

# Pupil premium strategy statement - Sidmouth College

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	Sidmouth College
Number of pupils in school	757 (Year 7-11)
Proportion (%) of pupil premium eligible pupils	21.46%
Academic year/years that our current pupil premium strategy plan covers	2021-2024 Year two of three years
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	S. Parsons Head Teacher
Pupil premium lead	D. Herbert Assistant Principal
Governor / Trustee lead	A. Denner

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,560
Recovery premium funding allocation this academic year	£ 20, 590
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	£161,150

# 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.

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

## Challenges

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

Challenge number	Detail of challenge
1.	<p>The attainment of disadvantaged pupils is generally lower than that of their peers in a number of academic subjects.</p> <p>Cats results in 2020 show that 65% of those who arrive below age-related expectations are PP students compared to 35% of their peers. By GCSE, there is still a gap in the P8 of PP and non-PP students.</p> <p>In 2019, the gap was -0.94, 2020 it was -0.93, 2021 it was -0.75 and in 2022 it was -0.63</p>

2	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.
3	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 case-load 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.
4	<p>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.</p> <p>In the autumn term of 2021, 43.5 % of disadvantaged pupils have been 'persistently absent' compared to 34.6% of their peers during that period. In 2022, 28.02% of disadvantaged pupils have been 'persistently absent' compared to 18.76% of their peers.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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.	Outcomes are in line with national; disadvantaged students achieve as well as their non-disadvantaged peers.
Improved vocabulary among disadvantaged students across the curriculum.	Class discussions, writing and assessments in student books will demonstrate tier 2 and 3 vocabulary in use.
Improved literacy and English results for disadvantaged students.	Disadvantaged students' reading ages improve and as a result, so do their outcomes in all subjects.

	Literacy interventions can evidence the progress of disadvantaged students.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Reduced impact of SEMH on academic outcomes and an increase in participation in enrichment activities.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance Levels maintained above 90% for disadvantaged students.

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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance. We will fund professional development focussed particularly on developing teachers understanding of disciplinary literacy, vocabulary & reading.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a>	1 & 2

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

Budgeted cost: 130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reading intervention	Reading comprehension strategies can have a positive impact on pupils'	2

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&8)	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>	
Engaging with the National Tutoring Programme for KS3-5 to provide a blend of mentoring (Coach-bright) and school-led tutoring for pupils whose education has been most impacted by the pandemic.	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: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2 & 3

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

Budgeted cost: 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional mental health support as necessary through our PSA & SEMH learning mentor (School counsellor and access to <i>Kooth</i> ) Provide training for the SEMH learning mentor, using a DFE recommended provider. Provide CBT training for our PSA so she can further	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: <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a>  There is evidence to suggest that CBT can have a high impact on risk	3

<p>support families and train staff.</p> <p>Continue to deliver mental health support through PSHE lessons and interventions such as 'My Big Life'</p>	<p>behaviours and behavioural difficulties:</p> <p><a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p>	
<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>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	4
<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>	all

**Total budgeted cost: £ [161,000]**

## 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 2021 to 2022 academic year.

Intended Outcome	Success criteria	21/ 22	22/ 23	23/ 24
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 student's progress and attainment 8 scores will improve and be in line 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 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 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*

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance Learning UK Ltd

## Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*