

Pupil premium strategy statement – Dawlish College

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	754
Proportion (%) of pupil premium eligible pupils	227 (30.11%)
Academic year/years that our current pupil premium strategy plan covers	2023/24-2025/26
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	S Banks
Pupil premium lead	J Carr
Governor / Trustee lead	S Mascall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,985
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£47,196
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£224,181

Part A: Pupil premium strategy plan

Statement of intent

At Dawlish College, our mission is to eradicate educational disadvantage in Dawlish by making the best education available to every child in our community.

We place a strong emphasis on ensuring a high quality of education so that every student has equal access to the very best conditions to achieve and succeed.

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged students at our school that is comparable with that of non-disadvantaged students nationally.

During the three-year strategy we will focus on the key challenges that are preventing students from high attainment. The approach will be responsive to both common challenges and our students' individual needs, rather than assumptions about the impact of disadvantage.

Our objectives are to:

- prevent disadvantage impacting on learning and progress
- provide opportunities for students from disadvantaged backgrounds to have equitable access to college including access and encouragement to partake in a broad range of leadership and enrichment opportunities
- ensure students have a positive experience at Dawlish College through excellent relationships and a strong sense of belonging
- ensure disadvantaged students 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 students' outcomes and raise expectations of what they can achieve

Our strategy takes a tiered approach to Pupil premium spending focused on improving teaching, targeted academic support, and wider strategies.

At Dawlish College we consider a broad array of external evidence and robust diagnostic assessment to inform our decision making, to enhance the expert knowledge we have of the students in our care. The approaches we have adopted have been selected based on strong external evidence. This pupil premium strategy is an integral part of existing college development planning. Our strategy is part of ongoing monitoring and evaluation in an annual cycle. The strategy sits at the heart of college improvement plans and existing practices.

Challenges

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

Challenge number	Detail of challenge																																	
1	PP students are more frequently late to school and lessons (Lates recorded in 22/23 4% PP 1% Non-PP), they have a higher percentage of UA (5%) and AA (8%). Their attendance is lower than that of Non-PP students. (22/23 87% PP 93% Non-PP)																																	
2	There is a significant gap in progress and attainment between disadvantaged and non-disadvantaged students with progress of disadvantaged students below that nationally for disadvantaged students. 2023 results – PP A8 35.07 P8 -0.77. 14.3% English and Maths grade 5 or above with 42.9% English and Maths at grade 4 or above.																																	
3	<p>Literacy - vocabulary deficit and reading. Our assessments and observations show that our Pupil Premium students are more likely to have a tier 2 and 3 vocabulary deficit and reading comprehension issues that may be preventing them from accessing certain parts of the curriculum.</p> <p>9% of Non-PP are D3 readers, 26% of PP are D3 readers. 73% of Non-PP are F1 readers, 52% of PP are F1 readers.</p> <p style="text-align: center;"><u>Overview from NGRT testing 2023</u></p> <p><u>Fluent – Category 1 reader</u></p> <table> <thead> <tr> <th>WHOLE</th> <th>PP</th> <th>NONPP</th> </tr> </thead> <tbody> <tr> <td>499</td> <td>118</td> <td>381</td> </tr> <tr> <td></td> <td>24%</td> <td>76%</td> </tr> <tr> <td>TARGET =</td> <td>↑</td> <td></td> </tr> </tbody> </table> <p><u>Comprehension need – Category 2 reader at risk of struggling to access the curriculum</u></p> <table> <thead> <tr> <th>WHOLE</th> <th>PP</th> <th>NONPP</th> </tr> </thead> <tbody> <tr> <td>92</td> <td>22</td> <td>69</td> </tr> <tr> <td></td> <td>24%</td> <td>75%</td> </tr> </tbody> </table> <p><u>Decoding need – Category 3 reader struggling to access curriculum</u></p> <table> <thead> <tr> <th>WHOLE</th> <th>PP</th> <th>NONPP</th> </tr> </thead> <tbody> <tr> <td>107</td> <td>60</td> <td>47</td> </tr> <tr> <td></td> <td>56%</td> <td>44%</td> </tr> <tr> <td>TARGET =</td> <td>↓</td> <td></td> </tr> </tbody> </table>	WHOLE	PP	NONPP	499	118	381		24%	76%	TARGET =	↑		WHOLE	PP	NONPP	92	22	69		24%	75%	WHOLE	PP	NONPP	107	60	47		56%	44%	TARGET =	↓	
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4	Ensuring our PP students access enrichment opportunities and experience leadership roles and responsibility. Student survey undertaken in 2021/22 identified that 20% of students attended 1 club a week with only 4% attending more than 1.																																	

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
PP attendance and punctuality in line with non-PP and national attendance figures.	Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> • attendance of disadvantaged pupils and their non-disadvantaged peers being in line. • the PA figure among disadvantaged pupils being no lower than their Non-PP peers.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	2025/26 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> • an average Attainment 8 score of at least 45 • at least 40% passing GCSE maths at grade 5 or above
Improved reading fluency among disadvantaged pupils across the school.	Reduce Category 3 (decoding) PP readers to 10% of whole school cohort and increase Category 1 (fluent) PP readers from 52% of cohort to 75%. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
High levels of engagement in enrichment and wider opportunities. PP students undertake roles in leadership across the college.	100% of students take part in electives. Student voice indicates the activities on offer are enjoyed by students and meet their interests. All PP students participate in at least one leadership role at some point in their school experience.
High quality teaching and learning maximises the progress of Pupil Premium students through appropriate data driven instruction and ensuring 100% engagement in learning.	<ul style="list-style-type: none"> • Students eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities, and special educational needs) by the end of the year so that almost all students eligible for Pupil Premium make positive progress. • The gap in progress 8 between disadvantaged students and non-disadvantaged students is narrowed.

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: £ 112,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching - Embedding Formative Assessment.</p> <p>Building knowledge, developing teacher techniques and embedding practice</p> <p>EPE</p>	<p>The programme builds on existing evidence that formative assessment can improve students' learning. Students in the Embedding Formative Assessment schools made the equivalent of two months' additional progress, with attainment measured using Attainment 8 GCSE scores. This result has a very high security rating.</p> <p>Embedding formative assessment</p> <p>Mastery learning</p>	<p>2,3</p>
<p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>Building clarity through shared understanding of expectations</p> <p>SBS/EPE</p>	<p>Boguslav, A. & Goodrich, J. (2022). The Evidence and Rationale Behind Steplab [v1.1].</p>	<p>2,3</p>

<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Strategic use of NGRT testing upskilling staff to use student reading categories to inform adjustments to curriculum delivery. SBS/EPE</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: word-gap (Oxford University Press)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p>	2,3
<p>Reading wise whole school homework reading strategy SBS</p>	<p>Homework It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).</p>	2,3

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

Budgeted cost: £ 56,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivering well-evidenced literacy and numeracy teaching assistant targeted interventions for pupils that require additional support.</p> <p>Learning coaches – creation of scale 4 posts and training for specialist teaching assistants to lead</p>	<p>Targeted deployment, teaching assistants are trained to deliver an intervention to small groups or individuals https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Oral language interventions supported or led by trained teaching assistants have broadly similar impact (+6 months) as those by teachers. Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful.</p>	2,3

on specialist provisions. SBS/KWD		
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. EPE	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF	

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

Budgeted cost: £ 56,045

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding good practice set out in DfE's guidance on working together to improve school attendance.</p> <p>Implementing attendance improvement plans.</p> <p>Staff training – increasing attendance team – Student Welfare Officers and Progress Leaders to increase attendance team capacity</p> <p>JCR</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	1,2,4
<p>Extra curricular activities, community engagement</p>	<p>Behaviour interventions - Approaches to developing a positive school ethos or improving discipline across the</p>	1,4

<p>and student leadership programme</p> <p>Electives/Citizens UK/student leadership</p> <p>JCR/ZC</p>	<p>whole school which also aim to support greater engagement in learning.</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions</p>	
<p>Breakfast club/prepared to learn best start to the day – Warm welcome for all.</p> <p>Removing barriers.</p>	<p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p> <p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit students, by preparing children for learning or supporting behaviour and school attendance. It also provides our Year 11 with the opportunity to see their teachers before their exams and have a safe calm place to hydrate and fuel before their exams.</p>	1,2
<p>Exploring the world an immersive learning platform. Interactive 360° spaces and short films. Lyfta will be used to support PD lessons and assembly programme.</p>	<p>https://www.lyfta.com/blog/post/new-research-lyfta-storyworlds-help-reduce-anxiety-around-meeting-people-from-different-backgrounds</p> <p>https://www.lyfta.com/blog/post/pontefract-academies-trust</p> <p>https://www.diverseeducators.co.uk/new-research-lyfta-storyworlds-help-reduce-anxiety-around-meeting-people-from-different-backgrounds/</p>	4
<p>Communicating with, and supporting, parents - intensive programmes for families in crisis and tailoring communications to encourage positive dialogue about learning</p> <p>Regularly reviewing how well the school is working with parents, identifying areas for improvement</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://www.familylinks.org.uk/</p>	All

<p>Offering more sustained and intensive support where needed.</p> <p>Changes to 'parent evenings' increasing regular communication from teachers and informal opportunities to meet families through 'meet the teacher evenings'</p> <p>KBI/JCR/TCS</p>		
<p>Contingency fund for acute issues.</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>All</p>

Total budgeted cost: £176,985.00

Service pupil premium funding

<p>How our service pupil premium allocation will be spent</p>
<p>Lead mentor to support SPP – point of contact for parents and students</p> <p>Mentoring sessions termly and open access as requested by students</p> <p>Parent communication throughout the year</p> <p>Progress monitoring and targeted interventions as needed</p> <p>Socials for students to attend, developing group links and identity</p> <p>SPP strategy informed by parent and student voice and guidance from: https://www.britishlegion.org.uk/get-involved/things-to-do/campaigns-policy-and-research/best-practice-guides/support-for-service-children https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-what-you-need-to-know https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-examples-of-best-practice</p>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2021/22 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 0.82 (2021/22) 1.02 (2020/21) In both years however, the Progress score for disadvantaged students has been negative. EBacc entry was 20%, which is higher than in the previous 2 years, but mostly at a consistent level of entries. For 2022 the gap was 0.50 which was an improvement on the last 2 years.

Our assessment of the reasons for these outcomes is still primarily due 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 2021/22 was still negative, but with the gap reducing suggests those students mostly still made the progress expected of them. In 2023 this improved again despite being a negative score with actual exams taking place. PP progress was -0.34, Non-PP was -0.16. The gap was reduced again to 0.18.

Although overall attendance in 2022/23 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 was also 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.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Sparx	Sparx
Lyfta	Lyfta

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Dedicated member of staff supporting and monitoring students.
Social opportunities for students to meet
Mentoring termly but with open invitation to mentor at other times via email request.

The impact of that spending on service pupil premium eligible pupils

Good attendance and positive outcomes for SPP students.

