

# Pupil premium strategy statement – Chulmleigh Community College

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	752
Proportion (%) of pupil premium eligible pupils	16.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Michael Johnson, Executive Headteacher
Pupil premium lead	Rachel Woods, Senior Teacher
Governor / Trustee lead	Steve Baber, Chair of Directors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,375
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£38,088
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	n/a
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£167,463

## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve significantly higher attainment than non-pupil premium pupils nationally across the curriculum, particularly in EBacc subjects, while at the same time enjoying a balanced curriculum and wellbeing support.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, with a particular focus on long-term disadvantaged pupils (who have spent more than 80% of their schooling on Free School Meals). The activity we have outlined in this statement is also intended to support other pupils who are disadvantaged but not PP.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Any gaps identified will prompt departmental and or pastoral actions
- Progress meetings will take place between key members of staff and shall have a PP focus, using 4Matrix / assessment feedback to inform practice
- Staff member identified as a PP Lead who will work with and on behalf of Pupil Premium students

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Attainment and Progress Gaps in Maths</u></b></p> <p>2022/23 data shows that non-disadvantaged pupils outperformed those who were disadvantaged. The P8 gap was -0.32. The A8 gap was -1.42. On the other hand, the gap was significantly lower than the national gap and the PP pupils made more progress than non-disadvantaged pupils nationally</p>
2	<p><b><u>Attainment and Progress Gaps in English</u></b></p> <p>2022/23 data shows that non-disadvantaged pupils outperformed those who were disadvantaged. The P8 gap was -0.28. The A8 gap was -0.91, On the other hand, the gap was significantly lower than the national gap and the PP pupils made more progress than non-disadvantaged pupils nationally</p>
3	<p><b><u>Attendance</u></b></p> <p>2022-23 attendance data shows that disadvantaged pupils attended school less regularly than non-disadvantaged pupils. Pupils who were disadvantaged attended 89.67%. Non-disadvantaged pupils attended 92.97%.</p> <p>Internal truancy is rare, but when it does occur, it is statistically more likely to be a disadvantaged student who is truanting. Observations from pastoral staff who have supported in these cases show that pupils who truant lack resilience. The same is observed in the case of school refusers.</p>
4	<p><b><u>Independent Learning</u></b></p> <p>Independent learning and homework have been identified by staff as a challenge for some of our disadvantaged pupils. Detention data shows a disproportionate number of disadvantaged pupils being sanctioned for failure to complete homework. There is a significant trend of disadvantaged pupils receiving upscaled sanctions as a result of not attending detentions when first set. The college is committed to reversing this trend.</p>
5	<p><b><u>Developing personal resilience by meeting SEMH needs</u></b></p> <p>The common factor between pupils with low attendance and those who find independent learning more challenging is often a lack of resilience. Heads of Year within the college notes that pupils who lack self-belief are less likely to attempt challenging demands. The college is committed to supporting young people identified as lacking in resilience or exhibiting SEMH through an innovative menu of in-house early help initiatives. Where young people meet threshold, the college is committed to supporting young people through the official Early Help process with a view to improving outcomes and building resilience despite challenge.</p>
6	<p><b><u>Pupils at risk of NEET (not in education, employment or training)</u></b></p> <p>The data shows that 89% of the 2021 disadvantaged group remained in either education or employment for at least 2 terms after KS4. This was lower than the national average of 96%. Reasons for this 7% gap might relate to the rural location of the college. A study by the National Foundation for Education found that young people in rural areas face unique challenges that</p>

	negatively impact their post 16 choices and future employment. These challenges include the cost and availability of transport, availability of positive role models, pupil's own attitudes towards risk, access to post 16 education and training. This signifies a need to further develop mentoring and intervention for young people in the college.
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**Intended outcomes**

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Success criteria met	On track to meet success criteria	Started but not on track to meet success criteria
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Intended Outcome	Success Criteria	23-24	24-25	25-26
<b>Improved literacy skills</b>	The English attainment and progress gap between disadvantaged and non-disadvantaged pupils will remain far lower than the national gap, and will remain above the level that is nationally average for non-disadvantaged pupils.			
	STAR and CAT diagnostic assessments will be used to identify specific strengths and weaknesses of pupils. This data will then be used to target intervention and teacher instruction.			
	An audit of the number of LONG TERM DISADVANTAGED PUPILS long term disadvantaged pupils taking books from the library, with an improvement plan resulting			
	Learning walks to observe disadvantaged pupils participating in the Accelerated Reader programme. Disadvantaged pupils will read aloud when asked.			
	Disadvantaged pupils will demonstrate comprehension of their reading through frequent AR quizzing.			
	Analysis of pupil work shows that disadvantaged pupils use academic sentence structures and vocabulary			
	An increase in the number of disadvantaged pupils who have achieved a merit badge associated with reading			
	The Maths attainment and progress gap between disadvantaged and non-disadvantaged pupils will remain far lower than the national			

<b>Improve numeracy skills</b>	gap, and will remain above the level that is nationally average for non-disadvantaged pupils.	Yellow		
	Learning walks to observe disadvantaged pupils participating in the Numeracy Book programme. Disadvantaged pupils will explain their working out when asked.	Yellow		
	An audit of the use of SPARX with an action plan resulting	Red		
<b>Improved attendance and punctuality</b>	The attendance gap between disadvantaged and non-disadvantaged pupils will reduce	Yellow		
	We have an aspiration that the attendance of disadvantaged pupils will be above national average for non-disadvantaged secondary school children	Green		
	Long term disadvantaged families will be supported in knowing what excellent attendance is through communications on reports, phone calls and targeted support meetings	Green		
	Internal truancy will be eradicated	Yellow		
	There will be a reduction in pupils who are persistently late to class during the school day by focussing on lateness and long term disadvantaged pupils	Yellow		
<b>Disadvantaged pupils will accumulate the skills and experiences needed to improve their social capital and life aspirations</b>	All disadvantaged pupils will receive careers mentoring in KS4	Green		
	All disadvantaged pupils will receive exposure to the work of colleges and apprenticeship schemes	Yellow		
	All disadvantaged pupils will receive exposure to aspirational career pathways	Yellow		
	All long term disadvantaged pupils will take part in at least one extra-curricular activity per week	Red		
	Disadvantaged pupils will be proportionately represented in positions of leadership. Including but not limited to: School Senators, Prefects, Sport Captains, Assembly Leads where it is appropriate to do so	Yellow		

	All long term disadvantaged pupils will have the opportunity to enjoy music lessons and to participate in graded examinations and/ or the opportunity to engage in public speaking and/or performance.			
	The proportion of disadvantaged pupils who engage in outdoors pursuits such as Ten Tors and Duke of Edinburgh will be monitored and periodically brought to SLT with a view to increasing levels of participation with a focus on Year 7 & 8			
<b>Disadvantaged pupils will develop the personal resilience necessary to thrive both in and beyond education.</b>	All disadvantaged pupils will have access to community mentoring -			
	All pupils will develop and improve their independent study skills and will have access elective homework support in school. Success in this area will be demonstrated by a reduction in detentions being set for failure to complete homework and/or failure to attend intervention			
	All pupils exhibiting need will have access to professional intervention (School Nurse, Charities, Early Help, MASH) as appropriate			
	All pupils will be able to identify ways in which they can help themselves and will be able to self-refer for support independently			
	All disadvantaged pupils will be able to access a nutritious hot meal during the school day			
	All disadvantaged pupils will be paired in a buddying system. In cases where a disadvantaged pupil is in need of support, they will be paired with a positive student mentor. In cases where a disadvantaged pupil is thriving, they will be used as a mentor for another student to develop leadership.			
	All pupils who menstruate will have access to sanitary resources			

### Activity in this academic year

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

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

Budgeted cost: £ 143,000

Staffing + small class sizes

Activity	Evidence that supports this approach	Challenge number(s) addressed
Overstaffing to create smaller class sizes, benefitting all pupils.	<p>Research from P Blatchford, P Bassett, P Brown - Learning and instruction, 2011 found that low attaining pupils benefit from smaller classes at secondary level in terms of more individual attention and facilitating engagement in learning.</p> <p><a href="https://www.sciencedirect.com/science/article/abs/pii/S0959475211000260">https://www.sciencedirect.com/science/article/abs/pii/S0959475211000260</a></p> <p>The Educational Endowment Foundation found that small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific need. Diagnostic assessment can be used to assess the best way to target support.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2
STAR / CAT diagnostic assessments.	<p>The National Centre on Intensive Intervention reports that the benefit of STAR Assessments is that they lay out a pathway to guide teaching and learning over time so that student competence in the domain can be advanced coherently and continuously. Learning Progressions for Maths and Reading are at the heart of this process. STAR helps teachers locate where students are on their pathway, not only pointing in the right direction, but also providing tangible and achievable next steps for getting there.</p> <p><a href="https://www.renlearn.co.uk/wp-content/uploads/2014/03/science-of-star.pdf">https://www.renlearn.co.uk/wp-content/uploads/2014/03/science-of-star.pdf</a></p>	1, 2
CPD  Targeted Twilight Sessions  Attendance Hub  Careers Hub staff mentoring	<p>To maintain high quality teaching, continued professional development must be embedded. Incremental coaching is a form of teacher development based on an approach to observation and follow-up conversations advocated in 'Leverage Leadership' (2018) Paul Bambrick-Santoyo.</p> <p>The Department for Education reports that attendance hubs are led by senior leaders in schools with effective attendance practice. Through their hubs, lead schools share their strategies and resources for improving attendance.</p> <p><a href="https://www.gov.uk/guidance/attendance-hubs">https://www.gov.uk/guidance/attendance-hubs</a></p>	1, 2, 3, 4, 5, 6

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

Budgeted cost: £ 11,000

Mentoring, LAMDA, Subsidised music lessons

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader	<p>The Education Endowment Foundation have investigated the effectiveness of Accelerated Reader. The EEF found that it is an effective intervention for supporting weaker readers. The study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/accelerated-reader">Accelerated Reader   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 4, 5, 6
SPARX Maths	<p>Research conducted by RAND Europe and Cambridge University found that using Sparx Maths for one hour a week significantly improves grades.</p> <p><a href="https://www.educ.cam.ac.uk/research/programmes/sparx/SparxKeyFindings.pdf">https://www.educ.cam.ac.uk/research/programmes/sparx/SparxKeyFindings.pdf</a></p>	1,4, 5, 6
National Tutoring Programme	<p>The Educational Endowment Foundation found that small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific need.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2, 4, 5, 6
Targeted support delivered by Teaching Assistants	<p>The EEF found that Teaching Assistants can provide a large positive impact on learner outcomes. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1, 2, 4, 5, 6
Targeted reading support delivered in nurture groups	<p>The Educational Endowment Foundation found that small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific need.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>The EEF also reports that the average impact of Oral language interventions such as reading aloud in small groups or in 1:1 interventions can support an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>The Open University has produced research that found giving pupils opportunity to read aloud and to engage in informal book talk supports a reading for pleasure habit. <a href="https://wels.open.ac.uk/research/ljsj/reading-for-pleasure">https://wels.open.ac.uk/research/ljsj/reading-for-pleasure</a></p>	2, 4, 5, 6

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

AIO + Attendance Officer



Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Tracking and intervention	<p>2022 guidance from the DfE states that ‘As poor attendance is habitual, prevention and early intervention is crucial. The key to this is regular data analysis to both identify and provide immediate additional support to pupils or pupil cohorts that need it, and to look at historic and emerging patterns across the school and develop strategies to address them...Schools should then devise specific strategies to address areas of poor attendance identified through data.</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</a></p>	3, 1, 2
Awards Scheme	<p>The Department for Education recognises that awards are an important practice used to support the attainment and attendance of disadvantaged pupils.</p> <p><a href="https://assets.publishing.service.gov.uk/media/5b5f2cb3e5274a3fd704bada/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf">https://assets.publishing.service.gov.uk/media/5b5f2cb3e5274a3fd704bada/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf</a></p>	1, 2, 3, 4, 5
Music lessons subsidised by 50%	<p>EEF research shows a direct link between household income and participation for almost all extra-curricular activities which were included in the survey. Children from the poorest households were much less likely to take part in any extracurricular activity, but particularly music and sport.</p> <p>The Ofsted Music Report found that in schools where music lessons were subsidised, participation rates for disadvantaged pupils were higher than in schools where lessons were not subsidised. The Ofsted Music Report also found that:</p> <p>“Music is a universal language that embodies one of the highest forms of creativity. For many pupils, the music they love will be part of the narrative of their lives and bring colour to the experiences that shape them. Learning about music is a vital part of a broad and rounded education”.</p> <p><a href="https://www.gov.uk/government/publications/subject-report-series-music/striking-the-right-note-the-music-subject-report">https://www.gov.uk/government/publications/subject-report-series-music/striking-the-right-note-the-music-subject-report</a></p>	4, 5
LAMDA	<p>Research produced by the EEF found that Arts participation can have positive impacts upon academic outcomes in other areas of the curriculum. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	1, 2, 4, 5
Designated Careers Lead	<p>Parliament research recommends the promotion of a consistent, high-quality comprehensive careers education, information, advice and guidance (CEIAG) framework. The CEIAG should be central to the</p>	5, 6

<p>Careers South West Mentoring</p> <p>Engagement with the Careers Hub</p>	<p>curriculum from primary school onwards with a focus on a variety of sectors including technical and professional routes. Particular attention should be paid to those young people who are at risk of becoming not in education, training and employment (NEET) and the need to challenge gender stereotyping to ensure that the range of employment and career options available are widely publicised and known.</p> <p><a href="https://committees.parliament.uk/writtenevidence/63095/pdf/">https://committees.parliament.uk/writtenevidence/63095/pdf/</a></p>	
<p>Community Mentoring</p>	<p>The EEF reports that on average, mentoring appears to have a small positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. Programmes which have a clear structure and expectations, provide training and support for mentors, and recruit mentors who are volunteers, are associated with more successful outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	<p>4, 5, 6,</p>
<p>Outdoor Education</p> <p>Ten Tors</p> <p>Duke of Edinburgh</p>	<p>The EEF reports that outdoor learning provides opportunities for disadvantaged pupils the participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these skills in the classroom may in turn have a positive effect on academic outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning#:~:text=Closing%20the%20disadvantage%20gap&amp;text=Through%20participation%20in%20these%20challenging,%2C%20self%2Dconfidence%20and%20motivation.">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning#:~:text=Closing%20the%20disadvantage%20gap&amp;text=Through%20participation%20in%20these%20challenging,%2C%20self%2Dconfidence%20and%20motivation.</a></p>	<p>1, 2, 4, 5, 6</p>
<p>Specialist intervention:</p> <p>School Nurse</p> <p>Social Prescriber</p>	<p>Public Health England has produced research stating: “The health and wellbeing of children and young people contributes to their ability to benefit from good quality teaching and to achieve their full academic potential” and “School-based programmes of social and emotional learning have the potential to enable young people to acquire the skills they need to make good academic progress”</p> <p><a href="https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf">https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf</a></p>	<p>1, 2, 3, 5</p>
<p>Provision feminine hygiene products and heat packs</p>	<p>Plan International, a global children’s charity reports that nearly two million girls (64%) aged 14-21 in the UK have missed a part day or full day of school because of their period, with 13% of girls missing an entire school day at least once a month. More than a third (36%) of those that have missed a part day or full day of school because of a period say they have struggled to catch up on schoolwork as a result of missing time off school. Nearly two thirds(62%)of girls have felt less able to take a test or sit an exam when on their period. For those that have missed a part day or full day of school because of their period, two thirds (66%) cite physical symptoms - such as cramps or headaches - as the reason for them missing school, while 34% were worried about leaking and 22% had anxiety linked to periods. Provision of feminine hygiene products and heat packs can help to support young people who experience menstruation to maintain their education.</p> <p><a href="https://plan-uk.org/media-centre/nearly-two-million-girls-in-the-uk-miss-school-because-of-their-period#:~:text=Nearly%20two%20million%20girls%20(64,children's%20charity%20Plan%20International%20UK.">https://plan-uk.org/media-centre/nearly-two-million-girls-in-the-uk-miss-school-because-of-their-period#:~:text=Nearly%20two%20million%20girls%20(64,children's%20charity%20Plan%20International%20UK.</a></p>	<p>3, 5</p>

Extra-Curricular Clubs	Public Health England reports that children and young people who are aerobically fit have higher academic scores. The intensity and duration of exercise are both linked to improved academic performance, including GCSE results. Pupils engaging in self-development activities (including sport, physical activity) achieve 10-20% higher GCSEs. <a href="https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf">https://assets.publishing.service.gov.uk/media/5a7ede2ded915d74e33f2eba/HT_briefing_layoutvFINALvii.pdf</a>	1,2,5,
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**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In 2022/23, there were 21 disadvantaged pupils in Year 11. The school has supported these students to make good progress, securing a Progress 8 score of +0.16. This outcome was in line with the national average of 0.17. Disadvantaged students at Chulmleigh Community College outperformed their counterparts in local schools.

The Attainment 8 score of disadvantaged students in 2022/23 was 45.7. This was slightly lower than the local and national scores of 49.3 and 50.2, however this data should be held in context against the EBacc entry. 63% of Disadvantaged pupils at Chulmleigh Community College were entered into the EBacc and are therefore exposed to a rigorous and highly academic education. This entry is significantly higher than the national average that rests at 43%. Locally, just 41% of disadvantaged pupils were supported to enter the EBacc. Research shows that a pupil's socio-economic background impacts the subjects they choose at GCSE, and that this determines their opportunities beyond school. The fact that 63% of disadvantaged pupils have entered the EBacc is significant for positive life outcomes for these students. A study by the UCL Institute of Education shows that studying subjects included in the EBacc provides students with greater opportunities in further education and increases the likelihood that a pupil will stay on in full-time education. This in turn, helps to support a disadvantaged pupil's social mobility in the long term.

Disadvantaged pupils entered into the EBacc at Chulmleigh Community College outperformed their counterparts at local and national level. 29% attained EBacc at grade 5+. This result is 9% higher than the national average and 11% higher than the local average. When outcomes at grade 4+ are considered, the gap between local and national average is even larger. 38% of disadvantaged pupils at Chulmleigh Community College attained grade 4+ at EBacc in 2022/23. This was 12% higher than the local average and 10% higher than national average.

When considering the Progress 8 score of disadvantaged pupils by prior attainment, pupils with low and middle prior attainment scores have achieved positive outcomes in comparison to the national average. Low prior attainers achieved +0.07 above their counterparts nationally. Middle prior attainers achieved +0.24 above their counterparts nationally. It is interesting to observe that disadvantaged pupils with a high prior attainment achieved a progress score of -0.44, which left a difference of -0.58 against the national average of 0.14. This analysis shows that the most academically challenged of the disadvantaged group who arguably experience the greatest educational vulnerability have been well supported against national benchmarks. Need however, is identified in the disadvantaged with higher prior attainment scores as this group performed less well in comparison to national benchmarks. This signifies a need to further develop pupil tracking in KS3-4 and to target interventions early.

Leavers data published in 2023 relates to the disadvantaged cohort that left Chulmleigh Community College in 2021. The data shows that 89% of the 2021 disadvantaged group remained in either education or employment for 2 terms after KS4. This was lower than the national average of 96%. The gap of 7% is interesting and indicates a challenge to overcome. Reasons for this gap might relate to the rural location of the college. A study by the National Foundation for Education found that young people in rural areas face unique challenges that negatively impact their post 16 choices and future employment. These challenges include the cost and availability of transport, availability of positive role models, pupil's own attitudes towards risk, access to post 16 education and training. This signifies a

need to further develop mentoring and intervention for young people in the college. Developing the personal resilience of the pupils will also remain as a significant focus.

The Attendance Improvement Officer has commended Chulmleigh Community College for having the best attendance data in Devon, and the 2023 Ofsted report recognises the pupil's high attendance and punctuality. Whilst comparing attendance data against local and national levels reveals that Chulmleigh Community College is doing extremely well, there remain areas of need. Attendance data indicates that attendance amongst disadvantaged pupils has been lower than in non-disadvantaged groups within the College. In 2022-23, disadvantaged pupils achieved an attendance of 89.67%, whilst non-disadvantaged peers attended 92.97%. Heads of Year will continue to work closely with pupils and their parents, Tutors, the Attendance Officer, the Safeguarding Team to drive up attendance and close this gap.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Drama intervention	LAMDA
Careers Mentoring	Careers South West
Maths Intervention	UCL Horizons
Social Prescribing	NHS
School Nurse	NHS
SPARX	SPARX
Accelerated Reader	Accelerated Reader