

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	708 (Year 7-11)
Proportion (%) of pupil premium eligible pupils	22.46%
Academic year/years that our current pupil premium strategy plan covers	Three years
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	S. Parsons Head Teacher
Pupil premium lead	A. Lucas 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
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	£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. In 2019, the gap was -0.94, 2020 it was -0.93 and in 2021 it was -0.75</p>
2	<p>Assessments, learning walks and books indicate disadvantaged pupils would benefit from opportunities to develop their literacy skills, in</p>

	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	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. 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. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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.
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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
<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 focussed particularly on developing teachers understanding of disciplinary literacy, vocabulary & reading.</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 in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	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
<p>Adopting a targeted reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</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:</p>	2

(Reading Fluency Project for disadvantaged students and Accelerated reader for all students in Years 7&8)	Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	
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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	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
<p>Provide additional mental health support as necessary through our PSA & 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. 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 and</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: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund</p>	3

interventions such as 'My Big Life'		
<p>Embedding principles of good practice set out in DfE's Improving School Attendance 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>	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	4
Contingency fund for acute issues	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.	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 2020 to 2021 academic year.

TAGs during the academic year 2020/21 showed a positive P8 for our disadvantaged students of +0.28. However, there is still work to do to narrow the gap between the disadvantaged and their peers. While this is a positive P8 score, the effect of the pandemic cannot be understated, which disrupted all 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, which was aided by use of online resources (such as those provided by Oak National Academy) but also those produced by our own teaching staff. To maintain strong relationships during school closure, tutors ran online tutor times and Heads of House made regular contact home by phone. Teaching staff provided a blend of work set on SMHW and taught timetabled online lessons. They responded to questions and work submitted online. In this way, we were able to maintain high expectations of students and their work, promote good relationships and offer students appropriate and sequenced learning tasks. Since students have been able to return to the College, we have provided an adapted curriculum to enable students to map, master and move forward with their skills and understanding.

We were able to offer Laptops to our disadvantaged students, who otherwise would not have been able to access online resources during lockdown. Laptops were upgraded and wireless routers were also provided.

Our disadvantaged students were provided with food parcels during lockdown and these were initially assembled by the school canteen.

Well-being 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 through our PSA and SEMH learning mentor roles and targeted support for students via the Heads of House and the 'Big 5' (approach to learning, progress, attendance and behaviour), where required. We are continuing to use this approach in our new plan.

Attendance in 2020-21 was significantly impacted by Covid and this continues to be the case in 2021-22. As attendance is intrinsically linked to outcomes, we will continue to make attendance a focus for our plan.

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
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:

Measure	Details
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.