

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Dawlish College
Number of pupils in school	609
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Rachel Wickham, Headteacher
Pupil premium lead	Phil Henderson Assistant Principal
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,060
Recovery premium funding allocation this academic year	£19,140
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£145,470 (we don't pool fund, it all goes to the individual academy)

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Work to support families to improve attendance of all students

Dawlish College Pupil Pledge



Assessment

- Effective approach to assessment across the College (Initial, progress and final assessments).
- Quality marking and feedback
- Regular monitoring of progress across all years, using Atkinson reports for 9-11 to monitor key groups and interventions.
- Targeted intervention for students making least progress.
- Monitoring by RSL/DoL
- ATL/progress intervention by progress leaders.

Academic

- Literacy and numeracy interventions including transition groups in 7&8
- Challenging homework, differentiated and appropriate
- Homework support for incompleter- removing barriers
- Accelerated reader/Lexia
- Extraction small groups from English/Maths.
- GCSE/POD access and opportunities for 9-11
- Questioning strategies embedded in T & L
- Period 6/Easter/weekend opportunities for further study
- Exam workshops

Pupil Premium Strategies

Pastoral

- SWO behaviour support and intervention
- EWO support and intervention
- Multi-agency support
- Creative systems to promote excellent attendance: breakfast clubs, tutor mentoring with league tables.
- Maximum parental involvement for key events, parents evenings, information and guidance evenings.
- Removal of barriers to learning- equipment, text books
- Emotional support- educational psychologist onsite

Aspirational

- High expectations from Directors of learning/Raising Standards Leaders for achievement and ensure that PP strategies applied.
- Targeted Careers guidance and support, including Careers Fair
- Rewards and incentives to encourage aspiration using e-praise, tutor challenges/leagues.
- Effective challenge through use of questioning
- Encouragement and opportunities for enrichment across the College.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments on entry to year 7 in the last 2 years indicate that a significant number of our disadvantaged pupils arrive below age-related expectations compared to that of their peers. Subsequent internal assessments at KS4 show that this gap widens due to more progress made by non-disadvantaged students, despite disadvantaged students still making positive progress.</p> <p>This is also linked with the higher % of SEN students who are also disadvantaged students.</p>
2	<p>Assessments and observations of KS3 pupils on entry (CATs) indicate that disadvantaged pupils generally have lower levels than peers, in particular with reading and numeracy. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 2 years, the average CAT scores indicate a significant gap. Year 7- disadvantaged pupils (90.8) non-disadvantaged (100.1). Year 8- disadvantaged pupils (94.8) non-disadvantaged (96.7). This gap remains steady during pupils' time at our school.</p> <p>In the last 2 years, almost half the disadvantaged population are also SEN students.</p>
3	<p>Our assessments and observations with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies and internal data collated over lockdown.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in core subjects.</p>
4	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks and in particular home learning.</p> <p>Internal data shows a lower % of disadvantaged students engaging with home learning.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost</p>

	<p>learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Challenges also include engagement with parents' evenings and engaging with the College</p> <p>Building Confidence, self-esteem, resilience, aspiration are key</p>
6	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 5.7% lower than for non-disadvantaged pupils.</p> <p>28.4% of disadvantaged pupils have been 'persistently absent' compared to 10.7% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Attendance of PP students results in gaps in knowledge.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan in 2024/25, 30% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last 3 years this figure was on average 22%.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 5.0 • an EBacc average point score of 4.0
Improved reading comprehension among disadvantaged pupils across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and home learning.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. Students are more skilled in 'learning to learn' This will also support higher engagement in home learning and completion rates.</p>
Improved confidence in actual and	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p>

<p>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.</p>	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Decrease in sanctions and increase in praise particularly amongst disadvantaged students. • Targeted career intervention- particularly amongst disadvantaged at KS4
<p>Improved attendance through parental involvement/support, building resilience, improved aspirations (careers), plugging the gaps on return.</p>	<p>Sustained higher attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being reduced, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent declining and the gap among disadvantaged pupils narrowing.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£87,282**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching and strategies to maximise the achievement/learning of PP students at school and in the home.</p> <ol style="list-style-type: none"> 1. CPD for staff. 2. Consistent use of effective assessment to inform planning and teaching. 3. High quality home learning with parental support 4. Student feedback. 5. Improved literacy skills to access the College curriculum. 	<ol style="list-style-type: none"> 1. National Governance Association suggest training for teaching staff makes a difference to progress of PP students. 2. Assessment must inform planning and teaching. EEF. Consistent use of Initial assessments, progress checks and final assessments. 3. In school gaps in home learning ATL- EEF suggests a + 5 month impact of high quality home learning. 4. EEF suggests good quality feedback has a high impact. 5. Students on entry have low literacy skills, high numbers of not secondary ready preventing access to full curriculum. <p>High expectations set to enable students to understand how to improve their progress.</p>	<p>1, 2, 3, 4</p>
<p>Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Use of CAT testing due to SATs being cancelled- to inform targets for students and create appropriate support</p>	<p>1, 2, 3</p>

	Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>Introduction of Sparx and Seneca to support home learning.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	2, 4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund an additional teacher to embed key elements of the guidance in school.</p> <p>Extraction groups enabling support for students with low numeracy skills.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	2,3,5
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area. (KMR)</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment:</p> <p>word-gap.pdf (oup.com.cn)</p>	1,2, 4

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

Budgeted cost: **£36,367**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strategic Interventions for PP students to maximise progress.</p> <ol style="list-style-type: none"> 1. Careers advice and support 2. Enrichment 3. GCSEPOD 4. Accelerated Reader 	<ol style="list-style-type: none"> 1. Improved aspiration of students leading to improved ATL. Targeted plan for 8-11. 2. Widen the horizons of PP students to include cultural, educational (6th form and University trips) - leads to improved self-esteem and confidence impacting on progress. Vital to overcome barriers. 3. Evidence shows students engaging in this resource have higher levels of progress. 4. To improve literacy levels and engagement. Book fair- all year 7 & 8 PP to have a free book <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 4, 5</p>
<p>Improved Parental involvement in PP students learning.</p> <p>Schoolcloud- making parents evenings easier by implementing a video calls system.</p>	<ol style="list-style-type: none"> 1. Specific evenings to address College initiatives e.g. home learning, revision tips (PP parents contacted prior to attending) 2. Contact made with all PP students who don't book. Alternative venue offered if better for parents. 3. Ensures parents get reports and relevant student information to support their learning. 4. Evidence suggests parents that may feel intimidated by the school environment or issues with transport, are able to attend online. 	<p>5</p>

Raising aspirations, confidence and resilience.	<p>1. PP Students rewards proven to boost confidence</p> <p>2. PP students often those who have no aspiration or struggle for work experience</p> <p>3. Encourage parental engagement</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£21,821**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour intervention/tracking for specific pupils who require support with regulating their behaviour and emotions.</p> <p>E-Praise- monitoring home learning and behaviour</p>	<p>Improving student engagement by improving student learning and attitudes will have a strong impact on progress</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>New inclusion room/staff to support students with the above.</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	5
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Progress Leaders meet regularly with new Attendance Officer/Assistant principal and Welfare officers.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>Improved attendance = more access to curriculum and higher chance of increased progress. Quick response to poor attendance</p>	6

<p>Improved attendance, awareness of mental health and wellbeing of individual PP students:</p> <p>Student Welfare Officers/Educational Psychologist onsite for 3 days a week.</p> <p>Progress Leaders, Admin support and data management.</p> <p>1:1 mentoring working with students who are not engaging, have issues with behaviour, attendance or social issues</p>	<ol style="list-style-type: none"> 1. Working closely with student welfare officers students are engaged personally and individually. 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. 2. Immediate and specialist support can be provided to support PP students getting back into the classroom. 3. Analysis of data to allow for interventions to be fast and effective in particular with PP students. Close liaison with home and DoL/RSL 4. Where teachers use data to identify students learning needs this supports identification of underperformance regularly. NFER research. 5. Clear feedback given to students 	<p>3,4,5,6</p>
<p>Extended Day (Period 6)- used to support KS4 and help close the gaps. Home Learning clubs to support all students but in particular disadvantaged.</p>	<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>3</p>
<p>Contingency fund for acute issues. For example, emergency uniform/PE kit/Revision Guides</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> <p>Students unable to buy resources are given them to remove financial barrier</p>	<p>All</p>

Total budgeted cost: £145,470

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged students was lower than that of the non-disadvantaged students. In the previous 2 years the progress gap has been 1.02 (2020/21) and 0.73 (2019/20). In both years however, the Progress score for disadvantaged students has been positive. EBacc entry was 18%, which is higher than in the previous 2 years, but mostly at a consistent level of entries.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure. However, the Progress score for our disadvantaged students in 2020/21 was positive, which, despite the gap widening suggests those students still made the progress expected of them.

Although overall attendance in 2020/21 was lower than in the preceding years at, it was mostly in line with the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence 18% higher. These gaps are larger than in previous years, which is why attendance is still a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan by tracking attitudes and behaviours for learning, of all students, and focussed on PP students through our Progress Leaders.

Externally provided programmes

Programme	Provider
Online parents evening	Schoolcloud
GCSE revision, learning tool	GCSEPOD
Accelerated reader	
Home learning support	SENECA (all subjects)
Home learning support	SPARX (Maths)
External outreach mentoring	SPACE
Enrichment	Absolute Education
Data analysis- all groups	SISRA
Data analysis and target setting	FFT (Fischer Family Trust)
Data analysis- specific groups	Atkinson Reports
Testing on entry (CAT)	GL Assessments
Suffolk reading/spelling testing	GL Assessments
Monitoring behaviours and rewards	e-praise

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around quality first teaching. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Support students with catch up by developing the College curriculum
- utilising support from the inclusion room, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.