



National College for  
Teaching & Leadership



# Effective pupil premium reviews

A guide developed by the Teaching Schools Council





## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Dawlish College.				
Academic Year	2019/20	Total PP budget	134,493	Date of most recent PP Review	2019
Total number of pupils	563	Number of pupils eligible for PP	123	Date for next internal review of this strategy	2020
2. Current attainment					
			Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)
Progress 8 score			-0.37		School (0.12)
Attainment 8 score average			33.39		School (45.00)
Basics English/Maths 9-5 / 9-4			0 / 15.0%		School (40.7%)
Attendance			92.5%		School (94.8%)
3. Barriers to future attainment (for pupils eligible for PP)					
Barriers have been identified through internal College data, PP review and KS2 data.					
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Whole school issue of low literacy addressed initially through appointment of primary trained teacher to deliver literacy/numeracy to student's not secondary ready. Current year 8 - 25% low ability. Programme continues for 8-11 students				
B.	Attendance of PP students resulting in gaps in knowledge.				
C.	Confidence, self-esteem, resilience, aspiration.				
D.	Independent study practices- gaps in home learning attitudes compared to non-disadvantaged students.				

<b>Additional barriers</b> (including issues which also require action outside school, such as low attendance rates)		
<b>E.</b>	Parental involvement in supporting progress (attending parental evenings) and attendance	
<b>4. Intended outcomes</b> (specific outcomes and how they will be measured)		Success criteria
<b>A.</b>	High quality teaching and learning to maximise the achievement of all students with appropriate data driven interventions specific to the needs of PP students.	Students across all years will make rapid and sustained progress (relative to their starting points and taking external factors into consideration) and close both the in school gap as well as national.
<b>B.</b>	Parental engagement to support student learning both at Dawlish College and in the home through independent learning and a proactive engagement with College events such as parent evenings.	Improved student outcomes due to increased parental involvement. Higher attendance at parent evenings, more support/communication as a two way process between school and home.
<b>C.</b>	Improved confidence in actual and perceived capability, leading to improved aspirations and more resilience to overcome hurdles on the way. Measured through behaviour system-praise and sanctions. Also students knowing their career path, attendance at extra curricular activities, representing teams and attending trips.	Students across all years will show an increase in rewards and praise and decreased numbers of sanctions. PP students will have accessed clubs, teams and trips in line with opportunities for non-PP students at the College.
<b>D.</b>	Students encouraged to attend support sessions, period 6, maximising achievement. Measured ATL of home learning for PP and non-PP comparison.	Students across all years will make rapid and sustained progress (relative to their starting points and taking external factors into consideration) and close both the in school gap as well as national.
<b>E.</b>	Improved attendance through parental involvement/support, building resilience, improved aspirations (careers), plugging the gaps on return.	Higher levels of attendance leading to improved outcomes for PP students. Zero students considered to be NEET, rapid progress in relation to individual progress as well as PP/Non-PP cohort progress.

## 5. Planned expenditure

**Academic year**

**2019/20**

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

### i. Quality of teaching for all

Action	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?
Quality First Teaching and strategies to maximise the achievement/learning of PP students at school and in the home.	1. CPD for staff.	1. National Governance Association suggest training for teaching staff makes a difference to progress of PP students.	1. Learning walks by SLT, DoL, RSL. Feedback through whole school and department based meetings.	Principal SLT DoL	Monthly
	2. Consistent use of effective assessment to inform planning and teaching.	2. Assessment must inform planning and teaching. EEF. Consistent use of Initial assessments, progress checks and final assessments.	2. Learning walks to monitor impact.	PL DoL AP	Monthly
	3. High quality home learning with parental support	3. In school gaps in home learning ATL- EEF suggests a + 5 month impact of high quality home learning.	3. Class teachers monitor student's completion. DoL/RSL monitor required home learning is being set.	PL DoL AP	Termly
	4. Specific Performance Management targets across the College	4. To ensure consistency across the College specific targets are set within the College PM system.	4. Monitored through the College PM processes.	DoL AP Principal	Termly
	5. Student feedback.	5. EEF suggests good quality feedback has a high impact.	5. Monitored through focus groups and student books.	DoL AP	Monthly
	6. Improved literacy skills to access the College curriculum.	6. Students on entry have low literacy skills, high numbers of not secondary ready preventing access to full curriculum. Current yr8 (30% SEND)	6. Consistent approaches through CPD and set routines/expectations. Monitoring of transition group.	PL AP	Yearly
	7. Individual plans through assertive mentoring.	7. High expectations set to enable students to understand how to improve their progress.	7. Plans start early and include SEN/PP involvement	PL SENCO	As Appropriate

High expectations of PP students.	<ol style="list-style-type: none"> <li>1. Presentation in books in line with non-PP students and historic work</li> <li>2. High expectations shared across all subjects and Tutor including attendance.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recent external PP review suggests not a 'discernible' gap in the quality of work compared to that of peers but historic data shows fluctuations in cohort size and makeup.(HA,MA,LA)</li> <li>2. Student voice and internal monitoring shows gaps in student confidence. Also attendance of PP students effects coverage seen in books where work is not caught up.</li> </ol>	Monitoring of work in books. Student voice. Analysis of Atkinson reports focussing on in-College gaps as well as National. Monitoring of attendance and ensure students are either sent work home or have an opportunity to catch up	DoL, RSL Progress Leaders.	Monthly
<b>Total budgeted cost</b>					<b>11,500</b>
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Strategic Interventions for PP students to maximise progress.</p>	<p>a. Transition Teacher</p> <p>b. Careers Advice and support ( personalised meetings and regular assemblies)</p> <p>c. Enrichment</p> <p>d. GCSE Pod</p> <p>e. Hardship Fund</p> <p>f. Lexia/ Accelerated Reader</p>	<p>a.Students on entry have low literacy skills, high numbers of not secondary ready preventing access to full curriculum</p> <p>b.improved aspiration of students leading to improved ATL. Targeted plan for 8-11</p> <p>c. Widen the horizons of PP students to include cultural, educational (6<sup>th</sup> form and University trips) - leads to improved self-esteem and confidence impacting on progress. Vital to overcome barriers.</p> <p>d. Evidence shows students engaging in this resource have higher levels of progress.</p> <p>e. Increasing student's engagement with curriculum at times of need.</p> <p>f.to improve literacy levels and engagement.  Book fair- all year 7 &amp; 8 PP to have a free book</p>	<p>a. Monitoring of progress of group-successful option selections in Year 8.</p> <p>b. Head of Careers to monitor.</p> <p>c. Active promotion amongst PP students. Cost analysis to ensure access (hardship fund can be used). Backed up with additional positive discrimination such as support sessions.</p> <p>d.Targeted sessions during Tutor time to engage students. ALL PP students registered- monitored by AP</p> <p>e.Used if necessary to encourage attendance. Mostly uniform</p> <p>f.Whole College drive on literacy focus-back to basics.</p>	<p>PSM PL AP</p> <p>AME</p> <p>AP (PH) PL</p> <p>AP (PH)</p> <p>PL/AP/ DoL</p> <p>JL</p>	<p>Yearly- ongoing</p> <p>Yearly</p> <p>Yearly</p> <p>Various times during year</p> <p>Yearly</p>
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Tutor involvement of PP students learning.	<ul style="list-style-type: none"> <li>a. Ready to learn(equipment)</li> <li>b. Improved knowledge through improved communication within College.</li> <li>c. Improved communication with home.</li> </ul>	<ul style="list-style-type: none"> <li>a. Regular checks of equipment to ensure access to learning.</li> <li>b. Communication regarding students and any issues so the Tutor can support.</li> <li>c. EEF suggests parental involvement has an impact.</li> </ul>	<p>Equipment checks</p> <p>Use of e-praise to check praise and demerits</p> <p>Regular phone calls-positive as well as requests for support.</p>	Tutors PL	<p>Termly</p> <p>½ Termly</p> <p>Termly</p>
Improved Parental involvement in PP students learning.	<ul style="list-style-type: none"> <li>a. Improved communication through parental consultation evenings</li> <li>b. Higher attendance at parent evenings</li> <li>c. Review Sims learning gateway</li> </ul>	<ul style="list-style-type: none"> <li>a. Specific evenings to address College initiatives e.g. home learning, revision tips ( PP parents contacted prior to attending)</li> <li>b. Contact made with all PP students who don't book. Alternative venue offered if better for parents.</li> <li>c. Ensures parents get reports and relevant student information to support their learning.</li> </ul>	<p>Parents contacted through parentmail PP parents contacted separately</p> <p>PL make contact with parents and offer different venue to maximise opportunity for feedback.</p> <p>Review current learning gateway. How do we get to PP parents?</p>	<p>PL</p> <p>PL</p> <p>AP,CM, LOB</p>	<p>Various times</p> <p>Yearly- following each consultation evening</p> <p>Yearly</p>
Raising aspirations, confidence and resilience.	<ul style="list-style-type: none"> <li>a. Rewards</li> <li>b. Careers advisor and Coordinator support</li> <li>c. Share good work home to parents / carers</li> </ul>	<ul style="list-style-type: none"> <li>a. PP Students rewards proven to boost confidence</li> <li>b. PP students often those who have no aspiration or struggle for work experience</li> <li>c. Encourage parental engagement</li> </ul>	<ul style="list-style-type: none"> <li>a. Specific rewards for PP students on top of College wide reward system</li> <li>b. Prioritise PP students in work experience and Career interviews</li> <li>c. Shared at parents evenings / support</li> </ul>		<p>Yearly</p> <p>Yearly</p> <p>Yearly</p>



Leadership & Governance ensures robust processes to ensure practice is consistent and challenged	<ul style="list-style-type: none"> <li>a. Governor training</li> <li>b. Progress &amp; Attainment</li> <li>c. Praise &amp; Reward</li> <li>d. Behaviour</li> <li>e. Tracking of funding</li> <li>f. Additional Interventions</li> </ul>	<ul style="list-style-type: none"> <li>a. Set high aspirations and lead by example Dfe and NFER-spotlight on disadvantaged.</li> <li>b. Monitoring of progress at each data drop. Consistent processes.</li> <li>c. Monitoring that PP students are rewarded as much as non-PP</li> <li>d. Monitoring of behaviour to identify consistency, fairness and any patterns.</li> <li>e. To ensure spending is appropriate and has an impact.</li> <li>f. Awareness of what is being done to close the gap.</li> </ul>	<ul style="list-style-type: none"> <li>a. Understanding data systems</li> <li>b. Review meetings scheduled following each data collection.</li> <li>c. Tracking and review</li> <li>d. Tracking and review</li> <li>e. Evidence required to evaluate impact.</li> <li>f. Tracking and review</li> </ul>	<ul style="list-style-type: none"> <li>AP</li> <li>AP,DoL PL</li> <li>AP/PL</li> <li>AP/PL</li> <li>AP/PL</li> <li>Principal/ AP</li> </ul>	Termly
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<b>Total budgeted cost</b>					<b>41,107</b>
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### iii. Other approaches

Action	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?
Improved attendance, awareness of mental health and wellbeing of individual PP students.	a. Attendance Officer	Improved attendance = more access to curriculum and higher chance of increased progress. Quick response to poor attendance	a. Priority given to reducing the number of disadvantaged students with persistent absence. Ensuring attendance in line with that of non-disadvantaged students. E.g. Breakfast club invites.	AP(KBI) LC	Termly
	b. Student Welfare Officers and counsellor	Personal and individual student engagement. A strong pastoral system benefits all students but having staff available to work with PP students on a regular basis allows for almost immediate intervention and support.	b. Running programs such as THRIVE, mindfulness and Early Intervention for Mental Health. Ensure students' attendance and attitude in lessons is positive.	AP(KBI) TF, TCS, LD, Luan	Termly

			<p>Provide support for students with complex social and emotional needs (CiC, CiN, CP).</p> <p>Advocate for and support most vulnerable disadvantaged students.</p> <p>c. To identify barriers to learning and develop strategies to ensure improved outcomes.</p>	<p>AP(KBI) Luan</p>	<p>Termly</p>
	c. Educational Psychologist	<p>Immediate and specialist support can be provided to support PP students getting back into the classroom.</p>			
	d. Progress Leaders Champion	<p>Analysis of data to allow for interventions to be fast and effective in particular with PP students. Close liaison with home and DoL/RSL</p>	<p>d. Progress Leaders focus on implementing and evaluating faculty and whole school strategies designed to diminish the gap.</p>	<p>AP(PH) PL DoL/RSL</p>	<p>Termly following data collection</p>
	e. Behaviour Interventions	<p>Strong links between student ATL and progress identified in internal data.</p>	<p>e. In-school strategies and interventions to support disadvantaged students.</p>	<p>PL/AP</p>	<p>Termly</p>
	f. Extended Day (Period 6)	<p>In College gaps widen where only non-PP students attend revision classes. PP students encouraged to attend through parental support and in College support.</p> <p>Also help to support independent study.</p>	<p>Use of external providers where necessary to prevent, where possible, permanent exclusions of disadvantaged students.</p> <p>f. Additional teaching time provided at KS4 to improve student outcomes and diminish the gap.</p> <p>Homework club to provide a supportive environment for home learning.</p>	<p>PL</p>	<p>Regularly/termly</p>
	g. Admin Support and Data Management	<p>Where teachers use data to identify students learning needs this supports identification of underperformance regularly. NFER research.</p> <p>Clear feedback given to students</p>	<p>g. Atkinson Reports produced following data capture for speedy intervention and review.</p>	<p>AP(PH) LOB  DoL/RSL</p>	<p>Termly following data collection ( within 1 week of collection)</p>

	<p>h. Resources and materials for revision and practical subjects</p> <p>i. E-praise</p>	<p>Students unable to buy resources are given them to remove financial barrier.</p> <p>Improving student engagement by improving student learning and attitudes will have a strong impact on progress</p>	<p>Data management for tracking and monitoring. SISRA used to further analyse performance. Staff analyse classes, DoL oversee department areas, AP/PL oversee all.</p> <p>h. Ensure students have access to all the resources they require to succeed.</p> <p>i. Reward students for positive attitudes and work ethic to ensure engagement.</p> <p>Monitor behaviour to enable early intervention by SWO to avoid isolations and FTE</p>	<p>PL</p> <p>DoL/RSL</p> <p>ALL</p> <p>AP(KBI)</p>	<p>Ongoing</p> <p>Ongoing</p>
<b>Total budgeted cost</b>					<b>84,160</b>

## 6. Review of expenditure

Previous Academic Year

2018/19

### i. Quality of teaching for all

Action	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
Quality First teaching-development of pedagogy.	Enabling all staff to deliver high Quality First Teaching strategies to enable disadvantaged students to benefit from the best teaching and progress. A whole school key priority is to ensure disadvantaged gaps are closed. To embed 'feedback' as identified by the EEF Toolkit regular Professional development is required on an ongoing basis.	<p>Staff received training that focussed on improving outcomes with a specific understanding and focus on PP students.</p> <p>PP gap decreased to -0.37 and also narrowed the gap between Non-PP and PP students.</p> <p>Breakdown of these results would suggest a number of students (pen portraits) had an impact due to alternative bespoke programs in place.</p> <p>PP attainment lower but due to a lower ability cohort(20) Low targets but progress still improved.</p>	<p>Consistently under review, assessing and researching new systems/initiatives to support the needs of PP students.</p> <p>Things to consider (from PP review)</p> <ul style="list-style-type: none"> <li>• Make expectations clear to individuals and groups of teachers what has to improve and by when.</li> <li>• Sharing of more good practice</li> </ul> <p>A more robust and detailed review of students who then follow bespoke programs.</p> <p>Continued use of Atkinson Reports to identify gaps early and target PP students.</p>	£485
QA of Quality of First Teaching	LT and DoL/RSL work in monitoring impact of teaching and learning over time.	<p>New structure now in place with DoL and RSL to monitor impact</p> <p>Regular meetings and more timely intervention.</p>	<ul style="list-style-type: none"> <li>• Monitoring of the impact of support and development on quality of teaching and its impact on PP outcomes.</li> </ul>	£12,350

### ii. Targeted support

Action	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
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Transition Teacher	Tailored curriculum as part of transition to support cross-curricular skills of literacy and numeracy.	The impact of the transition group on the literacy for those students across the curriculum continues to be positive. Data shows more students are now able to access a greater part of the curriculum- especially geography or History.	The staff member plays a key role in supporting students for whom literacy and numeracy is a major issue in accessing the College curriculum. Not all PP students are in this group. Analysis of these students needs separate consideration. Impact at KS4- all students gained a Functional Skills Pass in Year 10. New transition teacher in place	£23,185
Careers Advice and support	<p>Ensure students are fully informed prior to selecting college courses.</p> <p>Prepare students for interviews and applications.</p> <p>Strategically selecting students for early intervention.</p> <p>Enable students to compete equally with non-disadvantaged students.</p>	<p>Careers advice is a key aspect of Year 11 with a rota of assemblies provided for all students and more personalised interviews offering independent advice.</p> <p>NEET numbers remain very low.</p> <p>Successful mock interview days with the Rotary Club interviewing the College students helped students gain confidence and aspiration.</p>	<p>All PP students attended. (More feedback specifically for PP students).</p> <p>Strategies in place to support PP students during option choice process, Year 8 Tutor lessons. PP students considered first and second follow up careers meetings with outside agencies.</p>	£5,140
Enrichment	<p>Inspirational visits and access to internal workshops designed to motivate students and broaden the horizons of disadvantaged students. Such as visits to universities, G&amp;T workshops, STEM days.</p>	<p>A number of successful initiatives took place across the College (mostly Year 11). Reward trips for 9-10.</p>	<p>Develop more opportunities in the lower school as well as maintain an excellent programme in the Upper school.</p>	£2,076

GCSE Pod	To support revision Yr9-11 in order to improve outcomes	More students engaged in GCSEPOD than previous year with those students achieving higher levels of progress. PP students registered, increased usage. Tutor programme in place for year 11 and sessions TT in IT room.	Inform parents to be able to offer support at home.  Introduce earlier to year 10	£596
Hardship Fund	To ensure student attendance and engagement with the curriculum in times of need	Students were able to access this and supported the College expectations of uniform. Also supported some students attending trips/visits.	Hold more uniform on site at the College especially PE kit and ties.	£1000

### iii. Other approaches

Action	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
Attendance Officer	Priority given to reducing the number of disadvantaged students with persistent absence.  Ensuring attendance in line with that of non-disadvantaged students	A key role in ensuring PP students attendance is the best it can be. Many vulnerable PP students A regular report to welfare officers helps to follow up any PA PP students.  Attendance is still an issue for PP students but is improving.	Increased parental communication with raised expectations of what is a good level of attendance. Many parents seeing a 9 in front of the % will assume this is good- changing mindset that this means a certain amount of learning missed.  More rewards for excellent attendance- incentives to attend. More involvement by Tutors- day to day contact	£2,785

<p>Student Welfare Officers and counsellor</p>	<p>Running programs such as THRIVE, mindfulness and Early Intervention for Mental Health.</p> <p>Ensure students' attendance and attitude in lessons is positive.</p> <p>Provide support for students with complex social and emotional needs (CiC, CiN, CP).</p> <p>Advocate for and support most vulnerable disadvantaged students</p>	<p>The contribution made by this team in providing pastoral support to students is key in helping those for whom pupil premium funding is intended.</p> <p>Students attendance during the exam period was greater due to the support provided giving students a greater opportunity for success.</p>	<p>The team need to continue providing excellent support and growing relationships with the students whose needs are greatest</p>	<p>£20,000</p>
<p>Educational Psychologist</p>	<p>To identify barriers to learning and develop strategies to ensure improved outcomes.</p>	<p>The contribution made by this member of staff is key to supporting our most vulnerable students and plays an important role around more stressful periods.</p>	<p>Support recorded as part of pen portraits for those students.</p>	<p>£2,350</p>
<p>PP Champion</p>	<p>AP focus on implementing and evaluating faculty and whole school strategies designed to diminish the gap.</p>	<p>The contribution made by this member of staff was key to supporting our most vulnerable students and driving the key initiatives to support those students.</p>	<p>PP pledge and staff awareness of whole school PP pledge. Revision guides and uniform supported early for students in need .</p>	<p>£18,000</p>

Behaviour Interventions	<p>In-school strategies and interventions to support disadvantaged students.</p> <p>Use of external providers where necessary to prevent, where possible, permanent exclusions of disadvantaged students.</p>	<p>Tracking the behaviour within a new behaviour policy has allowed this team to monitor the patterns of PP students. Clear expectations and consistent approaches has led to improved ATL over the year.</p> <p>Use of SISRA to track behaviour of PP groups</p>	<p>More consistency required when applying the behaviour policy. Student voice reports that in some examples students move through the levels very quick (unfairly).</p> <p>Poor behaviours from PP students is rare but a whole college approach to B4L is more relevant.</p>	£9,865
Resources and materials for revision and practical subjects	<p>Ensure students have access to all the resources they require to succeed.</p>	<p>PP students had access to relevant resources and more purchased and sent home.</p>	<p>Create packs of key materials required and distribute as early as possible.</p> <p>How can this work in lower school as it tends to focus mainly on Year 11</p>	£4,654
Extended Day	<p>Additional teaching time provided at KS4 to improve student outcomes and diminish the gap.</p> <p>Homework club to provide a supportive environment for home learning.</p>	<p>Steady student numbers attending period 6. Not specific to PP.</p>	<p>Mostly attended by Non-PP which potentially contributed to increasing the gap</p>	£9,800
Admin Support and Data Management	<p>Atkinson Reports</p> <p>Data management for tracking and monitoring.</p> <p>Home/School liaison</p>	<p>Class teachers are beginning to have a better understanding of progress rather than attainment. Intervention strategies were used for PP students although impact was variable across individuals.</p> <p>Year 11 Progress Leader continue to see a rise in parental engagement due to direct engagement-calling home regularly</p>	<p>Atkinson reports are now produced within a smaller time frame so that data is more relevant and less 'out of date'</p> <p>Staff are expected to analyse their classes and record any interventions to improve progress for their classes. DoL have an overview of this and will meet with AP/PL regularly.</p>	£8,235



E-praise	<p>Reward students for positive attitudes and work ethic to ensure engagement.</p> <p>Monitor behaviour to enable early intervention by SWO to avoid isolations and FTE.</p>	<p>Whole College impact as correlation between ATL and progress clearly evident through in College data. Praise and those students gaining most e-praise tended to be those making most progress.</p>	<p>Some exceptions to rule as where staff used e-praise to motivate disruptive students this led to those students in some cases having more e-praise than some hard working, conscientious students. (Student voice)</p> <p>Review of system to provide reporting to parents and early notification of positive as well as poor behaviour.</p>	£1,000
Accelerated Reader	To engage disadvantaged students in reading and monitor progress.	<p>Supporting a whole College approach to reading, improving, testing and intervening with students who are failing to make adequate progress in reading.</p> <p>Book fair- all PP students have a free book up to value of £7</p>	Encourage more staff to have a greater awareness of these students to help inform planning and consistency across their lessons.	£1,565

## 7. Additional detail