

## Pupil Premium Strategy Statement- St Dunstan's School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2027 academic year) funding, with the specific intention of improving 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 on students within our school.

### School overview

Detail	Data
School name	St Dunstan's
Number of pupils in school	509
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	September 2024
Date this statement was updated	December 2024
Date on which strategy will be reviewed	September 2025
Statement authorised by	Adele Pole-Evans ( Chair of Governors)
Pupil premium lead	April Richards
Governor / Trustee lead	Adele Pole-Evans ( Chair of Governors)

### Funding overview

Detail	Amount
Pupil premium funding allocation for academic year 24/25	£129,375
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	£129,375
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## Part A: Pupil premium strategy plan - Statement of intent

St Dunstan's School seeks to offer an inspiring and inclusive provision to ensure that all students regardless of their gender, background and postcode receive a broad, knowledge and culturally rich education that removes barriers and prepares them for the challenges of the 21st Century.

**Strategic Intent:** This Pupil Premium strategy was written following a full review of needs in Term 2 2024/25

The strategy aims to-

1. Raise attainment and achievement so that all students, regardless of their starting points, achieve well and are prepared for their next steps.
2. Develop a culture of inclusivity to ensure that all students are fully supported to overcome any barriers to learning and access a full broad and balanced curriculum based on powerful knowledge, application of skills, and experiencing cultural richness.
3. Raise aspirations and engagement through sky high expectations and instilling the mantra in students that 'anything is possible'.
4. Address the significant impact (academic, social, cultural and mental health) of contemporary national and global events (Covid-19 & Cost of Living) to ensure that all students are able to progress, succeed and thrive at our school and into their future.

Our success criteria below indicates how these strategic aims will be fulfilled and evaluated for impact

### Implementation of Strategy

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support the needs of young people, regardless of whether they are disadvantaged or not.

High-quality first 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.

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 that all pupils make the same progress, regardless of their starting point
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils are challenged and supported in the work that they're set
- act early to intervene at the point need is identified
- ensure that disadvantaged pupils have attendance in line with their peers
- ensure that disadvantaged pupils are supported to achieve their aspirations for the future - whatever those might be
- ensure that disadvantaged pupils are exposed to diverse enrichment and extracurricular opportunities.

Students will be eligible for support based on need. This is divided into a tiered approach to support the triage and identification of support bespoke to each child

## Tiered Approach

### Tier 4- High needs offer to support families and students who may be most vulnerable

Targeted 1-1 Academic Intervention

Pastoral Support Hub Targeted support- behaviour, attendance, welfare, safeguarding

ELSA, Forest school and other provision

SEND- K

Child Looked after

Alternative Provision

Young Carer

EWO

	Significant external agency involvement	
<b>Tier 3 - Enhanced offer for students and families to address barriers to learning and future success- Specific Targeted Intervention (Pastoral &amp; Academic)</b>	<p>Funding and additional support to remove barriers</p> <p>Targeted Pastoral/ Academic Intervention/Attendance</p> <p>End of Key Stage 4 Targeted Intervention</p> <p>Transition KS2-3</p> <p>Additional careers advice and guidance</p> <p>External agency involvement</p> <p>Breakfast club</p> <p>Mentoring programmes</p>	
<b>Tier 2 - Additional offer for students eligible for the pupil premium funding- wider funding</b>	<p>Premium First &amp; In class support</p> <p>Focus Five and ADPR</p> <p>Support with the cost of trips</p> <p>Opportunities for Cultural capital</p> <p>Rewards and Incentives</p> <p>Peripatetic Music Lessons</p>	

<b>Tier 1</b>  <b>Universal offer for all students-wider funding</b>	High quality first teaching
	Year Group initiatives as outlined on the route map
	KS4 interventions
	Reading and Literacy strategies
	Drop down days & visiting speakers
	Behaviour for Learning
	Building Relationships
	High expectations

Year	Total	PP Numb	PP %	% SEND & Dis	PP Avg KS2	PP Girls	PP Boys
Year 07	128	46	36%	26%	102.5	28	14
Year 08	97	32	33%	13%	102	18	14
Year 09	81	20	25%	6%	106	12	8
Year 10	104	35	34%	10%	103	15	20
Year 11	93	34	32%	14%	105	16	18
<b>TOTAL</b>	503	132	32	14%	103.7	89	74
<b>National</b>			24%				

## Challenges

This Strategy intends to address key contextual challenges barriers to PP student progress, as outlined below:

Barrier		Rationale	Intended outcome
1	<b>Attendance</b>  <b>Low attendance is a significant barrier to students progression and academic success</b>	<p><b>Current Pupil Attendance students is 86% this is in line with national average but significantly below non-disadvantaged peers.</b></p> <p><b>Historic attendance (2023/2024) falls below national average and there is a significant gap between PP and NPP attendance -</b></p> <p><b>2023-24 FSM National average 87.5% vs St Dunstan's School 85%</b></p> <p><b>Key Barriers to attendance are-</b>            Parental indifference to education and being in school            Lack of understanding of the importance of being in school and the tracking and consequences of absence            Student indifference - some students do not see the importance of being in school and completing GCSEs as aspirations for careers (as opposed to jobs) are limited.            Glastonbury Festival- many families attend or work in the festival, causing students to be absent for several days over this period            Students/families refusing due to raising expectations around uniform and behaviour or to avoid sanctions such as Isolation</p>	<p>Improved and sustained <u>wellbeing</u> for all pupils, including those who are disadvantaged. Sustained high levels of wellbeing from 2024/25 demonstrated by Qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>The percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 3% lower than their peers</p> <p>The perception attendance for PP is above national averages in all year groups and in line with non disadvantaged peers</p>

2	<p><b>Literacy and Oracy</b></p> <p><b>To ensure that Pupil premium students continue to develop literacy and oracy building upon strong starting points</b></p>	<p><b>Although the majority of students arrive on or above national expectation, data suggests that students fall behind their peers in Key Stage Four</b></p> <p><b>Pupil Premium Ks2 Literacy entry</b>  <b>2024</b> 104.34  <b>2023</b> 104.4  <b>2022</b> 106.9</p> <p><b>Outcomes in KS4 outcomes (literacy based subjects)</b>          Not enough students achieve a strong pass at GCSE for English Language and/or Literature</p> <p>2024 PP students English 4+ 60% (16/25), 5+ 24% (6)</p> <p>Only 40% PP students achieve a standard pass at GCSE English and Maths</p> <p><b>In other literacy based subjects</b>          History 4+26% 5+ 21% P8 -0.55          Geography 4+14% 5+ 0% 0.12</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>% Reading ages in line with chronological age or higher</p> <p>GCSE outcomes in literacy based subjects above national average</p> <p>KS3 outcomes in literacy based subjects working on or above age related expectations</p>
3	<p><b>Aspiration -</b></p> <p><b>Pupil Premium students require more support and education to raise aspirations</b></p>	<p>KS4 entry profile Low numbers of PP students are currently entered for the Ebacc compared to NPP          2024-26- 3 students          2023-25 - 14 students          2022-24 10 students</p> <p>Students require greater guidance to identify Work experience placements that raise aspirations and linked to Post 16 Progression</p> <p>Student voice and feedback indicates that PP students often do not have an aspiration to attend</p>	<p>All students have made clear and informed decisions about their KS4 and Post 16 Pathways.</p> <p>No NEETs</p> <p>High % of PP students are entered for the Ebacc KS4 suite of qualifications</p> <p>100% of PP students secure an appropriate and aspirational Post 16 Pathway.</p> <p>All students in KS3 receive high quality CEIAG in advance to make option choices.</p> <p>All KS3 students opt to study an appropriate pathway and subject choices linked to their academic abilities and opportunities for further progression. Student voice indicating that they have been well supported to make informed choices.</p>

		<p>university or equivalent level 3 courses</p> <p>Year on year data show high numbers of PP students enrol in vocational courses at local colleges at Level 2 .</p>	<p>KS5 progression ensures all PP students reach their aspirational courses and the January drop off in applications does not occur.</p> <p>100% of PP students receive at least one careers advice interview in year 10 and year 11 to ensure access to correct courses for aspiration.</p> <p>Engage with KS5 provision - ensure colleges and other FE providers attend Year 10 and Year 11 parents evenings.</p> <p>KS5 provision, including local 6th form schools attend choices evening.</p> <p>Use outreach experiences from FE providers and 6th form schools to maintain connections to aspirational courses and futures.</p>
<b>4</b>	<p><b>Improve Outcomes so that students perform in line or above peers</b></p>	<p>Whilst 2024 data indicates that PP students perform above the national average for PP students, P8 and A8 remain below NPP peers.</p> <p>2024 P8 PP= -0.11 vs NPP= +0.18          2023 P8 -0.57 vs. NPP = -0.19          2022 PP -0.12 vs NPP = -0.2          2024 A8 - 36.77 vs. Npp 43.68          2023 A8 32.79 vs NPP 44          2022 A8 38.92 vs NPP 48.45</p>	<p>Improved progress among disadvantaged pupils.</p> <p>Improved attainment among disadvantaged pupils.</p> <p>% EM 4+ and 5+ above national average ( 80% 4+ &amp; 73% 5+)</p> <p>Attainment 45</p> <p>Internal SPI +0.2</p> <p>Ebacc average grade 6</p> <p>Open Bucket average grade 6</p>
<b>5</b>	<p><b>Behaviour &amp; Attitudes</b></p> <p><b>Some Pupil Premium students behave</b></p>	<p>Exclusion and suspension data suggests that high numbers of PP students receive significant sanctions from the school</p> <p>2023/24 - 71/156 suspensions (46% PP)          2024/25- 50/71 suspensions (61%)</p> <p>Permanent exclusions 2023-24 indicate that St Dunstan's school was in the bottom quartile in</p>	<p>Reduction in FTE is to be in line or below the National average.</p> <p>Increased % of positive points and decrease % of negative points recorded on Arbor measured on a termly basis.</p> <p>Student work consistently completed to a high standard across the curriculum and year groups. Reported attitudes to learning (effort indicator) are at least the same or better than their NPP counterparts.</p>



	<b>less well than their peers</b>	somerset for exclusions per vulnerable student	<p>Positive Points in line or exceeding NPP counterparts.</p> <p>Significant reduction in internal exclusions and FTEs.</p> <p>High attendance figures for PP across all year groups and significant reduction of persistent absentees.</p>
<b>6</b>	<b>Cultural Capital</b>  <b>Students lack the opportunities to gain cultural capital and develop powerful knowledge</b>	<p>Students' voice and feedback indicates that a large majority of PP students do not receive opportunities to acquire cultural capital. This includes-</p> <p>Access to or participation in the Arts</p> <p>Able to learn a musical instrument</p> <p>Visits to places and locations of historical and cultural significance</p> <p>Visit and exposure to higher education outside of the locality of Glastonbury or Street</p> <p>Experience of visiting foreign destinations or travelling</p> <p>Access to literature outside of the school setting</p>	<p>Students have increased exposure to cultural capital building opportunities within lessons through increased discussion of real-world context of learning.</p> <p>Students have increased access to trips linked to the curriculum that improve their understanding of the learning and the wider world.</p> <p>Students have increased opportunities to participate in trips and activities that provide wider experiences outside the curriculum, including sport, music, skills and wider enrichment.</p> <p>Students have increased opportunities to travel outside the local area, nationally and internationally, to experience alternative cultures of their own and embrace these experiences with the support of their peers.</p> <p>Opportunities in both key stages for students to engage in the wider curriculum.</p> <p>High % of participation in extracurricular activities.</p> <p>High PP participation in cultural enrichment opportunities.</p> <p>High proportion (60%+) of students representing the school in sports and school productions.</p> <p>Stakeholder feedback that- students feel safe and know how to report an issue, they are well supported, have opportunities to build cultural capital and enrichment, teachers have good knowledge of the students, high expectations are in place, and all students have full access to the curriculum.</p>
<b>7</b>	<b>Double disadvantaged</b>	<p>18/132 students are SEND</p> <p>56/132 students are or 90% of below</p>	<p>All double disadvantaged students have attendance above the national average</p> <p>All double disadvantaged students have strong KS3 and KS4 outcomes in line with target grades or above the national average</p>

	<b>Significant numbers of students face additional barriers to learning which could widen the gap further with peers</b>	10/132 students are young carers  2/132 are CLA	All double disadvantaged students participate in and engage in the wider curriculum and enrichment  Feedback indicates- they are well supported, identify trusted adults and would recommend the school to a peer  High positive points and number of rewards
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## Teaching & Learning

Budgeted cost: £ £55,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Implementation of a consistent pedagogy and lesson sequencing to support students to know more, understand more and do more</b></p> <p><b>Learning Cycle</b> Staff training to ensure link between learning cycle and reduction in cognitive load.</p> <p>6 phase learning cycle designed and implemented, with resources prepared and in use by all staff.</p> <p>CPD in place for staff to deliver all aspects of the learning cycle.</p>	<p>Education endowment fund: Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p>	<p>2, 7</p>

<p>Introduction of metacognition and strategies within learning phases supports progress for all learners; PP progress at least in line with their peers.</p> <p>Student &amp; parent engagement to support understanding of the importance of low cognitive load.</p> <p>Strategies in place to share best practice and develop resourcing</p>	<p>Consistency - On average, pupils experiencing setting or streaming make slightly less progress than pupils taught in mixed attainment classes.</p> <p>Metacognition and self- regulation + 7 months</p> <p>Rowlands et al- Staff training and retention has a significant impact on student outcomes.</p>	
<p><b>Implement effective inclusion strategies to ensure double disadvantaged students are able to access the curriculum and make good progress</b></p> <p><b>Adaptations and Inclusion</b></p> <p>PP and SEND students are identified and recognised by all staff on seating plans in purple folders. .</p> <p>Key consistencies for PP students introduced and used in all lessons;</p> <ul style="list-style-type: none"> <li>-first to be seated, questioned, praised and given feedback</li> <li>-effective verbal and written feedback is provided at frequent intervals during lessons and over time (with PP targeted more frequently where appropriate)</li> <li>-feedback strategies are reviewed and adapted to maximise impact on progress for students with a focus on task based responses, whilst remaining warm and praising</li> <li>-questioning strategies are used to check progress and improve student's understanding</li> <li>-deeper thinking tasks are provided for learners to stretch and challenge knowledge acquisition and disciplinary skills</li> <li>-high expectations for student work, engagement and exercise books</li> </ul> <p>SEND information is detailed, updated regularly and effective strategies are provided in order to implement them within the curricula.</p>	<p>Essex Project Rowlands et al - inclusion was key to ensure progression and wider development of students with an range of barriers</p> <p>EEF: Feedback + 8 months</p> <p>EEF: Metacognition and self-regulation + 7 months</p>	<p>2, 4, 7</p>

<p>CPD provided for adaptive strategies that support PP and double disadvantaged.</p> <p>Inclusion boxes purchased and used to support in class strategies</p> <p>Teaching Assistants deployed to support key students and provide wider support for other students</p> <p>KS4 Curriculum Choices guided and supported so that-</p> <ul style="list-style-type: none"> <li>a) Increased numbers opt for Ebacc suite of qualifications</li> <li>b) Bespoke curriculum is offered to support the needs of PP SEND students</li> <li>c) Ensure all students receive a broad and balanced curriculum</li> </ul>		
<p><b>Providing the equipment and resources required to deliver a high quality first teaching</b></p> <p><b>a)Resourcing the Curriculum</b></p> <p>Audit carried out to establish equipment needs of each curriculum area and identify specialist equipment for faculties for future provision.</p> <p>Key equipment, including timers and visualisers are provided for all staff to ensure that every classroom can deliver wave 1 teaching to the highest quality.</p> <p>Mini whiteboards and pens provided for all students to facilitate turn and talk, show me and drafting to improve strategies within wave 1 teaching techniques.</p> <p>Inclusion boxes purchased to support in class adaptations</p> <p>CPD to support staff with wave 1 teaching strategies including deeper questioning to promote 'thinking', 'say it again, say it better', and 'repeat the answer'.</p> <p><b>b) Curriculum Planning &amp; staffing</b></p>	<p>Education endowment fund:</p> <p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</p> <p>EEF: All staff should receive effective training in order to enable them to identify and support the needs. This should be regularly updated and reinforced by coaching.</p> <p>High quality, specialist teachers have a more significant impact on the most socio-economically deprived students (Bath Spa University, 2021).</p>	<p>2, 4, 5, 7</p>

<p>Recruitment of additional specialist teachers in Mathematics and English to reduce non-specialist teaching.</p> <p>Staffing the curriculum to ensure specialist teaching across the curriculum, reduce class sizes and secure broad and balanced curriculum and Ks4 choices</p> <p>Class groupings to ensure that Pupil Premium are stretched and challenged</p> <p>Building capacity in the SEND team through recruitment of SENDCo and additional teaching assistants to support the double disadvantaged.</p> <p>TA structure restructured and revised with deployment overseen by SENDCo to support the most in need, prioritising double disadvantaged (SEND PP).</p> <p>Choices process provides clear information for students and families that links to aspirational futures.</p>	<p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. + 4 months</p> <p>Ofsted Curriculum Research review 2018- leaders should ensure that the curriculum is appropriate to the context of the school and have a clear understanding of how it meets the particular aims and values of their school.</p>	
<p><b>Implement whole school literacy strategy to support acquisition of a high level of language and communication skills</b></p> <p><b>Whole school literacy</b></p> <p>Read to Succeed- students read from canon literature 3 days a week. Additional texts purchased</p> <p>Purchase of books to support the library and reading initiatives</p> <p>Funding to support theatre and other vents linked to literature</p> <p>KS3 students receive a timetabled reading lesson once per fortnight</p> <p>Librarian appointed to develop the reading culture and ethos of the school. Librarian also implements reading interventions to support students below ARE</p>	<p>Cambridge Assessment Network has shown significant correlation between low attaining and disadvantaged pupils and non-standard English in written responses, and these are shorter, resulting in lower marks.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>Waldfofel and Washbook identified clear links to socioeconomic disadvantage and language gaps-</p>	<p>2, 4, 6, 7</p>

<p>Provide increasing opportunities in all subjects for extended writing to support students to develop writing stamina in addition to demonstrating subject knowledge acquisition.</p> <p>Use NGRT to track and monitor the progress of learners and ensure that intervention is utilised effectively to support the students with the most need.</p> <p>Reading Wise online intervention for all students who require a more 1:1 supported reading approach which can be accessed at home or school.</p> <p>Turn &amp; talk used frequently to verbalise responses before written tasks.</p> <p>"Say it again, say it better"-teachers encourage students to rephrase verbal responses to use more sophisticated and academic language.</p> <p>Explicitly teach Tier 2 and 3 Vocabulary using everyday language and exploring etymology of words across curriculum subjects.</p>	<p>The 27% gap between the lowest quintile and highest quintile in vocabulary develops at the age of five. Lowest quintiles are 16% more likely to have conduct problems and 15% more likely to have hyperactivity problems.</p>	
<p><b>Online Learning</b></p> <p>Seneca Premium is provided for all year 11 students, including PP to ensure access to predictive papers, model answers and adaptive quizzing for effective revision.</p> <p>Google classroom - provision for access to all resources for all lessons to ensure students are able to revisit learning or catch up on absence (potentially work with Trust leads to establish a model for wider roll out).</p> <p>Subject specific packages to support learning and delivery of the curriculum</p> <p>Provision of laptops and IT for families and students to support access to the curriculum</p>		<p>1, 2, 4, 7</p>

## Targeted Interventions

Budgeted cost: £25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Academic Support (to include tutoring, one-to-one support, structured interventions)</b>		
<p>Year 11 tutor time revision programme targeted to students who can improve, with PP prioritised, running from term 2;</p> <ul style="list-style-type: none"> <li>-Core (Maths, English, Science)</li> <li>-Humanities</li> <li>-Languages to follow over time</li> </ul> <p>Additional intervention implemented with Trust experts for English and Maths on Wednesday afternoon with focus on target bands (3/4 &amp; 4/5 boundary). Reviewed ½ termly.</p> <p>French intervention provided for targeted students to improve progress, with a particular focus on spoken French. PP students prioritised where appropriate. Reviewed ½ termly.</p> <p>Revision opportunities in Feb. Half Term &amp; Easter will recruit PP students as a priority.</p> <p>Afterschool quiet revision space provide from March onwards to support out of hours independent study</p>	<p>EEF- Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>Shorter interventions of up to 10 weeks tend to be more successful</p> <p>EEF: Small group tuition + 4 months</p>	<p>2, 3, 4</p>

<p><b>HAP</b></p> <p>Diamond League in Year 11 tutor time intervention is inclusive of PP HAP to ensure they have the same opportunities as peers and can work collaboratively with them on higher order revision strategies.</p> <p>Stretch and challenge walls used to provide resources and materials that engage students with higher order thinking tasks, as well as extended writing and exam questions aimed at grades 7+.</p> <p>Focus Five Initiative- Year 11 teacher meet and plan to target key students who require additional in class intervention and support to accelerate progress</p>	<p>Within class attainment grouping has a positive impact, on average, of 2 months additional</p> <p>Small group tuition + 4 months</p>	<p>3, 4, 6</p>
<p><b>Building links with external provisions, partners and agencies</b></p> <p><b>Millfield</b></p> <p>HAP students (including HAP PP) attend regular revision (Year 11) at Millfield, with a focus on the Arts subjects as these have historically underperformed.</p> <p>Students, including PP(prioritised), attend enrichment sessions (all years) with a focus on collaboration and aspiration.</p> <p>Millfield engagement provides careers information and guidance and additional information for careers during curriculum drop down days.</p> <p><b>MNSP</b></p> <p>English &amp; Mathematics intervention for students who require 5+ GCSE grade</p> <p>French additional support &amp; intervention</p> <p>D&amp;T- NEA and Portfolio support for targeted students</p>		<p>2, 3, 4, 6, 7</p>
<p><b>Reading Interventions</b></p>	<p>Education endowment fund:</p>	<p>2, 4, 6</p>



<p>Use NGRT to identify tiers of intervention for reading, using tutor time to provide tuition to close the reading gap for these students.</p> <p>Identify appropriate package to target and support students who are below chronology reading age</p> <p>Sharing of reading ages with all teachers to support reading in the classroom and plan appropriate strategies.</p> <p>Reading Wise online intervention to support students who continue to struggle with their phonics and basic comprehension.</p>	<p>Reading comprehension strategies + 6 months</p> <p>GL Assessments In the 2019–2020 academic year, primary school children experienced a small decline in attainment in reading</p> <p>Reading comprehension strategies have a high impact on average (+6 months).</p> <p>Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text</p> <p>Shorter interventions of up to 10 weeks tend to be more successful</p>	
<b>Pastoral Support</b>		
<p><b>Attendance officer &amp; EWO</b></p> <p>Attendance officer to prioritise PP and double disadvantaged phone calls in all waves to promote good attendance and identify support required.</p> <p>Contacts families promptly when a PP student is absent to understand the issues and passes to the Pastoral team as needed.</p> <p>Completes home visits.</p>	<p>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p>	<p>1, 5, 7</p>

<p><b>KS4 and KS3 Pastoral Leads</b></p> <p>Identify and work with students and families who are PP/SEND in the first instance to ensure that their attendance is in line with non-PP students</p> <p>Works closely with families of PP children to address barriers to school attendance, eg, transport, mental health</p> <p>Promotes the importance of attendance</p> <p>Completes the Attendance Matters Curriculum (T4) with PP students</p> <p>Completes home visits</p> <p><b>EWO</b></p> <p>EWO ensures that we are compliant with the law with reference to attendance, supporting PP students and families as directed by the attendance lead</p> <p>They hold attendance clinics with students and/or families as needed</p> <p>Uses a formal and structured approach to work with families to address persistent absenteeism.</p> <p>Completes home visits</p> <p>Collaborates with external agencies to support PP students holistically</p> <p><b>Safeguarding Leads</b></p> <p>Pivotal role in supporting PP students due to the complex home lives and challenges that can exist in PP students. DSLs has some targeted actions in relation to specific PP students</p>	<p>DFE The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</p> <p>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</p> <p>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p> <p>Engaging parents + 3 months</p>	
<p><b>Mental Health leader</b></p> <p>Two members of staff have been trained as SMHL. One teacher leads and a staff member of SLT supports the strategy and actions through Line Management. There is a Mental Health strategy for the school which targets the 8 areas of Mental Health support including students, staff and parents</p> <p>Positive Mental Health Days are in place starting with the Y9 Mental Health Day at Millfield school</p>	<p>Positive education paradigms, where a culture of positive mental health is developed, has been shown to have an impact on repairing regulatory abilities and repairing disrupted attachments so that students can focus on their learning, particularly when</p>	<p>1, 3, 5</p>

<p>Student Voice is collected regularly and monitored by the SMHLs and SLT. The 'You Said, We Did' is discussed and decided at Student Leadership meetings on the first Friday of every month. Tutor ambassadors present this information to their tutor groups during their British Values tutor time programme</p> <p>Universal support (Tier 1) is embedded and signposted throughout the school for students (tutor programme, assemblies, PSHE)</p> <p>The Pastoral Structure allows tutors to pick up any low level concerns and to follow up more immediate concerns with Heads of Key Stages and the Pastoral Team</p> <p>Tier 2 support is being utilised within the school setting (ELSA, YMCA, Nurse, Chaplin, 1:1 MH sessions)</p> <p>Students with ACEs are identified and supported by the Pastoral team who liaise with appropriate external agencies</p> <p>Increase staff wellbeing trips and activities</p> <p>Set up drop in sessions and focused meetings with parents/carers to promote MH</p> <p>Provide CPD in strategies to support positive mental health and overcoming barriers</p> <p>Continue small group sessions and 1:1 sessions set up with the Pastoral team and SMHL including Y11 revision strategies</p> <p>Whole school inset on Trauma informed Practice and Mental health in schools</p>	<p>using a trauma-informed approach (Waters <i>et al</i>, 2015, Anda <i>et al</i>, 2005).</p> <p>Since CV19 there has been a significant rise in mental health which is becoming a significant barrier to learning Research indicates that students who come from disadvantaged backgrounds are more likely to experience factors that lead to mental health issues. This is compounded by the lack of resources to support from public services such as the NHS</p>	
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<p><b>Young Carers and CLA Support</b></p> <p>There is a designated member of the Pastoral team that runs the YC programme. The member of staff attends regular meets with other YC leads</p> <p>In school, the member of staff meets with the YC every term to discuss and support barriers to learning</p> <p>There is a designated member of staff who runs CLA support. The member of staff meets with the students on a regular basis to discuss and support barriers to learning. The member of staff attends the PEP meetings and shares relevant information with the whole staff body during staff briefings</p> <p>There are two CLA students in the school. Both students are PP</p>	<p>Research suggests that the most effective PP strategies are those that are personalised to the individuals and directly address the needs</p>	<p>1, 4, 5, 7</p>
<p><b>Pastoral Support Developments</b></p> <p>Restructure and recruitment of Pastoral team to support to provide holistic support for each child</p> <p>Pastoral managers to work with key students and families to remove barriers to learning</p> <p>Home visits used to support and engage 'hard to reach' families</p> <p>Provide support in parent meetings with teachers and Heads of Key Stage</p> <p>Referrals to agencies and organisations</p> <p>School based interventions such as Teachable Moments, SARI, School Nurse, KRowley</p>	<p>Both targeted behaviour interventions and universal approaches have positive overall effects (+ 4 months).</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p>	<p>1, 3, 4, 5, 7</p>

<p><b>Alternative Provision and additional support</b></p> <p>SASP supports specific PP and/or SEND students with direct mentoring through the medium of sport</p> <p>Forest School has a focus on PP and/or SEND students and building resilience and social skills</p> <p>ELSA provides 1:1 and/or small group support for PP and/or SEND students who are experiencing specific difficulties around personal experiences/difficulties and lack of social skills</p> <p>1-1 Mentoring is in place for specific PP and/or SEND students whose lives and needs are complex and require more specialist support</p> <p>Alternative Provision is provided to specific PP and/or SEND students who are unable to access the mainstream curriculum due to academic or social difficulties</p>	<p>Research suggests that the most effective PP strategies are those that are personalised to the individuals and directly address the needs</p> <p>Social emotional learning + 4 months</p>	<p>1, 2, 3, 5, 6</p>
<p><b>Breakfast club</b></p> <p>Identify families experiencing significant hardship to provide free breakfast from the canteen.</p> <p>Free breakfast for Pupil Premium students.</p>	<p>Evidence and research clearly establishes a link between hunger, malnutrition and dehydration and concentration levels. Students who are unable to pay attention are more likely to develop greater gaps in their learning</p>	<p>1, 4, 5</p>

## Wider strategies (to include strategies linked to attendance, behaviour, wellbeing)

Budgeted cost: £ 48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance Strategy</b></p> <p>Prioritise PP in attendance phone calls in all circumstances (first day, percentage etc)</p> <p>Appointment of key staff to oversee and target students when attendance become a concern (Pastoral Managers and Attendance)</p> <p>Letters and guidance provided for parents advising them of the benefits of good attendance, punctuality and our expectations as a Trust.</p> <p>Celebrate and reward good attendance for all students through rewards policy, including certificates, phone calls home, TRACK points and celebration events. Postcards for 100% attendance on a monthly basis ensures attendance to a raffle for rewards and incentives.</p> <p>Assemblies and Personal development sessions provided to educate students on the importance of attendance</p> <p>Student voice used to inform barriers to attendance and responses put in place</p> <p>Phone Calls, home visits and meetings for students who fall below key thresholds</p> <p>SENDco working with students with EBSA to overcome difficulties</p>	<p>DFE The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</p> <p>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</p> <p>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p>	<p>1, 4, 5</p>

<p>Systems in place to track attendance for individuals, year groups and the school on a daily, weekly, monthly and termly basis</p>		
<p><b>Rewards &amp; Recognition</b></p> <p>Revise TRACK points system and criteria. Regular monitoring and tracking to celebrate success and ensure praise is sustained over time</p> <p>Provide clear outcomes for recognition and rewards over time, including celebration events and individual recognition</p> <p>Recognition designed to be focused on intrinsic reward rather than extrinsic motivation and value basis of exchange</p> <p>Assemblies, newsletters and themed days/activities used to promote and celebrate successes</p> <p>Senior and middle leaders to monitor TRACK points and ensure points awarded for PP are at least in line with nonPP students.</p> <p>Staff praise on a ratio 5:1</p>	<p>Universal approaches to improving behaviour have positive overall effects (+ 4 months)</p> <p>Positive behaviour seeking, with a basis in celebrating the good and not publicly sanctioning poor behaviour has been shown to have a significant impact on improvements in behavioural culture, particularly for those of low socio-economic backgrounds (Paul Dix - 'When the Adults Change')</p>	<p>1, 3, 5</p>
<p><b>Behaviour and Attitudes</b></p> <p>Launchpad events to ensure information is clearly communicated to all, and rationale outlined clearly</p> <p>Implementation of new behaviour policy and rewards system</p> <p>Calendared Behaviour for Learning Inset sessions</p> <p>Changes to lunchtime duties and arrangements</p>	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Both targeted behaviour interventions and universal approaches have positive overall effects (+ 4 months)</p>	<p>1, 3, 4, 5, 7</p>

<p>Launch of Rewards Initiative</p> <p>Focus on structured routines and consistencies- standing starts, track finishes and transitions</p> <p>Developing the role of the pastoral team and implementation of graduated response to support 'frequent fliers'</p> <p>Graduated response in place to support students who are frequent fliers to support building and using appropriate strategies on how to get it right.</p>	<p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p>	
<p><b>Enrichment</b></p> <p>Duke Of Edinburgh Bronze &amp; Silver- support to facilitate access to programme and equipment required for expeditions</p> <p>Enrichment week-</p> <p>Funding &amp; support Trips and Activities- PP students are provided with discounted or fully costed trips</p> <p>Funding and facilitating Clubs-students are provided with support to access clubs where equipment is required from remaining budgets. PTA support clubs with additional equipment to support PP provision</p> <p>All participation is tracked and used to target student who are not accessing opportunities</p>	<p>Wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.</p> <p>EEF Arts Participation +2 months</p> <p>Sports participation + 2 months</p>	<p>2, 3, 5, 6</p>
<p><b>CEIAG</b></p> <p>CEIAG provision in both key stages to provide timely and age appropriate guidance and information to build aspiration.</p>	<p>Studies have shown that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them.</p>	<p>3, 4, 6</p>



<p>Four year road map to be written to ensure that there are timely related careers opportunities to raise aspirations and awareness of Level 3 qualifications and further education</p> <p>Targeted careers meetings for all Pupil Premium students in Year 10 and Year 11 to support them to apply for ambitious courses and qualifications matched to their abilities, with PP prioritised</p> <p>Provide increased opportunities for students to visit and listen to learn about opportunities linked to further study and university courses</p> <p>Build closer links with a wider range of Post 16 training providers and institutions to maximise exposure to the opportunities available</p> <p>Provide parents with regular information, guidance and advice opportunities to support their child via newsletter, emails and social media</p>		
<p><b>Parental engagement</b></p> <p>Increase regularity of positive phone calls and contact with home each term by teachers and tutor team</p> <p>Year teams to track, monitor and secure attendance of parents to consultation evenings</p> <p>Information evenings provided for all Year groups</p> <p>Weekly newsletter &amp; Social Media update to make parents aware of key information</p> <p>Tracking and follow-ups for attendance at parents evening</p> <p>Introduction of additional parent consultations for key year groups- Year 7 Meet the tutor, Year 10 2 x parent's evening and Year 11 3 x evenings</p>	<p>Engaging parents + 3 months</p> <p>EEF; Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings</p>	<p>1, 3, 4, 5</p>

Promotion of PTA and organisation of a schedule of events to build a welcoming community ethos		
<p><b>Access to the Arts</b></p> <p><b>Peripatetic lessons-</b> Funded Peri lessons are offered to all students and funding provided for PP students. GCSE PP students receive funded lessons as part of course, including for technical skills</p> <p><b>Production</b> Ensure PP students are supported to participate, by ensuring they can reach rehearsals and are provided with costumes</p> <p><b>Visits (theatres etc)</b> PP fund used appropriately to support visits to the theatre and performances</p> <p><b>Enrichment week</b> - Enrichment Week runs on the final week of the Summer term and consists of a variety of trips and activities in school and off-site. Students pick between residential trips or a combination of day trips and activities organised by school. The activities aim to improve students' physical fitness (Mendip Activity Centre, Glastonbury Way Walk), develop team skills (Camp, Duke of Edinburgh), instil self-motivation (DT Day, Cycle with me), broaden horizons (Hinkley, Yeovil Air Museum) and add to culture capital (Glastonbury Abbey, Bovington Tank Museum). PP is supported to access through PP funds.</p>	<p>EEF Arts Participation +2 months</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. + 1 month</p> <p>Wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.</p> <p>Social emotional learning + 4 months</p> <p>Outdoor adventure learning + 4 months</p>	2, 3, 4, 6, 7
<p><b>Equipment, Uniform &amp; Other</b></p> <p>PP students and families who experience significant financial challenges have access to £70 uniform support.</p> <p>Uniform exchange scheme run alongside the PTA</p> <p>The uniform Hub ensures there is always an opportunity for students to get through the school day through borrowing.</p>		1, 3, 5, 7

<p>Provide all equipment within lessons that students need to access the learning within the classroom - to include the learning cycle <b>and</b> their own learning</p> <p>Standing starts used to ensure students are ready for the day</p> <p>Students in receipt of Pupil Premium grant received a Festive Hamper from Love! Glastonbury for their family to support pantry stock and gifts for the Christmas period</p>	<p>Evidence and research clearly establishes a link between hunger, malnutrition and dehydration and concentration levels.</p>	
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## Funding Overview 2024-25

<b>Teaching</b>		
<b>Actions</b>	<b>Cost</b>	<b>Link</b>
Curriculum resources and materials	£2000	4,7
Platform and Online resources	£2000	4,7
CPD	£1000	4,7
Staffing & recruitment	£48,700	4,7
Curriculum Praise and rewards	£2000	5
<b>Total</b>	£55,700	
<b>Targeted Support</b>		
Pastoral Interventions	£2000	1,5,7
1-1 Mentoring and Additional Staffing	£10,000	1,4,7
Forest School	£1500	3,5,7
EWO	£12,000	1
<b>Total</b>	£25,500	
<b>Wider Strategies</b>		
Trips/Enrichment	£10,000	3,6
Peripatetic Music Lessons	£9,000	6
Pastoral Budget Removing Barriers to learning	£6000	1,4,5,7
Pastoral Support Hub	£22,000	1,4,5,7
Breakfast Club	£1000	1,4
<b>Total</b>	£ 48,000	
<b>Total Spend</b>		
		£129,200

## Pupil Premium strategy outcomes

Intended outcome	Review
<b>Improved Progress 8</b>	<ul style="list-style-type: none"> <li>• 2024 P8 PP= -0.11 vs NPP= +0.18</li> <li>• 2023 P8 -0.57 vs. NPP = -0.19</li> <li>• 2022 PP -0.12 vs NPP = -0.2</li> </ul> <p>P8 gap has diminished from 2023 to 2024 but is not yet stabilised for students across subjects and consistently year on year.</p> <p>Maths generated a positive P8 for PP students of +0.05 in the academic year 2024</p> <p>St Dunstan's provides a significant timetable of intervention throughout the academic year; including tutor time and afterschool.</p> <p>The implementation of a bespoke timetable during the final exam series ensures all students, including PP, have access to expert teaching staff throughout their preparation as a priority.</p> <p>Statistics was a particularly favourable option for PP students to complete, offering an SPI of +1.07</p> <p>In addition Computer Science, iMedia, Combined Science and Geography supported PP students to achieve well in their subject with SPI of 0.+34, +0.22, +0.15 and +0.12 respectively</p> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>→ To ensure Pupil Premium achieve 0 or greater Progress 8 score in all measures in 2025 exam series</li> <li>→ To ensure progress of disadvantaged learners remains at least inline with non disadvantaged, and above the National average</li> <li>→ Provide additional engagement for parents at KS4 to ensure that there is understanding of what the final GCSE revision</li> <li>→ To improve the progress &amp; attainment of students in English so that it is in line with Mathematics</li> <li>→ To improve the progress and attainment of high prior attainers to match the performance of middle attainers</li> </ul>

<b>Improved Attainment 8 outcomes across the curriculum</b>	<ul style="list-style-type: none"> <li>• 2024 A8 36.77 vs. NPP 43.68</li> <li>• 2023 A8 32.79 vs NPP 44</li> <li>• 2022 A8 38.92 vs NPP 48.45</li> </ul> <p>A consistent trend of A8 that is in the mid 30s over 3 years and a significant gap exists between PP and NPP          More work is required to secure improved attainment of PP so that it is in line with NPP peers</p> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>→ Continue to improve attainment and progress across all subjects so that it is above national average and historic trends</li> <li>→ Reduce the yearly variation of outcomes between cohorts, particularly for year groups with high percentages of PP</li> <li>→ Utilise effective teaching strategies adopted in stronger A8 programmes to support those subjects currently having less impact</li> </ul>
<b>Improved % Grade 4+ and 5+ in English and mathematics so that it is above National average</b>	<ul style="list-style-type: none"> <li>• Grade 4+ E&amp;M: 61.4% vs National Average 66.6%</li> <li>• Grade 5+ EM: 32.5% vs National aVERAGE 47%</li> <li>• Maths P8: +0.25 (PP +0.05) nPP and PP generates positive P8 score through thorough, expert teaching with repetitive and cyclical schemes of learning</li> <li>• English P8: PP -0.25) PP exceed performance of PP students; overteaching of content in English has shown a significant impact on the performance of this group</li> </ul> <p>Pupil premium outcomes for both English and Maths continue to improve over time. English has improved from -0.54 in 2023 to -0.25 in 2024, whilst Maths has made a more significant improvement from -0.27 (2023) to +0.05 in 2024</p> <p>Targeted support provided through walking, talking mocks, after school and tutor time intervention has helped to support improving outcomes.</p> <p>Specific group intervention with target student in grade bands, and delivered by expert teachers from the Trust to ensure high impact at boundaries including 3-4 boundary and 4-5 boundary</p>

	<p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>→ Increase percentages of PP achieving a standard pass in GCSE English and Maths</li> <li>→ Improve the number of students achieving 7+ and 5+ in English &amp; Mathematics separately and combined</li> <li>→ Improve Progress 8 outcomes for Pupil Premium students in English &amp; Mathematics</li> <li>→ Continue to develop the use of intervention to improve outcomes for PP students in English and Mathematics</li> </ul>
<p><b>All students follow a progressive, aspirational, broad and balanced curriculum that is fully inclusive</b></p>	<ul style="list-style-type: none"> <li>• <b>Pupil Premium above the national average for Ebacc entry 2024- 50%</b></li> </ul> <p>St Dunstan's provides a curriculum that ensures Pupil Premium students have an opportunity to receive a broad and balanced programme that is academically rigorous.</p> <p>Through the options process into KS4 curriculum PP students have access to the EBacc qualifications route in line with their NPP peers.</p> <p>St Dunstan's provides a wide offer within the Open Bucket to ensure the balance of the curriculum is broad, including Business, Sports Studies and Music as vocational qualifications, alongside traditional GCSE choices comprising core subjects in addition to technology, arts and separate science.</p> <ul style="list-style-type: none"> <li>• <b>Outcomes in 2024 show improved outcomes for Pupil Premium beyond English</b>        Open Bucket 2024 +0.06        Ebacc Bucket 2024 +0.11</li> <li>• <b>Outcomes in the EBacc and Open Buckets are above historical performance</b>        Open Bucket 2024 +0.06 vs -0.69        Ebacc Bucket 2024 +0.11 vs -0.19</li> </ul> <p><b>Resourcing the curriculum. Funds have been allocated to improve resourcing and support with the delivery of the curriculum-</b>        Teaching &amp; Learning initiated for academic year commencing 2024-25; visits to trust schools to explore the introduction of 6 phase learning cycle that reduces cognitive load for learners and provides a platform for improved progress for all</p>

	<ul style="list-style-type: none"> <li>- Funding was provided for revision materials, study aids and equipment to support the delivery, provision and completion of BTEC Sport, Design technology, Food &amp; Nutrition, and iMedia. This supported improved outcomes across the open and EBacc bucket</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>→ Implement the 6 phase learning cycle across the school as a priority Teaching and Learning strategy to promote reduced cognitive load in lessons and engage all learners</li> <li>→ Resource the curriculum in full through the purchase of mini whiteboards and timers, ensuring that staff are able to implement strategies to increase the pace of learning and maximise opportunities for engagement with whole class questioning for AfL</li> <li>→ Continue to develop the curriculum offer in both key stages to ensure a broad, balanced and culturally enriching curriculum that is aligned with our local context</li> <li>→ Continue to ensure that the curriculum is appropriately resourced to meet the needs of PP students</li> <li>→ Resourcing creative arts to develop Music, Art, Photography and Drama curriculum and extracurricular offer.</li> </ul>
<b>Improved attitude to Learning</b>	<ul style="list-style-type: none"> <li>• Improvements have been made to the quality and standard of students' work across the school. Assessment audits and work scrutinies targeted at PP students show the standard and quality of books has an improving picture, with books being well presented, and the majority are in line with high expectations.</li> <li>• Lessons are calm, with students respectful and compliant to all staff. Students are on task and participate in the lessons. Student voice indicate that 100% of students report positive behaviour in most lessons, with significantly strong behaviour for learning in practical subjects including Music, Drama and PE.</li> </ul> <p>PP student feedback reports incidents as being with "effectively" by staff and that they are "included" in all lessons</p> <p>Learning walks and lesson drop-ins show effective use of strategies to ensure the engagement PP learners to ensure parity e.g. reduction in cognitive load through learning phases, use of timers, use of seating plans</p> <p>Work scrutiny carried out across the year show "no significant difference between high quality work completed by PP students and NPP"; "stretch and challenge evident across ability range and across year groups"</p> <ul style="list-style-type: none"> <li>• TRACK points are used to reward students meeting expectations in lessons and across the community. Since September the school has recorded 273,000 positive points vs 42,000 in 2023-24. On average Pupil premium students are awarded 558 points per week. However, more work is required so that students receive the same amount of points as NPP peers (1349 average points per week)</li> </ul>



	<p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>→ Provide clear expectations for book presentation and standards to be met by all focus groups, supported by continued quality assurance of key groups</li> <li>→ Carry out regular learning walks to monitor engagement with learning and performance in lessons</li> <li>→ Ensure work scrutiny has a focus on PP</li> <li>→ Ensure that PP students continue to receive appropriate praise and recognition to raise self esteem, belonging and a sense of worth in line with NPP peers</li> <li>→ More focus to ensure that Pupil Premium males and SEND books are consistently the same standard as their peers</li> </ul>
<p><b>Raise literacy levels through increasing student engagement in reading</b></p>	<ul style="list-style-type: none"> <li>• Literacy levels have direct impact on results at KS4 - 2024 PP students English 4+ 60% , 5+ 24% (6)</li> </ul> <p>In other literacy based subjects</p> <ul style="list-style-type: none"> <li>• History 4+26% 5+ 21% P8 -0.55</li> <li>• Geography 4+14% 5+ 0% 0.12</li> </ul> <p><b>KS2 Literacy Entry levels are declining based on cohort data year on year</b></p> <ul style="list-style-type: none"> <li>• <b>2024</b> 104.34</li> <li>• <b>2023</b> 104.4</li> <li>• <b>2022</b> 106.9</li> </ul> <p>St Dunstan's introduced a number of literacy interventions to support reading for pleasure and for those who need to improve their reading skills, including Read to Succeed and Reading Clubs</p> <p>The Read to Succeed programme is in place through the tutor programme to ensure all students read frequently and often. Texts are challenging and intended to develop powerful knowledge and cultural capital. All students read aloud, read independently and listen to others reading on a daily basis.</p> <p>Student and staff voice, along with tutor time drop-ins indicate that students read frequently and often. Students are seen reading throughout the school day and can give examples of several books they have read during the year.</p> <p>NGRT Testing is used to establish a base-line reading age, with information shared with staff</p>

	<p>Key vocabulary is shared with students in many lessons</p> <p>St Dunstans has employed a new librarian who has revitalised and revamped the library space to support reading for pleasure, interventions and extra curricular clubs for reading and writing.</p> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>→ To ensure that the majority of students in Year 7 make significant improvements to their chronological reading ages</li> <li>→ Ensure that interventions are timely and targeted to support the development of reading for students below chronological age in all other year groups, making effective use of NGRT data to identify and evidence progress.</li> <li>→ Establish of librarian in identifying and leading reading interventions</li> <li>→ To continue to develop in class strategies and consistencies within curriculum areas</li> <li>→ Continue to develop the Read to Succeed initiative</li> </ul>
<p><b>Improve attendance and reduction in persistent absence for PP students</b></p>	<ul style="list-style-type: none"> <li>• Historic attendance (2023/2024) falls below national average and there is a significant gap between PP and NPP attendance -</li> <li>• 2023-24 FSM National average 87.5% vs St Dunstan's School 85%</li> <li>• EWOs, attendance officers and Pastoral team work closely with students causing concern and to promote positive attendance</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>→ Significantly decrease in the percentage and number of persistent absences across all year groups, particularly where this affects PP.</li> <li>→ To improve PP attendance to be above the national average and inline with peers.</li> <li>→ Increase the time EWO is working with the school and families to support attendance, with a priority on PP students in the first instance, particularly around specific barriers including Glastonbury festival</li> <li>→ Newsletter and website provides regular information to update families regarding support and information they have requested around uniform and canteen pricing, as well as trips</li> <li>→ Attendance tracker shared and monitored on a weekly basis with all tutors. Tutors update the tracker with phone call monitoring and outcomes</li> <li>→ Attendance updates shared with staff by year group on Monday morning briefing and in pastoral briefings</li> <li>→ Attendance affects invitation to celebration end of term events including 'cinema' afternoons and celebration carnival, with opportunities to 'earn back'</li> </ul>

	<p>→ Current Pupil Attendance students is 86% - in line with national average but significantly below non-disadvantaged peers.</p> <p>→ To improve attendance so that it is above the national average in all year groups.</p>
<b>Reduction in Behaviour, fixed term exclusions and other sanctions</b>	<ul style="list-style-type: none"> <li>Data indicates that suspensions and permanent exclusions for PP students is high            2024/25 100/ 144 Suspensions 69% PP            2023/24 - 71/156 suspensions 46% PP</li> <li>Permanent exclusions 2023-24 indicate that St Dunstan's school was in the bottom quartile in Somerset for exclusions per vulnerable student, this needs to decrease significantly in 2024-25</li> </ul> <p>St Dunstan's introduced a significantly enhanced praise policy, with ON TRACK protocols and TRACK points ensuring that students reached milestones more rapidly than in any other academic year (100,000 by October half term and 273,000 by the end of the academic year)</p> <p>Student voice acknowledges the positive impact this is having, knowing that their efforts are being recognised and are involved in deciding the half termly rewards that are given to students</p> <p>High expectations, clear routines and changes to the Behaviour policy has ensured calm and quiet classrooms. This enabled effective teaching and learning to take place</p> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>→ Review, revise and rewrite Behaviour policy to ensure that the vision and values of St Dunstan's school are at the heart of the Behaviour policy</li> <li>→ Provide CPD for all staff in order that Behaviour for learning has a basis in research-led understanding of how to apply</li> <li>→ Introduce an IEC as an alternative to suspension and ensure the frequent fliers are kept to a minimum, with PP monitored and addressed to find alternative sanctions and ensure reintegration is successful</li> <li>→ Reduce the number of fixed term suspensions through alternative sanctions, working with Pastoral team and support networks including ELSA, and other schools to ensure students are able to stay in school</li> </ul>

	<p>→ Explore cost effective alternative provision and interventions to support PP students who are at risk of permanent exclusion and suspension</p>
<p><b>Pupil Premium students access enriching and cultural capital building experiences throughout their education</b></p>	<p>St Dunstan's school has made significant efforts to provide enrichment and a range of opportunities to develop cultural capital and acquire powerful 'world knowledge' to address any deficits built up by the CV19 pandemic. This includes the following-</p> <ul style="list-style-type: none"> <li> <p><b>School production</b></p> <p>Students from PP and NPP cohort take active role in Aladdin performance with PP comprising 53% of the casting, whilst in the Lion King cast 58% of the cast were PP</p> <p>Musical contributions from the school community to the end of year assemblies and celebration assemblies are fully inclusive; the band comprises 25% PP students in addition to 25% double disadvantaged</p> <p>The Cirque du Silk demonstration including students from both PP and non PP, with 15% of participation from the PP community</p> </li> <li> <p><b>Whole Year Group- Cultural Capital</b></p> <p>PP students supported to attend theatre productions for Shakespeare and ensure they access experience through live productions</p> <p>PP students are all offered the opportunity to be involved in Maths challenge, STEM workshops and the Faraday challenge</p> </li> <li> <p><b>Sport</b></p> <p>PP students have full access to the range of extracurricular sports on offer at St Dunstons and use of the school minibus ensures that transport to fixtures is provided in full by the school</p> </li> <li> <p><b>Peripatetic music lessons-</b></p> <p>Students regularly perform in celebration assemblies and there are two bands (year 11 and year 9)</p> <p>Increase in number of students taking GCSE music: GCSE 2024-26 = 4/14 PP students</p> <p>17.5% of students in school receive peri music lessons, with all accessing the instrument of their choice; PP students peri lessons are a paid provision</p> <p>2023-24 peri lesson numbers increased compared with 2022-23</p> </li> </ul>

	<p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>→ Ensure that PP students receive key experiences and opportunities as they progress through the school at least in line with the opportunities and experiences of their peers</li> <li>→ Ensure that Pupil Premium participation is tracked and monitored effectively so that all students are accessing the opportunities on offer</li> <li>→ Use student voice to evaluate and establish further opportunities</li> <li>→ Developing an ethos of high quality teaching and learning is 'the foundation' to academic success and 'an inspiring education for all'</li> <li>→ Ensure the Pastoral system supports academic focus, with aim for students to be in school and participate in wider extracurricular opportunities and experiences</li> <li>→ Staff training and CPD on how to promote cultural capital with a focus on the why of the experience rather than the what of the experience and how this engages students in wider learning opportunities</li> <li>→ Provide staff training on Trauma and ACEs to improve understanding of interactions and refocus on positive behaviour for learning</li> </ul>
<p><b>All staff have high expectations for students and use a range of assessment information well to support students' learning</b></p>	<ul style="list-style-type: none"> <li>• All students in both key stages receive ambitious grades which are comparable to NPP counterparts. These are reviewed and updated twice a year. If a student is found to meet a target grade, this is adjusted further.</li> <li>• Assessment audits demonstrate a significant improvement in the quality and rigour of Summative assessment enabling students to demonstrate what they know, understand and can do as a consequence of the curriculum.</li> <li>• Top sheets with success criteria ensure that students are provided with accurate and timely feedback to address gaps and misconceptions.</li> <li>• Subjects using feedback grids are providing targeted tasks to move learning forward and ensure the student is stretching their substantive and disciplinary knowledge</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>→ To develop the effective use of formative assessment through effective pedagogy - mini whiteboards, class discussion e.g. turn and talk</li> <li>→ To continue to develop the use of formative assessment grids and plans in order that feedback is consistently impactful and provides opportunities for students to act on feedback in a manner that enables progress</li> <li>→ Continue to use CPD to support teachers adapt their teaching and planning to meet the needs of the learners and enable progress.</li> </ul>

	<ul style="list-style-type: none"> <li>→ to develop a whole school strategy for feedback and reteach lessons that students recognise and respond to feedback with consistently high quality DIRT, that moves their learning and understanding forward in all subjects</li> <li>→ Develop the effective use of seating plans to target and support students during lessons</li> <li>→ More effective use of attendance data to support students who are at risk of becoming persistently absent</li> <li>→ More effective use of behaviour data to support students before behaviours escalate</li> </ul>
<b>All students have made clear and informed decisions about their KS4 and Post 16 Pathways</b>	<ul style="list-style-type: none"> <li>• There were no PP students who were NEET in 2024</li> <li>• Students had support to move onto Post 16 progression routes and individual work was put into ensuring that students did not become NEETs.</li> <li>• St Dunstan's put provisions in place to support all Pupil Premium to secure appropriate Post 16 progression routes. All Pupil Premium received 1-1 Careers guidance and supported by the Pastoral team through the applications process.</li> <li>• Students who were identified as potential NEET were guided and provided with additional support through the 14-19 Partnership to secure appropriate post 16 places.</li> <li>• Pupil Premium students received independent advice and guidance in preparation for the Key Stage Four Pathway choices through College presentations and the Careers curriculum drop down day</li> <li>• The Personal development programme, guest speakers and 'curriculum enrichment days' have provided age appropriate CEIAG to help raise aspiration and inform future career choices.</li> </ul> <p><b>Next steps</b></p> <ul style="list-style-type: none"> <li>→ Ensure that work experience provide opportunities for students to work in a field that is related to their area of future aspiration</li> <li>→ Provide greater opportunities for students to experience further and higher education, including with providers that offer degree level apprenticeships and traineeships.</li> <li>→ Provide early targeted support for students in Year 9 and 10 who are at risk of becoming NEET in the future.</li> <li>→ Ensure more PP students progress on to Level 3 courses.</li> <li>→ Develop student voice to evaluate the impact of the provision.</li> </ul>