

Pupil Premium Strategy Statement- St Dunstan's School

This statement 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	539
Proportion (%) of pupil premium eligible pupils	33.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	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 25/26	£146200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£146200

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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

This plan takes into consideration the challenges faced by vulnerable pupils within the context of the Glastonbury community and wider area. 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	
Tier 3 - Enhanced offer for students and families to address barriers to learning and future success- Specific Targeted Intervention (Pastoral & Academic)	<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 & KS4-5</p> <p>Additional careers advice and guidance</p> <p>External agency involvement</p> <p>Breakfast club</p> <p>Mentoring programmes</p>	
Tier 2 - Additional offer for students eligible for the pupil premium funding- wider funding	<p>Premium First & 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>	

Tier 1 Universal offer for all students-wider funding	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	120	42	35	10%	104	23	19
Year 08	124	42	33.9	26%	102.5	26	16
Year 09	107	38	35.5	13%	102	18	20
Year 10	77	21	27	6%	106	14	7
Year 11	104	34	32.7	10%	103	16	18
TOTAL	532	177	33.3	-	-	97	80
National							

Challenges

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

Barrier		Rationale	Intended outcome
1	Attendance Low attendance is a significant barrier to students progression and academic success	<p>Current PP attendance is now slightly above the national average (90%), marking an improvement, but historically PP attendance has remained below national levels, meaning this progress must be sustained.</p> <p>In 2024–25, PP attendance stands at 84.2%, below the national average for both all students and PP students, and historic data shows the same pattern, with 2023–24 FSM national attendance at 87.5% compared with 85% at St Dunstan's.</p> <p>This persistent gap highlights the need for continued, targeted attendance support within the Pupil Premium strategy.</p> <p>Key Barriers to attendance are- 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</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>

		<p>Students/families refusing due to raising expectations around uniform and behaviour or to avoid sanctions such as Isolation</p> <p>Term time holiday- families taking term time holiday to reduce costs and significant expenses associated with peak times</p>	
2	<p>Literacy and Oracy</p> <p>To ensure that Pupil premium students continue to develop literacy and oracy building upon strong starting points</p>	<p>Although the majority of students arrive on or above national expectation, data suggests that students fall behind their peers in Key Stage Four and remain there in their final outcomes</p> <p>Pupil Premium KS2 Literacy entry 2025 104 2024 104.34 2023 104.4</p> <p>Outcomes in KS4 outcomes (literacy based subjects) PP students consistently need to achieve a strong pass at GCSE for English Language and/or Literature English: PP students outperformed the whole cohort – 9–4: 70.8% vs 68%, 9–5: 54% vs 52%, with SPI improving to +0.16, which is a significant improvement from 2024 2024 PP students English 4+ 60% (16/25), 5+ 24% (6)</p> <p>Further improvements were seen in PP students achieving a standard pass in English and Maths 59.3% achieved Grades 9–4 in English and Maths. 44.4% achieved Grades 9–5 in English and Maths. Compared to 2024, where 40% PP students achieve a standard pass at GCSE English and Maths</p> <p>Other literacy subjects show improvements Geography +0.12 (2024) +0.19 (2025)</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> <p>Increased fluency and accuracy of reading ability in PP students that is at least in line with peers</p>

		History -0.55 (2024) -0.11 (2025)	
3	Aspiration - Pupil Premium students require more support and education to raise aspirations	<p>KS4 entry profiles have been historically lower than NPP entries. Although this has risen, work still is required to ensure that PP plan and actively apply for courses that are aspirational</p> <p>Low numbers of PP students are currently entered for the Ebacc compared to NPP 2024-26- 3 students 2023-25 - 14 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 university or equivalent level 3 courses including higher and degree level apprenticeships</p> <p>Year on year data show high numbers of PP students enrol in vocational courses at local colleges at Level 2.</p>	<p>All students have made clear and informed decisions about their KS4 and Post 16 Pathways.</p> <p>No NEETs recorded based on Transition Data</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 for their entry profile.</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>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>
4	Improve Outcomes so that students perform in line or above peers	<p>Whilst 2024 data indicates that PP students perform above the national average for PP students, P8 and A8 remain below NPP peers. This gap is significantly diminishing over time.</p> <p>2025 Data indicates Core Attainment:</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+ & 73% 5+)</p> <p>Attainment 45</p> <p>Internal SPI +0.2</p>

		<p>59.3% achieved Grades 9–4 in English and Maths. 44.4% achieved Grades 9–5 in English and Maths. 63% achieved a strong pass (9–5) in English.</p> <p>Increase in attainment for PP students over time from 32.79 in 2023 to 41.24 in 2025</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</p> <p>Engagement in out of hours learning and independent revision increases to 100% through programme that is targeted and ensures students are able to attend</p>	<p>EBacc average grade 6</p> <p>Open Bucket average grade 6</p>
5	<p>Behaviour & Attitudes</p> <p>Some Pupil Premium students behave less well than their peers</p>	<p>Exclusion and suspension data suggests that high numbers of PP students receive significant sanctions from the school</p> <p>2024-25 saw significant numbers of students receiving suspensions. More focus was on establishing a rigorous graduated response that ensured routines and expectations for students were consistently high.</p> <p>2023/24 - 71/156 suspensions (46% PP) 2024/25- 50/71 suspensions (61% PP)</p> <p>Permanent exclusions 2023-24 indicate that St Dunstan's school was in the bottom quartile in Somerset for exclusions per vulnerable student in 2023-4</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>Positive Points in line or exceeding NPP counterparts.</p> <p>Significant reduction in internal exclusions and FTEs.</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>

6	<p>Cultural Capital</p> <p>Students lack the opportunities to gain cultural capital and develop powerful knowledge</p>	<p>Students' voice and feedback indicates that many 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>
7	<p>Double disadvantaged</p> <p>Significant numbers of students face additional barriers to</p>	<p>61/177 students are SEND</p> <p>6/177 students are young carers</p> <p>3/177 are CLA</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> <p>All double disadvantaged students participate in and engage in the wider curriculum and enrichment</p> <p>Feedback indicates they are well supported, identify trusted adults and would recommend the school to a peer</p> <p>High positive points and number of rewards - at least in line with NPP peers</p>

Pupil Premium Plan 2025-6

Teaching & Learning

Budgeted cost: £ £61,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of a consistent pedagogy and lesson sequencing to support students to know more, understand more and do more</p> <p>Learning Cycle Further embedding of learning cycle to ensure staff utilise the 6 phase cycle to reduce cognitive load.</p> <p>CPD in place for staff to deliver effective Apply phases of the learning cycle to ensure students progress as independent learners in their lesson and at home.</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>Ongoing use of metacognition and strategies within learning phases supports progress for all learners; PP progress at least in line with their peers.</p> <p>Student & parent engagement to support understanding of the importance of low cognitive load.</p> <p>Strategies in place to share best practice for formative assessment and inclusive strategies</p> <p>Phases of the learning cycle, formative assessment, and adaptive strategies to be further developed by Teaching and Learning Champions, ensuring students are accessing the breadth of education to secure excellent progress.</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>Implement effective inclusion strategies to ensure double disadvantaged students are able to access the curriculum and make good progress</p> <p>Adaptations and Inclusion</p> <p>PP and SEND students are identified and recognised by all staff on seating plans in student information folders.</p> <p>Key consistencies for PP students used effectively in all lessons;</p> <ul style="list-style-type: none"> -first to be seated, questioned, praised and given feedback -effective verbal and written feedback is provided at frequent intervals during lessons and over time (with PP targeted more frequently where appropriate) -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 -questioning strategies are used to check progress and improve student's understanding -deeper thinking tasks are provided for learners to stretch and challenge knowledge acquisition and disciplinary skills -high expectations for student work, engagement and exercise books 	<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>SEND information is detailed, updated regularly and effective strategies are provided in order to implement them within the curricula.</p> <p>CPD provided for adaptive strategies that support PP and double disadvantaged.</p> <p>Inclusion boxes CPD provided and boxes used effectively in all classrooms</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"> a) Increased numbers opt for Ebacc suite of qualifications b) Bespoke curriculum is offered to support the needs of PP SEND students c) Ensure all students receive a broad and balanced curriculum 		
<p>Providing the equipment and resources required to deliver a high quality first teaching</p> <p>a)Resourcing the Curriculum</p> <p>Audit carried out to establish equipment needs of each curriculum area and identify specialist equipment for faculties for future provision.</p> <p>Using the resources provided effectively to assess progress of learners, and where gaps are identified to scaffold learning to close the gaps</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 and ensuring these are used consistently and effectively</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>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</p>	<p>2, 4, 5, 7</p>

<p>b) Curriculum Planning & staffing</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 reviewed termly 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>most socio-economically deprived students (Bath Spa University, 2021).</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>Implement whole school literacy strategy to support acquisition of a high level of language and communication skills</p> <p>Whole school literacy</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 events linked to literature</p> <p>KS3 students receive a timetabled reading lesson once per fortnight</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>2, 4, 6, 7</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>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>NGRT used 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 intervention for all students who require a more 1:1 supported reading approach which can be accessed at home or school.</p> <p>Turn & 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>Waldfofel and Washbook identified clear links to socioeconomic disadvantage and language gaps- 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>Online Learning</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>1, 2, 4, 7</p>

Targeted Interventions

Budgeted cost: £25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Support (to include tutoring, one-to-one support, structured interventions)		
<p>Year 11 tutor time revision programme to focus on Core improvements, ensuring PP have access to expert teachers daily (Term 1)</p> <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"> -Core (Maths, English, Science) -Humanities -Languages <p>Additional intervention implemented with Trust experts for English Wednesday afternoon with focus on target bands (3/4 & 4/5 boundary). Reviewed ½ termly.</p> <p>Period 6 provision implemented to ensure that PP students have access to bespoke timetable of revision, delivered by subject specialists providing engaging and well resourced sessions</p> <p>Revision opportunities in Feb. Half Term & Easter will recruit PP students as a priority.</p> <p>Afterschool quiet revision space provided 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>HAP</p> <p>Diamond League support to ensure this 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>Building links with external provisions, partners and agencies</p> <p>Millfield</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>MNSP</p> <p>English intervention for students who require 5+ GCSE grade</p> <p>French additional support & intervention</p> <p>D&T- NEA and Portfolio support for targeted students</p> <p>Art- support on Portfolios, curriculum planning & assessment</p>		<p>2, 3, 4, 6, 7</p>

<p>Reading Interventions</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>Education endowment fund: 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>	<p>2, 4, 6</p>
<p>Pastoral Support</p>		
<p>Attendance officer & EWO</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>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>Completes home visits.</p> <p>KS4 and KS3 Pastoral Leads</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>EWO</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>Safeguarding Leads</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>All Pastoral Team and Senior leadership team to be Level 3 trained in safeguarding</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>Mental Health leader</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 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</p>	<p>1, 3, 5</p>

<p>Positive Mental Health Days are in place starting with the Y9 Mental Health Day at Millfield school</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, Chaplain, 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>attachments so that students can focus on their learning, particularly when 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>	
<p>Young Carers and CLA Support</p>	<p>Research suggests that the most effective PP strategies are those that are</p>	<p>1, 4, 5, 7</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 three CLA students in the school are eligible for PP</p>	<p>personalised to the individuals and directly address the needs</p>	
<p>Pastoral Support Developments</p> <p>Fully staff 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>Alternative Provision and additional support</p> <p>SASP supports specific PP and/or SEND students with direct mentoring through the medium of sport</p>	<p>Research suggests that the most effective PP strategies are those that are personalised to the</p>	<p>1, 2, 3, 5, 6</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>individuals and directly address the needs</p> <p>Social emotional learning + 4 months</p>	
<p>Breakfast club</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>	1, 4, 5

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

Budgeted cost: £ 56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Strategy Prioritise PP in attendance phone calls in all circumstances (first day, percentage etc) Appointment of key staff to oversee and target students when attendance become a concern (Pastoral Manages and Attendance) Letters and guidance provided for parents advising them of the benefits of good attendance, punctuality and our expectations as a Trust. Celebrate and reward good attendance for all students through rewards policy- 100 Club for 100% attendance in a calendar month; recognition for 96 & 98 and improved attendance and celebration events Weekly student tasks to track attendance and achievements accompanied by weekly messages and education about the importance of attendance Assemblies and Personal development sessions provided to educate students on the importance of attendance Student voice used to inform barriers to attendance and responses put in place Phone Calls, home visits and meetings for students who fall below key thresholds	<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>	1, 4, 5

<p>SENDco working with students with EBSA to overcome difficulties</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>Weekly</p>		
<p>Rewards & Recognition</p> <p>Review and further implement positive 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 positive points and ensure points awarded for PP are at least in line with nonPP students.</p> <p>Staff praise on a of at least 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>Behaviour and Attitudes</p> <p>Launchpad events to ensure information is clearly communicated to all, and rationale outlined clearly</p> <p>Implementation of behaviour policy and rewards system promotes a culture of positive behaviour for learning</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>Calendared Behaviour for Learning Inset sessions</p> <p>Lunchtime duties and arrangements provide safe spaces for students to feel welcomed and able to access peers and staff</p> <p>Further implementation of rewards initiatives</p> <p>Further embed 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>Both targeted behaviour interventions and universal approaches have positive overall effects (+ 4 months)</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>Enrichment</p> <p>Duke Of Edinburgh Bronze & Silver- support to facilitate access to programme and equipment required for expeditions</p> <p>Enrichment week-</p> <p>Funding & support Trips and Activities- PP students are provided with discounted or fully costed trips dependent upon application through financial support system</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>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>

All participation is tracked and used to target students who are not accessing opportunities		
<p>CEIAG</p> <p>CEIAG provision in both key stages to provide timely and age appropriate guidance and information to build aspiration.</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>Continue to form close 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>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>Parental engagement</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 & Social Media update to make parents aware of key information</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>

<p>Tracking and follow-ups for attendance at parents evening</p> <p>Review and improve 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>Promotion of PTA and organisation of a schedule of events to build a welcoming community ethos through social media</p>		
<p>Access to the Arts</p> <p>Peripatetic lessons- 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>Production PP students are supported to participate, by ensuring they can reach rehearsals and are provided with costumes</p> <p>Visits (theatres etc) PP fund used appropriately to support visits to the theatre and performances</p> <p>Enrichment week - Enrichment Week runs on the final few days 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 (Bovington Tank, Yeovil Air Museum) and add to culture capital (Glastonbury Abbey, National Marine Aquarium). PP is supported to access through PP financial support.</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>	<p>2, 3, 4, 6, 7</p>
<p>Equipment, Uniform & Other</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>1, 3, 5, 7</p>

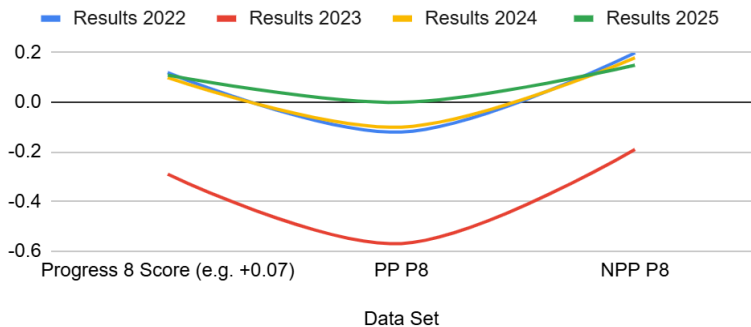
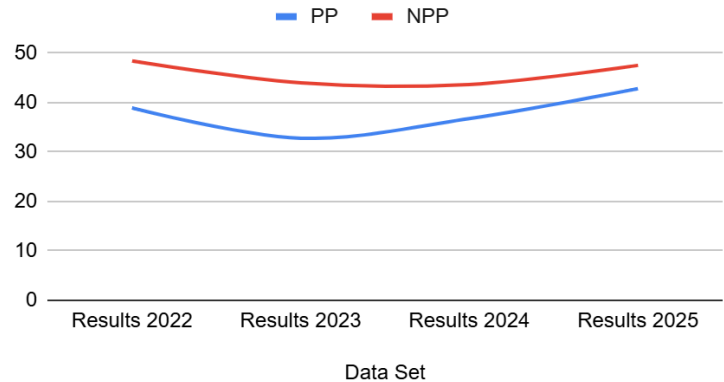
<p>The uniform Hub ensures there is always an opportunity for students to get through the school day through borrowing uniform.</p> <p>Provide all equipment within lessons that students need to access the learning within the classroom - to include the learning cycle and their own learning</p> <p>Standing starts used to ensure students are ready for the day and can be supported if equipment is missing</p> <p>Students in receipt of Pupil Premium grant are able to borrow equipment long term through the Uniform Hub and the library provision which will be expanded to include calculators and revision guide packs</p> <p>Students in receipt of Pupil premium are supported to complete their food & nutrition lessons through provision of recipe ingredients from the store cupboard</p>	<p>Evidence and research clearly establishes a link between hunger, malnutrition and dehydration and concentration levels.</p>	
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Funding Overview 2025-26

Teaching		
Actions	Cost	Link
Curriculum resources and materials	£5000	4,7
Platform and Online resources	£4000	4,7
CPD	£2000	4,7
Staffing & recruitment	£48,700	4,7
Curriculum Praise and rewards	£2000	5
Total	£61700	
Targeted Support		
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
Total	£25,500	
Wider Strategies		
Trips/Enrichment	£10,000	3,6
Peripatetic Music Lessons	£14,500	6
Pastoral Budget Removing Barriers to learning	£8000	1,4,5,7
Pastoral Support Hub	£22,000	1,4,5,7
Breakfast Club	£1500	1,4
Total	£56,000	

Total Spend	£143,200
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Pupil Premium Strategy Outcomes

Intended outcome	Review
Improved performance and Attainment 8 outcomes across the curriculum	<p>Summary</p> <p>PP student Attainment 8 scores have steadily improved from 32.79 in 2023 to 41.24 in 2025, narrowing the gap with non-PP peers through targeted curriculum and revision support through bespoke interventions.</p> <p>Results 2022 , Results 2023 , Results 2024 and Results 2025</p>  <p>Performance summary 4 year trend</p> <p>Improvement in all measures for PP and FSM IN 2025 compared with 2024 and over 3 years</p> <p>PP and NPP</p> 

Key Actions & Impact

Targeted revision sessions for all students ensured Pupil Premium (PP) students accessed tailored resources and opportunities, enabling them to achieve their full potential.

Six-phase learning cycle implemented to streamline learning, reduce cognitive load, and maximize student retention.

High-quality teaching strategies reinforced through CPD ensured staff consistently delivered effective, evidence-informed instruction.

Seating plan identification of students allowed teachers to prioritize in-class support for PP students, enhancing engagement and progress.

Attainment 8 for PP students has shown a consistent upward trend over three years at St Dunstan's School, demonstrating measurable improvement in outcomes.

- 2025 A8 41.24 vs. NPP 47.55
- 2024 A8 36.77 vs. NPP 43.68
- 2023 A8 32.79 vs NPP 44

Next Steps

- Ensure all teaching consistently meets the needs of every learner, with a sharp focus on PP students, through evidence-based strategies and high-quality lesson and curriculum planning.
- Provide tailored CPD that supports teachers in identifying and addressing their own development needs, with emphasis on research-driven approaches and improving classroom impact.
- Identify successful strategies from high-performing A8 subjects and embed them across all departments through collaboration, peer learning, and shared best practice.
- Use rigorous monitoring and data analysis to track progress, close attainment gaps, and adjust teaching and support strategies to sustain consistent improvement.
- Enhance parental engagement at Key Stage 4, raise English attainment to match Maths, and accelerate progress of high prior attainers so that outcomes exceed national averages.

**Improved %
Grade 4+ and 5+
in English and
mathematics so
that it is above
National average**

Summary

Overall English and Maths performance improved at the higher attainment threshold, with grade 5+ increasing from 32.5% in 2024 to 44.4% in 2025; although grade 4+ slightly declined from 61.4% to 59.3%, Pupil Premium students continued to make sustained progress, with English outcomes exceeding the whole cohort and Maths outcomes remaining strong, reflecting the impact of targeted teaching and interventions.

Key Actions & Impact

Focused interventions, including walking–talking mocks, after-school sessions, and tutor-time support, have boosted student confidence and exam readiness. Expert-led small-group teaching targeted key grade boundaries (3–4 and 4–5), delivered by Trust specialists maximised impact. Curriculum refinement introduced cyclical learning schemes to reinforce key English and Maths concepts, while overteaching in English strengthened PP students' understanding and retention. Regular, data-driven monitoring ensured swift identification of gaps and maintained equitable progress between PP and non-PP students.

Improved High-Grade Attainment: Increase in EM 5+ outcomes from 32.5% (2024) to 44.4% (2025).

Sustained Pupil Premium Progress:

English: PP students outperformed the whole cohort – 9–4: 70.8% vs 68%, 9–5: 54% vs 52%, with SPI improving to +0.16.

Maths: PP students achieved 9–4: 75%, 9–5: 50%, and matched the whole cohort SPI at +0.28.

Sustained improvement in progress scores:

English P8: Improved from –0.54 (2023) to –0.25 (2024), with PP students outperforming their peers.

Maths P8: Rose from –0.27 (2023) to +0.05 (2024), with overall cohort P8 at +0.25 (PP +0.05).

Teaching and Learning Impact: High-quality, consistent teaching practices and targeted support have driven measurable progress, particularly for PP students and those near key grade boundaries.

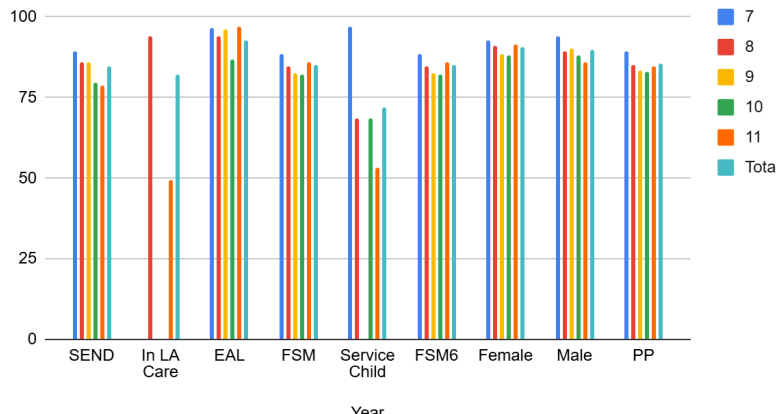
Next steps

- Deliver consistently excellent teaching in English and Maths through targeted, evidence-based CPD that drives exceptional progress across all lessons.
- Ensure all staff leading targeted interventions and support groups possess strong subject knowledge and pedagogical skill to maximise impact at key grade boundaries.
- Provide sustained coaching, mentoring, and quality assurance to uphold the highest teaching standards and secure continued improvement in KS4 attainment and progress.
- Raise the proportion of PP students achieving standard passes (4+), strong passes (5+), and higher grades (7+) in English and Maths through focused, high-impact teaching and intervention.

	<p>→ Continuously monitor, adapt, and evaluate in-class, after-school, and tutor-time interventions to ensure measurable gains in outcomes, particularly for Pupil Premium students.</p>
<p>All students follow a progressive, aspirational, broad and balanced curriculum that is fully inclusive</p>	<p>Summary</p> <p>St Dunstan's has ensured strong KS4 outcomes for Pupil Premium students, with 2025 EBacc entry at 48.1% (above the national 40.5%) and improved attainment across core and foundation subjects; however, projected 2026 EBacc entry is expected to decline to 32.3%, highlighting the need for targeted interventions to sustain equitable access and maintain academic rigor.</p> <p>Key Actions & Impact</p> <p>St Dunstan's has maintained a curriculum offer that ensures equity for Pupil Premium students through the options process and curriculum design:</p> <p>PP students are encouraged and supported to select EBacc qualifications (English, Maths, Science, Humanities, Languages) at rates comparable to their non-Pupil Premium (NPP) peers.</p> <p>The curriculum includes a wide range of vocational and academic subjects—Business, Sports Studies, and Music—alongside traditional GCSE to ensure a broad open bucket provision and provide a wide range of aspirational futures options beyond the academics.</p> <p>The school's provision ensures all students can pursue pathways that align with their strengths and aspirations, supporting both academic and vocational progression routes, providing appropriate contextual breadth and balance.</p> <p>PP student outcomes show an improving trend across key performance indicators:</p> <p>Core Attainment:</p> <ul style="list-style-type: none"> 59.3% achieved Grades 9–4 in English and Maths. 44.4% achieved Grades 9–5 in English and Maths. 63% achieved a strong pass (9–5) in English. <p>Subject-Level Progress (Progress 8):</p> <ul style="list-style-type: none"> ○ Geography: +0.19; Statistics: +0.39; Art: +0.0; Computer Science: +0.42 <p>These data demonstrate positive progress trajectories for disadvantaged learners, particularly in EBacc and Open Bucket subjects, demonstrating the effectiveness of recent curriculum and resourcing initiatives.</p> <p>Next steps</p>

	<ul style="list-style-type: none"> → Ensure the KS4 options process is transparent, equitable, and supportive, guiding students toward subjects aligned with their strengths, aspirations, and future pathways. → Allocate resources strategically—particularly for Pupil Premium students and within Creative Arts subjects—to ensure full access, participation, and enrichment across the curriculum. → Continue refining the KS3 and KS4 curriculum to reflect local context and promote diversity, creativity, and cultural capital. → Fully embed the Six-Phase Learning Cycle (with emphasis on the Apply phase) and consistent use of mini whiteboards to strengthen formative assessment, engagement, and independent learning. → Implement and refine inclusion boxes and provide targeted CPD to ensure consistent application of inclusive practices that support positive behaviour and learner independence.
Improved attitude to Learning	<p>Summary</p> <p>Assessment audits and student feedback show clear improvement in the quality and presentation of work, with PP students meeting high expectations and showing no significant difference from non-PP peers. Lessons are calm, focused, and engaging, with 100% of students reporting positive behaviour—particularly strong in practical subjects like Music, Drama, and PE. Teaching strategies such as structured learning phases, effective use of timers, and improved seating plans support PP engagement. Recognition through TRACK points has increased sharply, with 273,000 points awarded since September (up from 42,000 in 2023–24); PP students earn an average of 10.45 points per week compared with 13.96 for non-PP peers.</p> <p>Key Actions & Impacts</p> <p>Adjusted reward structures increased recognition and motivation for PP students, narrowing disparities with peers. Targeted audits and shared best practices ensured consistent quality; PP students' work now aligns with non-PP peers. Embedded learning strategies and CPD improved classroom focus, participation, and outcomes, particularly for PP students. Addressed inconsistencies in expectations; PP students report greater inclusion, confidence, and engagement. Calm, respectful classrooms; improved parity in outcomes; motivated, recognized students; stronger sense of belonging and support for all.</p> <p>Next steps</p> <ul style="list-style-type: none"> → Implement a rigorous quality assurance cycle to ensure book presentation and academic standards are consistently achieved across all focus groups, with ongoing review and support for identified key groups. → Conduct systematic learning walks to monitor student engagement, teaching effectiveness, and lesson performance. → Undertake continuous work scrutiny throughout the academic year, with a particular focus on Pupil Premium (PP) students, to track progress and identify areas for targeted intervention.

	<p>→ Provide structured staff guidance and support to ensure PP students consistently receive appropriate praise and recognition, fostering self-esteem, a sense of belonging, and equity with non-Pupil Premium (NPP) peers.</p> <p>→ Enhance monitoring and targeted interventions to ensure Pupil Premium males and SEND students maintain the same high standards in their work as their peers.</p>
Raise literacy levels through increasing student engagement in reading	<p>Summary</p> <p>St Dunstan's has seen a positive upward trend in KS4 literacy outcomes, particularly for Pupil Premium students, with 2025 English results improving significantly over 2024 and strong gains in subjects such as Media Studies, History, and Geography; despite declining KS2 literacy entry levels, targeted interventions, whole-school reading programmes, and enhanced library provision have helped close attainment gaps and strengthen the school's reading culture.</p> <ul style="list-style-type: none"> ● 2025 104 ● 2024 104.34 ● 2023 104.4 ● 2022 106.9 <p>Key Actions & Impact</p> <ul style="list-style-type: none"> ● Targeted NGRT-based interventions accelerated literacy progress for students needing support. ● Read to Succeed embedded in tutor time and enriched texts promoted daily structured reading. ● Active reading behaviours (reading aloud, independent reading, listening) were introduced in English and tutor time to improve fluency and comprehension. ● Library revitalisation and extracurricular reading/writing clubs increased engagement beyond lessons. ● Monitoring and evaluation (student/staff voice, tutor drop-ins) confirmed frequent reading and confident discussion across the school. <p>Significant improving trend in outcomes for literacy based subjects in recent externally assessed exams English (PP Students): 2024: 4+ = 60%, 5+ = 24%; 2025: 4+ = 70.8%, 5+ = 54.15% Media Studies (2025): 4+/5+ = 75% History (2024 → 2025): 4+ improved from 26% → 60%; 5+ improved from 21% → 53.3%; Progress 8 improved from -0.55 to positive value Geography (2024 → 2025): 4+ improved from 14% → 57.1%; 5+ improved from 0% → 57.1%</p> <p>There has been a visible increase in students reading for pleasure and engaging with challenging texts, supported by strong student and staff feedback confirming that reading is now a consistent feature of daily school life. The revitalised library has</p>

	<p>enhanced engagement and provided an inclusive literacy hub. The attainment gap for disadvantaged students is closing, despite declining KS2 literacy entry levels (106.9 → 104.0), whilst improved reading fluency, vocabulary, and comprehension are contributing to higher overall literacy attainment.</p> <p>Next steps</p> <ul style="list-style-type: none"> → Ensure all KS3 students engage in structured reading sessions at least three times per week and provide regular opportunities for KS4 students to sustain positive reading habits during the school day. → Implement evidence-based approaches such as echo reading and expressive techniques to enhance fluency, confidence, and engagement with texts. → Use NGRT baseline and progress data to identify students below expected reading levels, implement a structured intervention schedule, and monitor impact to secure measurable gains in reading age. → Extend the librarian's role to lead, coordinate, and monitor reading interventions, ensuring consistent implementation across tutor time, curriculum lessons, and enrichment activities. → Ensure tier 2 and tier 3 vocabulary is explicitly taught and applied within subject contexts, supported by targeted staff training to strengthen comprehension and literacy outcomes across the curriculum.
<p>Improve attendance and reduction in persistent absence for PP students</p>	<p>Summary</p> <p>In 2024–25, Pupil Premium students had an average attendance of 85.8% (6.8% authorised, 7.4% unauthorised) compared to 92.4% for non-PP students, reflecting a 6.6 percentage-point gap; historic attendance was similarly below national averages, with FSM students at 85% versus a national 87.5%, and Service Children showing particularly low rates outside Year 7.</p>  <p style="text-align: right;">Key Actions & Impact</p>

	<ul style="list-style-type: none"> • Education Welfare Officers (EWOs), attendance officers, and the pastoral team worked collaboratively to address these concerns and promote positive attendance habits across all cohorts. • Increased regularity of reporting to SLT to ensure increased accountability through line management. • Line management of HoKs carried out by Deputy in post for Behaviour and Attitudes to ensure continuity and parity. • Celebrations and rewards are focused on attendance in addition to performance in lessons and across the school site - students have been able to access year group based and whole school rewards due to personal attendance performance. <p>Next steps</p> <ul style="list-style-type: none"> → Develop and embed the tutor's responsibility for proactive attendance monitoring, weekly reviews, and positive reinforcement, ensuring outcomes are communicated effectively to students and families. → Identify and address barriers to attendance—particularly for Pupil Premium and Service children—through coordinated interventions, clear pastoral roles, and focused EWO support for families requiring intensive engagement. → Utilise SAMS meetings and a shared weekly attendance tracker to monitor progress, record actions, and evaluate the impact of interventions, ensuring tutors and Heads of Key Stage maintain consistent follow-up and accountability. → Celebrate improvements through staff briefings, pastoral updates, and eligibility for end-of-term reward events, providing opportunities for pupils to regain eligibility through demonstrable improvement. → Use newsletters, the school website, and direct tutor contact to share attendance expectations, provide family support information, and promote transparency and collaboration in improving attendance.
Reduction in Behaviour, fixed term exclusions and other sanctions	<p>Summary</p> <p>The introduction of a robust behaviour policy has initially increased suspensions as high standards are enforced but is expected to reduce them over time and promote positive behaviour for learning. However, PP students remain disproportionately affected, requiring targeted action in policy, staff development, alternative provision, and interventions to ensure equity and improved outcomes.</p> <p>2024/25 152/220 Suspensions 69.1% PP - wide range of reasons, but the majority for disruption of learning 2023/24 - 71/156 suspensions 46% PP</p> <p>In 2023/24, St Dunstan's was in the bottom quartile in Somerset for permanent exclusions of vulnerable students, and this continued. This metric indicates a critical need to reduce exclusions significantly in 2024/25.</p>

	<p>Key Actions & Impacts</p> <ul style="list-style-type: none"> • Introduction of a significantly enhanced praise policy, including ON TRACK protocols and TRACK points, has accelerated student milestone achievement more than in any previous academic year: <ul style="list-style-type: none"> ◦ 100,000 TRACK points by October half term ◦ 273,000 TRACK points by the end of the academic year • Student voice acknowledges the positive impact of these initiatives, highlighting that efforts are being recognised and that students are involved in deciding half-termly rewards. • High expectations, clear routines, and Behaviour Policy adjustments have resulted in calm, quiet classrooms, creating the conditions for effective teaching and learning. <p>Next Steps</p> <ul style="list-style-type: none"> → Behaviour Policy: Review, revise, and rewrite to ensure the school's vision and values are embedded. → Staff CPD: Provide research-informed training to strengthen Behaviour for Learning approaches across all classrooms. → IEC Provision: Continue to develop alternative provision to minimise suspensions, ensuring frequent fliers are supported to reduce time spent, and PP students are reintegrated successfully into lessons. → Targeted Interventions: Explore cost-effective alternatives and interventions for PP students at risk of exclusion, collaborating with Trust and local secondary school partners. → Graduated response & early intervention embedded to support staff and students to develop a culture of positive behaviour for learning in the classroom and school community
<p>Pupil Premium students access enriching and cultural capital building experiences throughout their education</p>	<p>Summary</p> <p>St Dunstan's has implemented targeted enrichment initiatives to build cultural capital and provide equitable access to extracurricular and educational experiences, addressing gaps caused by the COVID-19 pandemic.</p> <p>Key Actions & Impacts</p> <p>School productions</p> <p>St Dunstan's actively promotes participation in school productions across all student cohorts, including Pupil Premium (PP) students. Recent data highlights the following:</p> <ul style="list-style-type: none"> • Aladdin: 53% of the cast comprised PP students. • The Lion King: 58% of the cast comprised PP students.

- The Addams Family (current academic year): 59% of the cast comprise PP students. These productions demonstrate the school's commitment to inclusive participation, ensuring PP students are represented in creative and performance opportunities.

Whole Year Group- Cultural Capital

St Dunstan's provides a range of cultural and academic enrichment opportunities for all students, with targeted support for PP students. Examples include:

- Attendance at live theatre productions, including Shakespearean plays, and live performances at Wells Cathedral and the Albert Hall.
- Participation in academic challenges such as Maths competitions, STEM workshops, the Faraday Challenge, and involvement with Leonardo's Engineering Club.

Sport

PP students have full access to the school's extracurricular sports program. The school provides transport to fixtures via the school minibus, ensuring no barriers to participation.

Our PE staff are working to collaborate with Millfield School to improve aspiration through hosting our Sports Day at their campus - all PP students will be able to attend as transportation, equipment and performance areas will be provided

Peripatetic music lessons

Students perform regularly in celebration assemblies and participate in school bands (Year 9 and Year 11).

Participation in GCSE music has increased: in 2024–26, 4 out of 14 PP students were enrolled.

PP students increasingly access peripatetic music lessons, with 22.65% of the PP cohort participating in 2025 (compared to 17.5% in 2024).

All lessons are fully funded for PP students, enabling them to learn their chosen instrument.

Next steps

- Ensure PP students access cultural capital opportunities at least in line with their peers as they progress through school.
- Implement robust tracking and monitoring of PP participation in enrichment activities to guarantee equitable access.
- Utilise student voice to evaluate current initiatives and develop further opportunities through the student council and questionnaires.
- Strengthen pastoral support to enhance academic focus and encourage full participation in extracurricular programs.
- Deliver staff training and CPD focused on promoting cultural capital, emphasizing the purpose ('why') of experiences over the activity itself ('what').

<p>All staff have high expectations for students and use a range of assessment information well to support students' learning</p>	<p>Summary</p> <p>Ambitious, regularly reviewed targets and improved assessment practices ensure high expectations and accurate tracking of student progress in both KS3 and KS4.</p> <p>Key Actions & Impact</p> <ul style="list-style-type: none"> • Top sheets with clear success criteria are now embedded across subjects to ensure students receive precise, timely, and actionable feedback. This has supported students in identifying and addressing misconceptions effectively. • In departments where feedback grids are used, students engage in targeted improvement tasks designed to extend their substantive and disciplinary knowledge. This approach promotes a culture of continuous learning and reflection, supporting deeper understanding of key concepts. • Improved accuracy of assessment: Teacher judgements now more consistently reflect the standards of work expected at each stage. • Enhanced feedback quality: Feedback is increasingly specific, actionable, and used by students to close gaps in knowledge and understanding. • Student engagement: Students demonstrate greater ownership of their progress, particularly during DIRT (Dedicated Improvement and Reflection Time). • Curriculum alignment: Assessment evidence shows stronger coherence between curriculum intent, classroom delivery, and measurable outcomes. <p>Next Steps</p> <ul style="list-style-type: none"> → Implement and consistently use strategies such as mini whiteboards and structured class discussions ("turn and talk") to inform responsive teaching and support diverse learner needs. → Develop a whole-school approach to feedback and DIRT, supported by formative assessment grids and plans, ensuring students receive actionable guidance that leads to measurable progress. → Provide CPD to support teachers in adapting instruction, planning, and feedback strategies to meet the needs of all learners and enable sustained progress. → Use attendance and behaviour data proactively to identify students at risk, implement timely interventions, and reduce barriers to learning while promoting positive classroom conduct. → Enhance seating plans and personalised strategies by focusing on each student's specific needs and the methods staff will use to support their learning effectively.
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<p>All students have made clear and informed decisions about their KS4 and Post 16 Pathways</p>	<p>Summary</p> <p>Targeted strategies have been implemented to ensure all Pupil Premium students receive appropriate support to secure sustained and suitable post-16 destinations.</p> <p>Key Actions and Impact:</p> <ul style="list-style-type: none"> • All Pupil Premium students received one-to-one careers guidance to support informed decision-making regarding post-16 progression routes. The Pastoral Team provided ongoing support throughout the application and transition process to ensure successful outcomes. • Students identified as being at risk of becoming NEET (Not in Education, Employment or Training) were prioritised for additional intervention. Through collaboration with the 14–19 Partnership, these students received bespoke support, resulting in improved engagement and appropriate post-16 placements. • Independent advice and guidance were provided to all Pupil Premium students ahead of their Key Stage 4 pathway selections. This included participation in college presentations and the school's Careers Fair, ensuring students were well informed about future academic and vocational opportunities. • The Personal Development Programme, guest speaker sessions, and curriculum enrichment days delivered structured and age-appropriate CEIAG. These initiatives have contributed to raising aspirations and increasing awareness of potential career pathways among Pupil Premium students. <p>Next Steps:</p> <ul style="list-style-type: none"> → Continue tracking all Pupil Premium students' destinations, using CSW reports and Compass data, to evaluate the long-term impact of current strategies. → Enhance CEIAG provision by providing meaningful encounters with employers to broaden students' understanding of the world of work. → Develop and implement interventions for students identified as at risk of NEET to ensure sustained positive progression outcomes. → Ensure work experience opportunities are relevant to students' intended career pathways, supporting informed post-16 choices. → Gather and analyse student feedback to evaluate the effectiveness of CEIAG provision and identify areas for further improvement.
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