

# Pupil premium strategy statement – Dawlish College

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	772
Proportion (%) of pupil premium eligible pupils	225 (29.15%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023/24-2025/26
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	S Banks
Pupil premium lead	S Banks
Governor / Trustee lead	H Grant

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218 684
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£218 684

# Part A: Pupil premium strategy plan

## Statement of intent

**At Dawlish College, our mission is to eradicate educational disadvantage in Dawlish.**

We focus on **developing great teachers, building strong, trusting relationships** and **embedding a culture of excellence** so that every student has equitable access to the very best conditions to achieve and succeed.

Our aim is to use pupil premium funding to achieve and sustain attainment for students from under-resourced backgrounds at our school that is comparable to that of other students locally and nationally.

During the three-year strategy we will focus on the key challenges that are preventing students from high attainment and/or making expected progress. The approach will be responsive to both common challenges and our students' individual needs, rather than assumptions about the impact of coming from an under-resourced background.

Our objectives are to:

- mitigate against the impact of under-resourced backgrounds on learning and progress
- provide opportunities for students from under-resourced backgrounds to have equitable access to school, including access to and encouragement to participate in a broad range of leadership and enrichment opportunities
- ensure students have a positive experience at Dawlish College by building strong, trusting relationships and a strong sense of belonging
- ensure students from under-resourced backgrounds are appropriately challenged and supported in the work that they're set
- identify and diagnose barriers to learning and participation early on to allow for timely intervention
- adopt a whole-school approach in which all staff take responsibility for the outcomes of students from under-resourced backgrounds and raise expectations of what they can achieve

Our strategy takes a tiered approach to pupil premium spending focused on **developing great teachers, building strong, trusting relationships** (including targeted academic and pastoral support) and wider strategies to **embed a culture of excellence**.

At Dawlish College we consider a broad array of external research 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 are both evidence-informed and adapted to our context. This pupil premium strategy is an integral part of our school improvement planning, which is regularly monitored and evaluated in an annual cycle that includes governor and trust-level scrutiny.

## Challenges

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

Challenge number	Detail of challenge																																	
1	<p><b>ATTENDANCE</b></p> <p>PP-eligible 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)</p>																																	
2	<p><b>ATTAINMENT &amp; PROGRESS</b></p> <p>There is a significant gap in progress and attainment between PP-eligible students and non-PP-eligible students with progress of PP-eligible students below that nationally for PP-eligible 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.</p>																																	
3	<p><b>READING</b></p> <p>Literacy – vocabulary deficit and reading. Our assessments and observations show that our PP-eligible students are more likely to have a tier 2 and 3 vocabulary deficit and reading decoding/comprehension issues that may be preventing them from accessing parts of the curriculum.</p> <p>9% of non-PP-eligible are D3 readers, 26% of PP-eligible are D3 readers. 73% of non-PP-eligible are F1 readers, 52% of PP-eligible 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 border="1"> <thead> <tr> <th>WHOLE</th> <th>PP-eligible</th> <th>non-PP-eligible</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><b>TARGET =</b></td> <td><b>↑</b></td> <td></td> </tr> </tbody> </table> <p><u>Comprehension need – Category 2 reader at risk of struggling to access the curriculum</u></p> <table border="1"> <thead> <tr> <th>WHOLE</th> <th>PP-eligible</th> <th>non-PP-eligible</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 border="1"> <thead> <tr> <th>WHOLE</th> <th>PP-eligible</th> <th>non-PP-eligible</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><b>TARGET =</b></td> <td><b>↓</b></td> <td></td> </tr> </tbody> </table>	WHOLE	PP-eligible	non-PP-eligible	499	118	381		24%	76%	<b>TARGET =</b>	<b>↑</b>		WHOLE	PP-eligible	non-PP-eligible	92	22	69		24%	75%	WHOLE	PP-eligible	non-PP-eligible	107	60	47		56%	44%	<b>TARGET =</b>	<b>↓</b>	
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4	<p><b>ENRICHMENT</b></p> <p>Ensuring our PP-eligible students access enrichment opportunities and experience leadership roles and responsibility. Student survey undertaken in 2021/22 identified that 20% of all students attended 1 club a week with only 4% attending more than 1.</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><b>ATTENDANCE</b></p> <p>PP-eligible students' attendance and punctuality in line with or showing measurable progress towards non-PP-eligible and national attendance figures.</p>	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>attendance of students from under-resourced backgrounds and their peers being in line.</li> <li>the PA figure among students from under-resourced backgrounds being no lower than their peers.</li> </ul>
<p><b>ATTAINMENT &amp; PROGRESS</b></p> <p>Improved attainment among students from under-resourced backgrounds across the curriculum at the end of KS4.</p>	<p>2025/26 KS4 outcomes demonstrate that students from under-resourced backgrounds achieve:</p> <ul style="list-style-type: none"> <li>an average Attainment 8 score of at least 45</li> <li>at least 40% passing GCSE maths at grade 5 or above</li> </ul>
<p><b>READING</b></p> <p>Improved reading fluency (measured by NGRT) among students from under-resourced backgrounds across the school.</p>	<p>Reduce Category 3 (decoding) PP-eligible readers to 10% of whole school cohort and increase Category 1 (fluent) PP-eligible readers from 52% of cohort to 75%.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
<p><b>ENRICHMENT</b></p> <p>High levels of engagement in enrichment and wider opportunities. PP-eligible students undertake roles in leadership across the college.</p>	<p>100% of students take part in Electives.</p> <p>Student voice indicates the activities on offer are enjoyed by students and meet their interests. All PP-eligible students participate in at least one leadership role at some point in their school experience.</p>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£109 342**

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><b>EPE</b></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><a href="#">Embedding formative assessment</a></p> <p><a href="#">Mastery learning</a></p>	2,3
<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><b>SBS/EPE</b></p>	<p>Boguslav, A. &amp; Goodrich, J. (2022). The Evidence and Rationale Behind Steplab [v1.1].</p> <p><a href="#">Steplab</a></p>	2,3
<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>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 all subjects:</p> <p><a href="#">word-gap (Oxford University Press)</a></p>	2,3

<p>Strategic use of NGRT testing upskilling staff to use student reading categories to inform adjustments to curriculum delivery.</p> <p><b>SBS/EPE</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></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>	
<p>ReadingWise whole-school homework reading strategy.</p> <p><b>SBS</b></p>	<p><u>Homework</u> 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: £54 671

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Learning Coaches</u></p> <p>Delivering well-evidenced literacy and numeracy teaching assistant targeted interventions for pupils that require additional support.</p> <p>NGRT testing.</p> <p>SoundsWrite phonics programme.</p> <p>Fluency Project.</p> <p>Learning coaches – creation of scale 4 posts and training for specialist teaching assistants to lead on specialist provisions.</p> <p><b>SBS/KWH</b></p>	<p>Targeted deployment, teaching assistants are trained to deliver an intervention to small groups or individuals</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></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

<p><b><u>Progress Leaders</u></b></p> <p><b>Working with:</b></p> <ul style="list-style-type: none"> <li>• Raising Standards Leaders</li> <li>• Teachers (<i>learning/academic</i>)</li> </ul> <p><b>Leading:</b></p> <ul style="list-style-type: none"> <li>• Student Welfare Officers</li> <li>• Dawlish Advocates (<i>welfare/pastoral</i>)</li> </ul> <p><b>Focusing on:</b> <b>WE List</b> (= <i>weighted entitlement</i>)</p> <p><b>SBS/KWH</b></p>	<p><b>Ambition Institute</b></p> <p><a href="#">Achieve and thrive: A research-based guide to pupil motivation and engagement</a></p>	<p>1,2,3</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £54 671

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding good practice set out in DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>Implementing attendance improvement plans.</p> <p>Staff training – increasing attendance team – Student Welfare</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><a href="#">Working together to improve school attendance</a></p>	<p>1,2,4</p>

<p>Officers and Progress Leaders to increase attendance team capacity.</p> <p><b>KBI</b></p>		
<p>Extracurricular activities ('ELECTIVES'), community engagement and student leadership programme.</p> <p>Electives/Citizens UK/student leadership.</p> <p><b>NB/ZC</b></p>	<p><a href="#">Behaviour interventions</a> - Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning.</p> <p><a href="#">Social and emotional learning (SEL)</a> interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p>	1,4
<p>Breakfast club/prepared to learn best start to the day – Warm welcome for all.</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a></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><b>NB</b></p>	<p><a href="#">Lyfta</a></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</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><a href="https://www.familylinks.org.uk/">https://www.familylinks.org.uk/</a></p>	All



<p>school is working with parents, identifying areas for improvement.</p> <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><b>KBI/KWH</b></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: £218 684**

## Service pupil premium funding

<p><b>How our service pupil premium allocation will be spent</b></p>
<ul style="list-style-type: none"> <li>• Lead mentor to support SPP – point of contact for parents and students</li> <li>• Mentoring sessions termly and open access as requested by students</li> <li>• Parent communication throughout the year</li> <li>• Progress monitoring and targeted interventions as needed</li> <li>• Socials for students to attend, developing group links and identity</li> <li>• SPP strategy informed by parent and student voice and guidance from:</li> <li>• <a href="https://www.britishlegion.org.uk/get-involved/things-to-do/campaigns-policy-and-research/best-practice-guides/support-for-service-children">https://www.britishlegion.org.uk/get-involved/things-to-do/campaigns-policy-and-research/best-practice-guides/support-for-service-children</a></li> <li>• <a href="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-what-you-need-to-know</a></li> <li>• <a href="https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-examples-of-best-practice">https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-examples-of-best-practice</a></li> </ul>

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Although there is a general trend over the last 5+ years (TAG/CAG notwithstanding) of improving performance of students from under-resourced backgrounds at Dawlish College in terms of their attainment and progress outcomes at the end of key stage 4, there remains a 'gap' and it remains the case that students from under-resourced backgrounds do not attain as highly or make as good progress as their peers.

<u>2023-2024 Outcomes</u>	Average <b>Attainment 8</b>	Average <b>Progress 8</b>
PP-eligible	32.37	-0.43
Non-PP-eligible	43.02	0.01

Although overall attendance was lower than in years preceding Covid-19, it was mostly in line with the national average. Absence among students from under-resourced backgrounds was higher than their peers and persistent absence was also higher among students from under-resourced backgrounds. These gaps remain significant and of challenge to our strategy, which is why 'attendance' remains a focus of our current plan.

Our internal data tracking indicated that students from under-resourced backgrounds were more likely to require behaviour-related and pastoral interventions, including their removal from lessons to Room Eleven and mentoring/counselling sessions for mental health issues, which is why the lost learning and welfare leadership focus of Progress Leaders and the WE list has become a key strategic priority within this strategy statement.

### Externally provided programmes

Programme	Provider
Building maths confidence	<a href="#">Sparx Maths</a>
Building reading confidence	<a href="#">Sparx Reader</a>
Retrieval practice	<a href="#">Seneca</a>
Synthetic phonics	<a href="#">Sounds-Write</a>
Personal development & PSHE	<a href="#">Lyfta</a>
Literacy (tier-2/3 vocabulary)	<a href="#">ReadingWise</a>
Instructional coaching	<a href="#">Steplab</a>

## Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
A designated teacher representative with allocated curriculum time.
<b>The impact of that spending on service pupil premium eligible pupils</b>
Students and their families have access to a single point of contact, a trusted adult and appropriate support.

## Further information (optional)

**Our mission is to eradicate educational disadvantage in Dawlish.**

This mission is at the heart of all aspects of school leadership and decision making.

*“The school is ambitious to remove disadvantage.”*

– Ofsted HMI November 2024

*“New learning for pupils, including disadvantaged pupils or pupils with special educational needs and/or disabilities (SEND), builds on what they already know.”*

– Ofsted report December 2024

This strategy statement is one part of our mission, focusing on the strategic allocation of pupil premium funding.

We also use [The Equity Scorecard](#).