WKN VLE SLs</p>	<p>DC reports Mar19 Sep19</p>

<p>disadvantaged students to meet their already lower targets. Aim by 2023 to match at least national average for students of similar ability on entry.</p> <ul style="list-style-type: none"> • Implementation of Praise programme and Celebration Evening – initial attendance monitored and % attendance increased over the next 2 academic years to reach at least 75% attendance by Academic Year 2020-2021. • Integration of extended thinking and aspiration as a norm. 	<ul style="list-style-type: none"> • Raising Aspiration Programme. • Whole College Teaching and Learning programme of development to raise outcome by 2 grades across all learners. • Use the Disadvantaged Student Flow Diagram. • Continue to provide budget for instrumental tuition, aspiration activities. • Create research school at SDCC across academy • LEC Provision. 	<p>effective methods of improving progress.</p> <ul style="list-style-type: none"> • The current funding model places an emphasis on quality teaching and learning which backs the Sutton Trust findings. • Research school across academy includes primary schools – early intervention is key to enabling progress over time. 	<p>available on the S drive</p> <ul style="list-style-type: none"> • Monitoring via: Performance management observations. Learning walks and lesson observations. 		
<ul style="list-style-type: none"> • Staff assessment matches external grade outcomes. Staff use this to support step progression more effectively. • QA of work supports accurate assessment and outcomes. 	<ul style="list-style-type: none"> • Know Your Learner Policy. • New assessment policy. • Learning Hubs – core focus on meeting the needs of all students 	<p>It is vital to know early which students require targeted interventions from departments and individual teachers. Tracking and reporting progress also provides essential evidence to</p>	<ul style="list-style-type: none"> • Subject leaders are supported to forensically track disadvantaged students across 	<p>DXX BRD HLT WKN SLs VLE/HDG</p>	<p>Data Captures points throughout the year with follow</p>

<ul style="list-style-type: none"> Evidence of careful differentiation in planning and delivery of lessons. 	<p>including disadvantaged students through differentiation.</p> <ul style="list-style-type: none"> Full integration of LEC and Extended Thinking strategies into all sessions to ensure differentiation, support and challenge. Whole College Teaching and Learning programme of development to raise outcome by 2 grades across all learners. Continued provision of LEC for Years 7-8: Low literacy and numeracy skills on entry to the college. The Learning Enrichment Centre (LEC) has been developed to help identified students catch up, 	<p>demonstrate the impact the school has on progress.</p> <p>EEF Research:</p> <ul style="list-style-type: none"> Feedback studies tend to show very high effects on learning. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', also tend to have a positive impact. Feedback has effects on all types of learning across all age groups. The Colleges marking and assessment policy has been developed in direct response to feedback from disadvantaged learners who were unsure as to the next step to progress their learning. EFF research: 	<p>KS3/KS4 so that progress is in line with 'other' students across low, middle and higher prior attainment groups. Where progress is not in line with 'other' students this is identified and interventions are initiated by departments.</p> <ul style="list-style-type: none"> Every teacher of every disadvantaged student needs to take full responsibility for the learner in their care to make the right progress. 	<p>HoH</p>	<p>up SPIT analysis of impact.</p>
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	<p>40% of our LEC students are Pupil Premium. See desired outcomes for disadvantage and non-disadvantaged data by year group.</p> <ul style="list-style-type: none"> Continued provision of ET for Years 8-11. Support blow-ins to catch up through provision of notes, tutorials. Use the Disadvantaged Student Flow Diagram. 	<ul style="list-style-type: none"> Feedback that refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome has shown very high effects on learning, 8 months' progress. This strategy is embedded into the college but it need to be revisited regularly to keep it high on the learning agenda. EEF Research: Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. 	<ul style="list-style-type: none"> Line management meeting of subject leaders to monitor progress. CPD training on identifying groups in SISRA. Sharing of good intervention practice across departments (Appendix A and B) Successful strategies for disadvantaged learners shared with all staff. Know your Learner focus for all teachers which is monitored by subject leaders. 		
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| | | <ul style="list-style-type: none"> • Please note that Meta Cognitive strategies support our commitment to the ongoing development of pedagogy and practice and they are an integral part of our whole college teaching and learning vision. For a more comprehensive view of Teaching and Learning at SDCC, please refer to the following documents: <ul style="list-style-type: none"> • -Learning Policy • -Learning Together for Life • -A Guide to: Effective Teaching, Learning and Assessment • -Assessment, Marking and Feedback Policy • -A Guide to Effective Marking and Feedback • -A Guide to Marking and Feedback Sampling and Scrutiny • -Marking and Feedback Update | <ul style="list-style-type: none"> • Book scrutinies ensure that students are making good progress, also used to triangulate staff assessments about progress so that we know that the data being used to plan intervention is accurate. • Whole staff Meta Cognition CPD took place twice in 2017 (inset training and learning hub) this gave clear guidance as to how to teach student to plan monitor and evaluate their learning. <ul style="list-style-type: none"> • Metacognitive training will continue on an annual basis. • Review low achiever's student list termly and identify any possible | | |
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		<ul style="list-style-type: none"> -Praise Policy -Feedback Fortnight: A Guide for Parents 	<p>late movers into the LEC, this would ensure that any spaces left by students who have been reintegrated are filled.</p> <ul style="list-style-type: none"> Data analysis and re-assessment of possible identified students. Look to keep groups low in size. Engagement with families before any student moves into the LEC. Track progress of students. 		
<ul style="list-style-type: none"> Significant increase of disadvantaged students' attendance. Reduction in persistence absence figure for disadvantaged students. Persistence absence for all disadvantaged students to achieve 12% and below. Overall College PA figure to achieve 15% and below. Reduction in the number of disadvantaged students 	<ul style="list-style-type: none"> Change of behaviour policy. Change of Tutor programme to focus on student well-being – traditional pastoral approach. Change in curriculum to allow breadth of 	<p>Equity and quality in education. Supporting disadvantaged students and schools 2012 state that schools should design equivalent upper secondary education pathways to ensure completion.</p> <p>This practice will encourage staff to focus on praising disadvantaged students who will be motivated from the praise received. In a recent leadership team meeting</p>	<ol style="list-style-type: none"> Attendance Coordinator will provide weekly lists to DSL. DSL will have a weekly meeting with EWO will a focus on disadvantaged students. Disadvantage attendance data will be added to each Performance Leader weekly meeting. 	<p>VLE HDG WKN</p>	<p>Jan19 May19 Sep19</p>

<p>within the 91-95% attendance band.</p>	<p>study and access to a range of subjects.</p> <ul style="list-style-type: none"> • Further changes to the curriculum to reduce number of exams and stress whilst still enabling full access to a wide range of subjects. • Budget to support attendance monitoring policies (School Comms, Attendance Officer) and phone calls. Collection of students for exams. How to help your child learn better booklets. • Phone calls home by Heads of House 	<p>the team reported that parental feedback from praise calls home have been very positive.</p>	<p>4. DSL to provide attendance data for disadvantaged students to Governors and Directors. Request made to all teaching staff to send in praise for disadvantaged students in years 10 and 11.</p> <p>5. Leadership team allocated a list of students to call, feedback in leadership</p>		
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	<p>and Leadership Team prior to parents' evenings to support parental involvement.</p> <p>Celebration Event for Disadvantaged students.</p> <ul style="list-style-type: none"> • Budget to support counselling costs to support students finding attendance problematic. • Continued funding for The House. 				
<ul style="list-style-type: none"> • Pupil Premium Budget use has effective additional outcomes for Pupil Premium students including core improvements in outcomes, behaviour and attendance. 	<ul style="list-style-type: none"> • Report regularly to Governing Body about Disadvantaged Students. • Governors to QA classroom practice. • Governors to complete 	<ul style="list-style-type: none"> • Governor Pupil Pursuit of disadvantaged pupils will take place in the first half of the autumn term. • Focused Book Scrutinies on target groups will continue to take place regularly. • Impact of LEC to be reviewed to ensure impact can be measured. 	<ul style="list-style-type: none"> • Book scrutinies ensure that students are making good progress also used to triangulate staff assessments about progress so that we know that the data being used to plan 	<p>CLL/SHAW Chair of Governing Body GDD/Governor for SEN</p>	<p>Each Governing Body Meeting</p>

	<p>disadvantaged work scrutiny.</p> <ul style="list-style-type: none"> • LEC Review. • Governors to agree budget and complete QA of this use of pupil premium money in order to support the release of more money to the pupil premium use budget to directly support teaching and learning. 		<p>intervention is accurate.</p> <ul style="list-style-type: none"> • Monitor consistency across the College 		
<ul style="list-style-type: none"> • Students are happier and have more rounded PSHE education including careers progression understanding. • Raised aspirations for future careers pathways resulting in more enthusiasm in learning. 	<ul style="list-style-type: none"> • Creation of Future Horizons subject in Years 7-11 – PSHE. Health and Well-being classes in PE in all years. • Create a fully integrated careers programme. • Re-introduction of work experience in Year 10. 	<p>On average, Social and Emotional Learning interventions have, four months' additional progress. Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress</p> <p>The NHS are now currently prescribing mindfulness for anxiety and depression.</p> <p>A recent mental well-being survey of SDCC students (using the</p>	<ul style="list-style-type: none"> • Track progress of students. • CPD to ensure staff can deliver meta-cognition and self-regulation etc. Monitor delivery. <p>17 staff have already completed a foundation course and successful trials have been conducted in school. Training will be</p>	<p>WKN VLE/HDG RDL HUG/DIN</p>	<p>Mar19 Jun19 Sep19</p>

Warwick-Edinburgh Scale) identified that students' potential well-being declines from 67% in year 7 to 51% in year 11. Student feedback identifies these guidance sessions as impactful in formulating a plan to ensure meeting the Colleges target of zero NEETS.

completed by 2 selected staff and mindfulness will be delivered as part of the curriculum. 12 tutors across the houses to train (with Graham McDowell) to deliver wellbeing programme primarily focusing on year 11. Student voice will be used to monitor progress. A review of attendance rates, behaviour logs, Follow-up health and follow-up wellbeing questionnaire will identify if there has been a whole school improvement. Trained careers guidance staff are to conduct the sessions and monitor attendance; tutors are

			to chase students who have not attended to rearrange session.		
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1. Review of expenditure (please also refer to PP sending 2017-18 for additional information)

Previous Academic Year		2017/18			
Focus: Quality of teaching for all					
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
PP to be driven positively across the college, making it high profile.	Contribution to the salary of the Pupil Premium Coordinator	Leader of PP was on maternity leave. New LT member in charge of PP in line with internal review. PP remains the top priority for college improvement – it has high profile. Impact is steadily being made particularly with grades in Years 7-9.	PP Leadership to be maintained – leader of PP back from maternity to lead on specific projects. LT overview to be maintained and further drive the PP challenge. Finances to be part of staffing budget.	£17260.10	
To lead on metacognitive approaches and quality of teaching and learning.	Contribution to the salary of the Teaching and Learning Assistant Principals	As yet, no impact on Year 11 outcomes. Impact is being seen in Years 7-9.	Research and ET skills to be further integrated. Metacognition to be a major post-Ofsted focus alongside raising outcome levels (Project +2). Finances to be maintained.	£34300.20	
Develop learning approaches for disadvantaged	Graham Powell (building Learning Power)	As above.	To be integrated in-house.	£550	

students and vulnerable learners.				
Ensure processes are carefully thought through in line with EEF findings.	Disadvantaged Improvement planning focused on Teaching and Learning	PP Flow Diagram produced and shared. Departments are developing learning around these ideas.	No need for further research – a need for full employment of strategies by all staff. Finances to be a part of LT and SL roles.	£100
Placing students in the best learning patterns.	Seating Plan software add on to show my homework	Mixed impact dependent on how the patterning is deployed and how teachers add additional learning for key groups.	Seating plans should support learning rather than being a solution. Learners need to be supported through effective levels, targets, marking and differentiation. Funding for seating plans is a part of SMHW funding.	£1147.20
Improve PP attendance.	School Comms programme to improve parental contact	5% improvement at start of September 2018.	Maintain funding.	£1798.00
To support the most vulnerable students and provide safe learning space.	The Place (this provision enables students who for what ever reason are unable to access the curriculum to continue with high quality education).	These students are our lowest performers as a result of their vulnerable positions. Being in school is a major result and The Place is a positive supportive environment.	Maintain funding and provision.	£37335.10

Improve literacy, reading and outcomes of low academic on entry PP students.	Learning Enrichment Centre (adapted timetables with high quality small group Literacy provision) Contribution to the staff cost (40% of students are disadvantaged)	Progress is -1.4. All other PP students are at -0.7.	Review of provision by Governor in charge of SEN. Funding for September 2019 to be reviewed.	£75951.76
Supporting mental well-being of all students including PP.	.B Mindfulness training for 2 teachers to help support the mental wellbeing of student.	Staff have been trained. Creation of Health and Well-being element in PE. Impact to be measured over 2018-19 academic year. Also Future Horizons (PSHE) started in September 2018.	Implementation of approaches to be monitored. No further funding required.	£2000
Improve PP attendance.	Attendance officer targeted calls home	5% Improvement as above.	Maintain funding.	£1000
Maintain KYL approaches – high profile of PP students in staffroom.	War board resources	GDPR issues with data and public staff space. No real impact.	Discontinue funding. Use SISRA and SIMS.	£10

Raise future aspirations for PP students to improve current work ethos.	Raising Aspirations visits	Limited impact due to low funding.	Develop in-house aspirations programme and celebrations. Maintain funding for this.	£350
Poverty Proofing.	Class room resource wallets for all classrooms	All classes equipped – less instances of consequences for lack of equipment.	Maintain funding.	£505.53
As above.	Graham Powel target mental health and wellbeing	As above.	As above.	£2000
Leadership of well-being and academic progress of five houses PP students.	Contribution to the salaries of the five Performance Leaders (who are responsible for developing targeted action plans and pastoral support)	Mixed outcomes. Many examples of positive progress outcomes in Year 11. Overall outcomes remain low – see results analysis.	Maintain finances but refocus to Heads of House and pastoral management.	£51810
To support progress evidencing.	Purple Pens for all staff to help implement marking policy	No impact – inconsistently embedded.	Discontinue funding.	£20

As The Place.	Counsellors (to allow students to continue to access the curriculum despite other difficulties).	As The Place.	As The Place.	£9973.50
Impact on students' individual learning progression.	Music tuition	Good impact on students' progress in instrumental tuition.	Maintain funding. Expand to other subject coaching when possible.	£500
Poverty Proofing as above.	Maths Packs (clear pencil case, pens, pencils, ruler, protractor, eraser)	As above.	Maintain funding.	£580
Poverty Proofing as above.	Contribution towards PPP student activity	As above.	Maintain funding.	£200
Poverty Proofing as above.	Scientific calculators and student planners	As above.	Maintain funding.	£50
Poverty Proofing as above.	Print credit for all PP students	As above.	Maintain funding.	£265
Poverty Proofing as above.	Revision guides (english, maths and science)	As above.	Maintain funding. Expand to all subjects in Year 9-11.	£800

	Core text books for English			£200
				£238,706

Additional detail:

If you would like any further information, please do not hesitate to contact our Pupil Premium Co-ordinator Ralph Wickenden:

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Appendix A: Other Departmental Interventions Strategies

Orchestrating the classroom environment to ensure all groups of students are meeting their target grade

- Storage area in the room for kit/ books etc. to help students with organisational difficulties.
- A Learning habits notice board in classrooms specific to subject.
- Displaying the Learning Habit Wheel at the heart of the classroom, so its place in the students learning is explicit and can be easily accessed by teachers and students.
- Target praise strategy for disadvantaged learners e.g. phone calls and post cards home, work displayed on notice board.
- Seat disadvantaged students next to model learners.
- Provide revision guides early in the course.

Pedagogical strategies to ensure all key groups of students are making at least their target grade

- Learning conversations discussing clear smart targets with disadvantaged students if they are in danger of not achieving their target.
- Ensure disadvantaged students have a voice and that they feel valued.
- Marking disadvantaged book 3-4 in.
- Frequent peer tutoring opportunities within the class and where possible across age groups.
- Positive discrimination towards disadvantaged students in all selection processes.
- Engage early in lesson, have the disadvantaged students as your 'go to first' students.
- Learning champions in class (use disadvantaged students).
- Talk for writing strategies.
- Focus on spelling, develop league competition.
- Provide outdoor learning opportunities.
- Tailor lessons to the preferred learning style of the groups, listen to their voice.
- Subject leader to identify classes with high numbers of disadvantaged students and teach these groups along with other strong teachers.
- Group work with clearly identified roles.
- Learning by doing and talking.
- Encourage questioning skills.
- Provide all equipment needed.
- Produce specific resources for disadvantaged students, e.g. revision guidance, intervention materials.
- HL focus on quality not quantity. Supportive learning environment e.g. lend equipment, store equipment, open door policy and check in with feelings policy.
- The language of the learning wheel to be part of the teacher's everyday vocabulary, making language explicit in the student's learning and empowering students to become better lifelong learners.
- Feedback needs to be specific with guidance on how to improve.
- Allow time in lessons to make the improvements and check they are being done.
- Metacognition, plan, do, review. Give support on this then encourage independence.

Additional (outside the classroom) intervention for disadvantaged students

- Targeted Lunch time interventions for disadvantaged students (small groups).
- Regular emails home to ensure that parents and students have all the information about the course, e.g. guidance on effective revision, mock exam dates, best revision guides, and progress in class.
- Prioritise places on trips for disadvantaged learners, seek funding if required. Poverty Proof trips.
- Student Voice activity specifically targeted for disadvantaged learner.
- 'Show me' principle to monitor the level of revision student, student must **prove** every two weeks that they are revising.
- Phone calls home to parents of disadvantaged students who did not attend parents evening.
- Share attendance concerns with disadvantaged students' parents.
- Email parents of entire class so parents are aware of what is being covered in class.
- Small group intervention focusing on revision and exam skills Run alongside A*-A session weekly.
- Review the setting of disadvantaged students, put in higher sets. Ensure setting meets their on-entry profiles.
- Link disadvantaged students with mentors from sixth form.
- Conduct student voice on disadvantaged student to help guide more specific support.
- Pre-school breakfast club.
- Parental engagement evening for all disadvantaged focusing on revision strategies and subject specific support.

Using data to drive progress in all key groups

- Use data pictures to display underperforming disadvantaged student in departmental area.
- The progress of disadvantaged students is a regular item on departmental agendas. 'Know your learner meetings' sharing strategies for underperforming disadvantaged learners and monitoring their progress after data captures. Next step task developed from this.
- Use SISRA to identify disadvantaged students to closely monitor LOP and use this as the basis for an intervention programme and planning in the class room.
- Use year 11 mocks to identify a clear plan for ensuring disadvantaged students have all the targets they need to achieve their target grade.
- Departmental picture board of disadvantaged student on/off target.
- Subject leaders to target book looks for disadvantaged learners.

Equipping colleagues to make a difference with all key groups of students

- Departmental SISRA training for all staff.
- Revisit schemes of work to make learning engaging and impactful to help develop curiosity in learners.
- Research successful strategies for disadvantaged learners (Education Endowment Foundation Toolkit, Sutton Trust) share findings with the department.
- Metacognition and self-regulation added to schemes of work.
- Log intervention strategies on SIMS.

- Get to know your disadvantaged students (background, siblings, prior attainment, reading age, hobbies and interests).

Appendix B: Classroom strategies to close the gap between disadvantaged students and non-disadvantaged students 2017. See SDCC Flow Diagram for further details.

- **Be aware of the different categories of Disadvantaged student.** Free School Meals (FSM), Ever 6 (E6). Children in Care (CIC) and Pupil Premium Plus (PPP). Forces students (F) are no longer classed as disadvantaged. We will continue to use the term Pupil Premium with students and parent's due to the negative connotation of the term disadvantaged. Please note that SEN refers to special educational needs and is not part of the Disadvantaged or Pupil Premium category.
- **Know your Data.** Ensure that you know who the disadvantaged students are in your class. Are they on or off target in your subject? Do you know if there a gap in data between the achievements of disadvantaged students in your subject when compared to non- disadvantaged students? Is there a gender gap? (SISRA). Update SL accordingly.
- Use college seating plan policy, **seat disadvantaged students next to learners who can model the desired behaviours.** Ensure you update your seating plan at least once every half term as the Pupil Premium list is constantly changing.
- **Engage disadvantaged students early in the lesson,** English have their 'Go to first' students that they always go to first! E.g. a welcoming comment, setting a task, checking progress, challenging question etc.
- **Ensure disadvantaged students remain on task during the lesson** e.g. good lesson pace, challenging tasks and directed challenging verbal interaction.
- **Mark disadvantaged students work 3-4 in when you have 'warmed up'** (you could use a very subtle dot on the spine of a book to quickly identify the disadvantaged students).
- **Give effective feedback.** Needs to be part of an effective Assessment for learning Policy (see SDCC Policy). Formative assessment (linked to learning intentions) has a positive impact on achievement whereas summative assessment (marks, grades or levels) has been found to have a negative impact. Highlight what has been successfully achieved and how to improve further rather than what is wrong (this doesn't improve attainment). Give opportunities for the students in lesson time to act upon the feedback that they have received. Be aware of the emotional impact the feedback has on the student, strive to raise self-esteem and motivation, avoid comparisons to other students.

- Ensure that disadvantaged students have all the **equipment** that they need for the lesson, laptops, maths packs, calculators, USB pen, print credit, revision guides and core English textbooks are all available for pupil premium students (see BAI or the library if they are missing equipment). Provide Pens without question or punishment (collect from the staff room or see BAI if running low).
- Any concerns e.g. behaviour/home learning/progress etc. **contact home early** (telephone is usually better) and establish a relationship with parents, report any hard to reach parents to Performance Leaders.
- Be aware that disadvantaged students statistically have much lower levels of self-confidence, **positive interactions that build confidence** levels are very motivating for these students. Refer to WIB and Praise emails for possible 'ways in' for conversations.
- **Learning how to learn/metacognitive strategies** are particularly helpful e.g. resilience etc. They must be explicit in all lessons and students need to be aware that strategies are transferable.
- The impact of **peer tutoring/peer-assisted learning** is relatively high, with a potential gain of six months with apparent benefits for both the tutor and tutee. This is where learners work in pairs or small groups to provide each other with explicit teaching support. It can be same-age/same-ability groups or by pairing more advanced tutors with younger or lower attaining tutees, learners can also alternate between the role of tutor and tutee. Learners take on responsibility for aspects of teaching supplementing or enhance normal teaching, rather than to replacing it.
- **Track progress using SISRA.** This will highlight which pupils require interventions in order to maximise their progress. This will also provide evidence of the effectiveness of these interventions. Track students early don't leave it until year 11, data is suggesting that the gap widens from year 9 through to 11 so it is vital we start to intervene early in year 9.
- Encourage disadvantaged students to share ideas with a partner before answering the questions, especially for more challenging questions.
- Ensure that appropriated methods are used to help disadvantaged students **catch up on missed work when they are absent or newly arrived** e.g. Handouts, note in books from teacher highlighting absence with an additional task or driving question to complete etc.

These strategies have been developed from practice in school, The Education Endowment Foundation and the Pupil Premium handbook for Cambridge schools and the Sutton Trust.