



**Pupil Premium Strategy Statement – Sidmouth College**

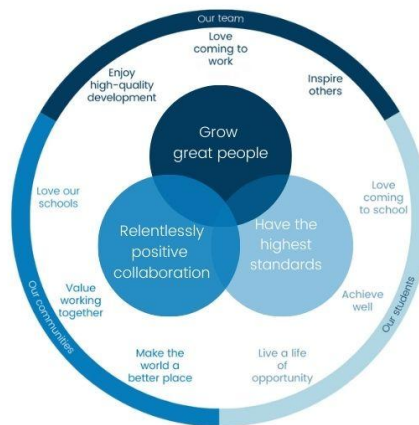
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This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Sidmouth College
Number of pupils in school	747 (Year 7-11)
Proportion (%) of pupil premium eligible pupils	22.7% 170 students
Academic year/years that our current pupil premium strategy plan covers	Year three of three years
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	A. Evans Principal
Pupil premium lead	D. Herbert Assistant Principal
Governor / Trustee lead	A. Denner

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,750
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£182,750

# 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.

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. When making decisions about using Pupil Premium funding it is important to consider the context of the school, and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all.” We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

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. We use coaching and professional development to equip our teachers with the skills to meet every young person’s needs.

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 when identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.
- have a designated Senior Leader who is part of the Trust Disadvantaged Network and contributes to termly review of impact and the sharing of best practice.
- have a named Governor for Disadvantaged.
  
- have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- contribute to Disadvantaged peer reviews and will also undertake an external review every 3 years.

- provide funding for DS to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- We understand that excellent attendance is fundamental to student success – we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.
- All staff are aware of the disadvantaged students they teach or tutor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. Students are prioritised for careers advice and work experience.
- We develop disadvantaged students as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity; proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.

## Challenges

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

Challenge number	Detail of challenge																
1	<p><b>Progress and attainment 8 score</b></p> <p>The attainment of disadvantaged pupils is generally lower than that of their peers in several academic subjects although a three-year rising trend has English and maths outcomes at 5+ above national for disadvantaged students.</p> <table border="1"> <thead> <tr> <th>DS Outcomes</th> <th>4+</th> <th>5+</th> <th>(5+ National)</th> </tr> </thead> <tbody> <tr> <td>2025</td> <td>41%</td> <td>31%</td> <td>25.6%</td> </tr> <tr> <td>2024</td> <td>35%</td> <td>22%</td> <td>25.8%</td> </tr> <tr> <td>2023</td> <td>26%</td> <td>13%</td> <td>25.2%</td> </tr> </tbody> </table> <p>By GCSE, there is still a gap in the attainment of PP and non-PP students.</p>	DS Outcomes	4+	5+	(5+ National)	2025	41%	31%	25.6%	2024	35%	22%	25.8%	2023	26%	13%	25.2%
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2	<p><b>Attendance and punctuality</b></p> <p>The South West has the highest absence rates nationally (9%). Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been on average 3% lower than for non-disadvantaged pupils. A three-year positive trend has seen disadvantaged attendance improve by 3% to 87.9% higher than regional equivalent comparison and closer in line with national data.</p>																

	<p>In the autumn term of 2025, 32.9 % of disadvantaged pupils have been 'persistently absent' compared to This falling 3-year trend has seen a 6% improvement on PA.</p> <table border="0"> <tr> <td><b>DS Attendance (National)</b></td> <td></td> <td><b>PA</b></td> </tr> <tr> <td>87.9%</td> <td></td> <td>32.9%</td> </tr> <tr> <td>86.7%</td> <td>89.0%</td> <td>36.7%</td> </tr> <tr> <td>84.0%</td> <td>88.9%</td> <td>39.0%</td> </tr> </table> <p>However, alongside our assessments and observations this indicates that absenteeism is negatively impacting disadvantaged pupils' progress.</p>	<b>DS Attendance (National)</b>		<b>PA</b>	87.9%		32.9%	86.7%	89.0%	36.7%	84.0%	88.9%	39.0%
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3	<p><b>Literacy skills</b></p> <p>NGRT results in 2023-24 show that 65% of those who arrive below age-related expectations are PP students compared to 35% of their peers. Assessments, learning walks and books indicate disadvantaged pupils would benefit from opportunities to develop their literacy skills, in particular vocabulary, and reading. This impacts on their progress in all subjects. 40% of our PP students in Year 7 and 8 have reading ages below their chronological age.</p>												
4	<p><b>Lesson isolation and Suspension concerns</b></p> <p>Disadvantaged students are disproportionately more likely to miss lessons through exclusion or isolations. PP eligible students are more likely than their non-disadvantaged peers to be isolated from lessons and receive suspensions. The number of suspensions has a 3 year falling trend;</p> <table border="0"> <tr> <td><b>Behaviour</b></td> <td><b>Suspensions</b></td> </tr> <tr> <td>2025</td> <td>16 term one (23 term one 2024)</td> </tr> <tr> <td>2024</td> <td>48</td> </tr> <tr> <td>2023</td> <td>68</td> </tr> </table>	<b>Behaviour</b>	<b>Suspensions</b>	2025	16 term one (23 term one 2024)	2024	48	2023	68				
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5	<p><b>Mental Health, Resilience and learning habits</b></p> <p>Our assessments, observations and discussions 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. Families and students have identified social and emotional issues such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This has resulted in an increase in drop-ins to the SEMH learning mentor for support and an increased caseload for our PSA. This is partly driven by concern about catching up lost learning and exams/prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>												
6	<p><b>Student leadership and enrichment opportunities</b></p> <p>Disadvantaged students are less likely to benefit from life skills offered by student leadership opportunities. Disadvantaged students are disproportionately less likely to apply for Student Leadership Roles, attend enrichment activities and go on trips and visits. The Sutton Trust states that giving young people from</p>												

	<p>all backgrounds a greater opportunity to develop these skills can be an engine for opportunity and social mobility. As a school, we also need to improve the understanding of which families need support for taking part in trips and visits.</p> <p>Extra-curricular Attendance 2025 48 clubs 57% of the college attend</p> <p>DS 42% overall</p> <p>Student council members 24% DS</p> <p>Student Heads of house 7% DS</p> <p>Interhouse leaders 7.5% DS</p>
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## 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
<p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on Ebacc subjects.</p> <p>KPIs to be undistinguishable between disadvantaged and non-disadvantaged students. These include disadvantaged students to make progress in line with, or better than other students nationally and to achieve national benchmarks for attainment 8 for disadvantaged students.</p>	<p>Outcomes are better than national; disadvantaged students achieve as well as their non-disadvantaged peers.</p> <p>The gap between disadvantaged student's progress and attainment 8 scores will decrease to be in line with no disadvantaged peers. Ensure the % of disadvantaged students achieving a 5+ in English and Maths is in line with, or above national average.</p>
<p>Improved vocabulary among disadvantaged students across the curriculum.</p>	<p>Class discussions, writing and assessments in student books will demonstrate tier 2 and 3 vocabularies in use.</p>
<p>Improved literacy and English results for disadvantaged students.</p>	<p>Disadvantaged students' reading ages improve and as a result, so do their outcomes in all subjects.</p> <p>Literacy interventions can evidence the progress of disadvantaged students.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Reduced impact of SEMH on academic outcomes and an increase in participation in enrichment activities.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged</p>	<p>Attendance Levels maintained in line or above national for disadvantaged students.</p>

Increased attendance rates and punctuality for Pupils eligible for Pupil Premium. advantaged pupils.	Attendance gap between DS and non-DS will decrease. DS students' attendance remains in line or better than the local and national benchmarks. Persistent absence for disadvantaged students will reduce.
Pupils eligible for Pupil Premium reading ages improve rapidly.	DS students' reading ages improve in line with their chronological ages. Reduced progress gap between DS and non-DS to zero.
An increased number of Pupils eligible for Pupil Premium holding student leadership roles. No child eligible for the pupil premium is held back from participating in enrichment opportunities because of their background.	The percentage of disadvantaged students holding student leadership roles is at least proportionate to their year group cohort. Disadvantaged students are attendance on trips, visits and activities is proportionate to their year group cohort. Families who will struggle to make payments for activities are known to year leaders and the school will proactively seek to support these families.

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: £ 91,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining high quality teaching	Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Using your Pupil Premium Effectively' <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>	1

<p>Instructional coaching through Step Lab</p>	<p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment, including the EEF publication 'Closing the Attainment Gap.' Teachers will also benefit from Incremental Coaching; Kraft, Blazar and Hogan (2017) found 'large positive effects of coaching on teachers' instructional practice.'</p> <p>"Ensuring that [...] every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending." EEF, 2019</p> <p>All teaching colleagues will be coached every two weeks using our principles of teaching and habits of excellence to embed evidenced-based pedagogy into all teaching.</p>	<p>1</p>
<p>Deliberate practice weekly CPD</p>	<p>Coaching is highly effective because it combines, in one intervention, the method of improvement- deliberate practice- with the necessary inducements to improve autonomy and committing to change in front of others, Rebecca Allen and Sam Sims, The Teaching Gap. John Hattie (2017) released his updated list of 250+ factors that influence student achievement. It included deliberate practice as a factor with a high effect size.</p>	<p>1</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development focussed particularly on developing teachers understanding of disciplinary literacy, vocabulary &amp; reading.</p> <p>Year three focus on DS and SEND teaching and learning strategies</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	<p>1, 3</p>

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

Budgeted cost: £45 687

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. (Reading Fluency Project for disadvantaged students and Accelerated reader for all students in Years 7&amp;8)</p>	<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: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3
<p>Whole school Canon reading years 7-10  NGRT for year 7 - 9</p>	<p>Reading capability is vital for young people to be able to access and engage with the curriculum by the end of primary school and even more so at secondary school. Steve Higgins, Professor of Education at Durham University. The EEF states that reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension. Research by the EEF states that reading comprehension strategies can have 6+ months of impact. <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3
<p>Sparx Reader</p>	<p>According to the EEF teaching and learning toolkit, regular home learning, when completed consistently, can support learners make five months' more progress in a year.  To be implemented across all year groups from September 2024.</p>	1, 3
<p>English, Maths targeted intervention</p>	<p>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: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:</p>	1, 3

	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
DS homework club for targeted students	<p>EEF evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and through the targeted use of before and after school programmes.</p> <p>Research from the EEF states that disadvantaged pupils may however be less likely to have access to the space, technology and conditions required for effective learning at home, so it may be better to consider homework clubs which take place in school. Evidence based research has found that homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p><a href="#">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 3

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

Budgeted cost: £45 687

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide additional mental health support as necessary through our PSA &amp; SEMH learning mentor (School counsellor and access to <i>Kooth</i>)</p> <p>Provide training for the SEMH learning mentor, using a DFE recommended provider.</p> <p>Provide CBT training for our PSA so she can further support families and train staff.</p> <p>Continue to deliver mental health support through PSHE lessons</p>	<p>EEF's report on adolescent mental health found good evidence that interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p> <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p><a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p>	5

and interventions such as 'My Big Life'		
ABSA	<p>2022 guidance from the DfE states that 'As poor attendance is habitual; prevention and early intervention is crucial. The key to this is regular data analysis to both identify and provide immediate additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the school and develop strategies to address them...Schools should then devise specific strategies to address areas of poor attendance identified through data.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a></p>	2
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Attendance/support officers will be utilized to improve attendance. HOHs will continue to monitor the 'Big 5' and attendance is one strand of this.</p> <p>Pre school breakfast free for DS 2024-25</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	2
Contingency fund for acute issues	<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. The use of this fund will be reviewed, and informed by evidence-based research, throughout the academic year.</p>	all

**Total budgeted cost: £182,150**

Part B: Review of Outcomes in the Previous Academic Year  
**Pupil Premium Strategy Outcomes**

Outcomes for disadvantaged pupils

We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that attainment for DS students continues as a trend to improve. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

<b>DS Outcomes</b>	<b>4+</b>	<b>5+</b>	<b>(5+ National)</b>	<b>DS Attendance</b>	<b>(National)</b>	<b>PA</b>
2025	41%	31%	25.6%	87.9%		32.9%
2024	35%	22%	25.8%	86.7%	89.0%	36.7%
2023	26%	13%	25.2%	84.0%	88.9%	39.0%

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that although above national for 5+ English and maths, there is still work to do to reduce the in-college gap between DS and non-DS.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that attendance is still a challenge although higher than regional data and in line with national norms.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## 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 2023 to 2024 academic year.

Intended Outcome	Success criteria	23/ 24	24/ 25	25/ 26
KPIs to be undistinguishable between disadvantaged and non-disadvantaged students. These include disadvantaged students to make progress in line with, or better than other students nationally, and to achieve national benchmarks for attainment 8 for disadvantaged students.	Disadvantaged students' progress and attainment 8 scores will improve and be in line or better than national and with non- disadvantaged peers.			
	Ensure the % of disadvantaged students achieving a 5+ in English and Maths is in line with, or above national average.			
Pupils eligible for Pupil Premium reading ages improve rapidly.	DS students' reading ages improve in line with their chronological ages.			
Pupils eligible for Pupil Premium who are on track to achieve 6 grade 4 or above including English and Maths apply for appropriate Post 16 courses.  No DS student is NEET	Careers advisor will meet all disadvantaged students as a priority.			
	NEET risk disadvantaged students in year 11 are identified in September and potential NEET risks in Year 10 are identified prior to Year 11.			
	Disadvantaged students at risk of becoming NEET will receive high level of transition support and guidance and will be discussed and action plan produced at SLT level.			
Increased attendance rates and punctuality for Pupils eligible for Pupil Premium.	Attendance will be better than national.			
	The gap between DS and non-DS will decrease rapidly.			

	DS student attendance will be 90% or higher.			
	DS students' attendance remains in line or better than the local and national benchmarks.			
	Persistent absence for disadvantaged students will reduce.			
Fewer hours of lessons are lost through parking of DS students. Fewer days are lost through suspensions of DS students.	Fewer disadvantaged students receive multiple isolation.			
	Reduction in number of resets and suspensions of disadvantaged students.			
An increased number of Pupils eligible for Pupil Premium holding student leadership roles. No child eligible for the Pupil Premium is held back from participating in enrichment opportunities because of their background.	The percentage of disadvantaged students holding student leadership roles is at least proportionate to their year group cohort.			
	Disadvantaged students are attendance on trips, visits and activities is proportionate to their year group cohort.			
Increased parental engagement and support from home.	Increase in the number of parents of pupils eligible for Pupil Premium to attend student progress evenings.			
	Increased and timelier communication regarding academic attainment and behaviour.			
<b>Success criteria met</b>	<b>On track to meet success criteria</b>	<b>Started but not on track to meet success criteria</b>	<b>Not yet started</b>	

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Instructional Coaching	Steplab
NGRT	GL Assessment
SPARX reader	SPARX

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have three pupils eligible for SCP. Pastoral support for students when parents on active duty and tutor mentoring.
What was the impact of that spending on service pupil premium eligible pupils?	Small group of students with average attendance of 98%

## Further information (optional)

*We use school funds in addition to our pupil premium funding allocation to resource the above strategies.*