

Newton Abbot College Pupil Premium strategy statement

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged students. It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Pupil Premium had within our school.

School overview

| Detail | Data |
|---|--|
| School name | Newton Abbot College |
| Number of students in school | 1146 |
| Proportion (%) of Pupil Premium eligible students | 24.78% |
| Academic year/years that our current Pupil Premium strategy plan covers | 2023-2024 to 2025-2026 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | November 2026 |
| Statement authorised by | Amy Grashoff <i>Headteacher</i> |
| Pupil premium lead | Jenna Loosemore <i>Assistant Head Teacher</i> |
| Governor / Trustee lead | Tom Mooney |

Funding overview

| Detail | Amount |
|--|-----------------|
| Pupil Premium funding allocation this academic year | £311,500 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year | £311,500 |

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is a grant the school receives to support students who are disadvantaged (pupils who have been registered for free school meals (FSM) at any point in the last six years, or, are looked after continuously by the local authority for more than six months, or, whose students are currently serving in the armed forces). The funding is used to improve the attainment gap between disadvantaged students and their peers,

Our intention at Newton Abbot College is to use the funding to build a collective understanding of disadvantaged students in our context and support students to overcome the barriers they face. The main lever that we will use to improve outcomes of disadvantaged students is through high-quality teaching so that **every student** has equal access to the very best conditions to achieve and succeed. All students, no matter what their background, will have access to a well-sequenced, broad, and ambitious curriculum that as of 2023, is beginning to be implemented through booklets. We will invest in regular and quality CPD that is research-based, such as work from the EEF, for all staff to ensure a high quality of learning in all lessons.

Another important strategy to improve outcomes of disadvantaged students is targeted academic intervention. Wider approaches will also be used to improve students 'lived experience' of school by funding trips, purchasing uniform and equipment, and giving opportunities for a wide range of enrichment activities.

During the three-year strategy we will focus on the key challenges that are preventing students from high attainment. The approach will be responsive to both common challenges and our students' individual needs, rather than assumptions about the impact of disadvantage.

Our objectives are to:

- prevent disadvantage impacting on learning and progress
- provide opportunities for students from disadvantaged backgrounds to have equitable access to college including access and encouragement to partake in a broad range of leadership and enrichment opportunities
- ensure students have a positive experience at Newton Abbot College through excellent relationships and a strong sense of belonging
- ensure disadvantaged students 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 students' outcomes and raise expectations of what they can achieve

Our Pupil Premium strategy is founded on the following principles and practices:

- A tiered approach to Pupil Premium spending focused on improving teaching, targeted academic support, and wider strategies.

- A focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation.
- That we consider a broad array of external evidence to inform our decision making, to enhance the expert knowledge we have of the students in our care. The approaches we have adopted have been selected based on strong external evidence

This Pupil Premium strategy is an integral part of existing college development planning. Our strategy is sustained over a three-year period, with ongoing monitoring and evaluation in an annual cycle. The Pupil Premium strategy at NAC is a carefully staged process built over time, rather than a one-off event. The strategy is aligned with other college improvement plans and existing practices to ensure a sustained impact.

Challenges

This details the key challenges to progress that we have identified among our disadvantaged students.

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Improve Academic Outcomes through High-Quality Teaching. There is a gap in Progress 8 between disadvantaged and non-disadvantaged students with the progress of disadvantaged below that nationally for this group.</p> <p>2024 and 2025 GCSE data showed that although we are narrowing the gap, there is still room for improvement.</p> |
| 2 | Continue to address the Reading, Vocabulary and Oracy gap by using robust assessment of students' needs and using appropriate, targeted literacy interventions. |
| 3 | Attendance and persistent absence: At present our attendance gap for our Pupil Premium students is over 4%. More PP students have fallen into the 'persistent absenteeism' category (75-90%) than their counterparts. |
| 4 | Lower Cultural Capital . Our observations have identified that some disadvantaged students lack background knowledge of the world around them and as a result have less clarity around career goals and how to achieve them, compared to their non-disadvantaged peers. Integral to this challenge, is ensuring that disadvantaged students have access to all the resources and equipment they need and can also take advantage of trips and activities . |
| 5 | A higher percentage of students who are Pupil Premium receive suspensions . These students need to be supported to adopt strategies which promote positive behaviour. |

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. The outcomes are directly linked to the challenges.

| Intended outcome | Success criteria |
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| <p><i>High quality teaching and learning maximises the progress of Pupil Premium students through appropriate data driven instruction and ensuring 100% engagement in learning using the NAC framework and coaching.</i></p> | <ol style="list-style-type: none"> 1. Students eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities, and special educational needs) by the end of the year so that almost all students eligible for Pupil Premium make positive progress. 2. The gap in progress 8 between disadvantaged students and non-disadvantaged will continue to narrow. |
| <p><i>High quality literacy interventions enable disadvantaged students to make rapid progress in their reading and comprehension. Improvement in standardised scores.</i></p> | <ol style="list-style-type: none"> 1. Standardised Assessment Scores (SAS) of disadvantaged students to reach age related expectations. 2. The SAS gap between disadvantaged and non-disadvantaged students is narrowed. 3. Students will be able to use Tier 2 and Tier 3 vocabulary in a variety of contexts, both within subjects and across different subject areas. 4. Students will be able to read fluently across all subjects, which will enable them to fully access the curriculum. Students will have access to high quality reading across the curriculum. 5. All students will be able to access ideas and knowledge beyond their starting points. 6. Students will foster a love of reading for pleasure. |
| <p><i>Attendance of all disadvantaged student groups improves both in terms of individual lessons and session attendances to schools.</i></p> <p><i>Increasing college capacity to support students with SEMH needs. Utilising external services.</i></p> | <ol style="list-style-type: none"> 1. Attendance of all disadvantaged student groups improves and is in line with their non-disadvantaged peers. Attendance and intervention monitored by Attendance Officers 2. Attendance tracker used to meticulously monitor attendance and intervention put in place when absence occurs. 3. To include monitoring of suspensions, both internal and external for disadvantaged students and time out of lessons spent in PLR. Interventions to be put in place where necessary, to narrow the gap between disadvantaged and non-disadvantaged students. A suspension reduction plan will continue to be enacted that puts in place |

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| | bespoke intervention and monitoring for our repeat suspension students. |
| <i>Disadvantaged students are proportionally represented on all school teams, productions, performances, trips and visits.</i> | <ol style="list-style-type: none"> 1. Disadvantaged students receive 50% support to attend trips. Including access to sports events and other wider school events. 2. Students eligible for Pupil Premium in all years will have access to the variety of clubs, teams, and trips on offer at least in line with the percentage of Pupil Premium students in NAC. Monitored and tracked through an Associate Senior Leader overseeing Enrichment. |
| <i>Students eligible for Pupil Premium in all years will show an improved knowledge of future career pathways available to them</i> | <ol style="list-style-type: none"> 1. All disadvantaged students will have received at least one IAG meeting by the end of year 11. 2. No Disadvantaged students are NEET at the end of year 11 and for the first two terms of year 12. |

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: £ 122,250

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>NAC teaching framework strategies fully embedded in all lessons and teachers supported with high quality CPD and instructional coaching.</p> <p><i>In 2025/26 the Quality of Education Team will have a specific focus on those students who are DS and SEND.</i></p> <p>The continuation of rolling out a booklet curriculum at NAC in 2024/2025.</p> | <p>The large impact a good teacher can make on a student's academic outcome is now well established: "For poor students [disadvantaged students] the difference between an excellent and a bad teacher is a whole year's learning". (Hanushek, 1992).</p> <p>The EEF Guide to the Pupil Premium states that 'evidence indicates that high quality teaching is the most important lever schools have to improve pupils' attainment, including for disadvantaged pupils'. It also places emphasis on the selection of high-quality curriculum materials and the use of standardised assessments.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-student-premium</p> | 1,2,3,4,5 |

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| | <p>The work and research of Paul Bambrik-Santoyo (Leverage Leadership) and Doug Lemov (Teach Like a Champion) in USA schools shows a marked improvement in outcomes where these strategies have been integrated.</p> <p>Disadvantaged students with SEND have the greatest need for excellent teaching. Specific approaches to support these students may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology.</p> <p>Katherine Mortimore 'Disciplinary Literacy' emphasises the importance of booklets for disadvantaged learners.</p> | |
| <p>Assessment cycles used effectively to accurately identify gaps in knowledge and craft appropriate re-teach lessons.</p> <p>Developing curriculum work around assessment and providing robust and timely feedback.</p> <p>Low stakes – Do now etc NGRT / GL assessments.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Student Progress Education Endowment Foundation EEF.</p> <p>The work and research of Paul Bambrik-Santoyo (leverage leadership, Driven by Data 2.0) and Sarah Donarski (The research Ed guide to assessment) shows a marked improvement in outcomes where these strategies have been integrated in the UK and USA</p> | 1,4,5 |
| <p>Literacy:</p> <p>Ensure that all staff are explicitly teaching Tier 2 and 3 vocabulary in all lessons.</p> | <p>Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.</p> <p>The EEF have focused considerable effort in this area. The evidence suggests that children benefit from a balanced approach to literacy that includes a range of approaches e.g. phonics approaches and reading comprehension strategies.</p> | 1,2,3,4,5 |
| <p>Ensure that all students have the opportunity to read authentic disciplinary texts across a range of subjects.</p> | <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-reading-aloud-with-your-class-what-does-the-research-say</p> | |
| <p>The consistency of the Year 7-10 Tutor Reading Programme to be monitored.</p> | <p>Doug Lemov 'Reading Reconsidered', points out that there are five types of texts that children should have access to in order to successfully navigate reading with confidence. A whole-school tutor reading programmes and classroom-based reading should ensure students are exposed to and develop a proficiency with antiquated forms of expression.</p> | |
| <p>6th form reading programme to be embedded.</p> | <p>Katherine Mortimore 'Disciplinary Literacy and Explicit Vocabulary Teaching' emphasises the value of supporting</p> | |

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| <p>CPD to be delivered to address explicit teaching of oracy. This will be led by our Senior Leader for Literacy and the Quality of Education. Followed up by coaching steps.</p> | <p>teachers of every subject to teach students how to read, write and communicate effectively'.</p> <p>https://researchschool.org.uk/sandringham/news/improving-disciplinary-literacy</p> | |
| <p>Improving resilience: Explicitly teaching students how to plan, monitor and evaluate their learning and explicitly teaching revision strategies and metacognitive strategies.</p> <p>Exam Focus:</p> <p>Students being taught how to use resources to revise by themselves.</p> <ul style="list-style-type: none"> - Pre mortem for exams - Managing exam nerves - Modelling how to tackle challenging work - Year 11 Morning Mastery sessions | <p>1. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>2. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.</p> <p>3. Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives.</p> <p>Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.</p> <p>EEF guidance report – Metacognition and self-regulation Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>Marc Rowland – Addressing Educational disadvantage in schools and colleges: the Essex Way</p> <p>Harry Fletcher-Wood – Habits of Success: getting every student learning</p> | <p>1,2,4,3,5</p> |
| <p>Additional staffing in core subjects</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>“Small group tuition has an average impact of four months’ additional progress over the course of a year’.</p> <p>“Additional small group support can be effectively targeted at pupils from disadvantaged background and should be considered as part of a school’s Pupil Premium strategy’.</p> | <p>1, 2, 5</p> |
| <p>Attendance at Pupil Premium conference and support from Kingsbridge Research School to ensure NAC thinking is relevant and our planned</p> | <p>Staying abreast of current thinking and research only strengthens NAC’s ability to reflect on, monitor and evaluate its Pupil Premium Strategy.</p> <p>The EEF holds the remit to provide research-based information on improving the outcomes for</p> | <p>1,2,3,4,5</p> |

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| activities are related to current research to ensure that they have impact. | disadvantaged students. The role of the Research schools is to help schools enact the EEF findings. | |
| Coaching | The EEF states that supporting high-quality teaching is pivotal in improving children's outcomes. Research tells us that high-quality teaching can narrow the disadvantage gap. The EEF states that it is careful to focus on the mechanisms of Professional Development such as revisiting prior learning, goal setting, providing feedback and action planning. Our Instructional Coaching Programme covers all of these mechanisms. | |

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

Budgeted cost: £87,842

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| School-led mentoring as 1-2-1 or small group where need is identified e.g. Year 11 DS mentoring programme, Sixth Form Academic Mentoring. | <p>DFE: School-Led Tutoring guidance (Sept 2021) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1015216/School-Led_Tutoring_Guidance_.pdf</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 1,2, 3,4,5 |
| Phonics interventions for identified students to accelerate the progress of weaker readers. Intervention in Year 7 with a primary school phonics specialist. Use of Reading Wise and 'Right to Read' project. | <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having potentially been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-student-premium</p> <p>Tim Rasinski 'Why is Fluency Hot?' argues fluency is at the centre of authentic reading opportunities. If we are considering curriculum equity, and the one reading opportunity that a disadvantaged learning has is disrupted, we are doubling the gap compared to their</p> | 2,3 |

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| | non-disadvantaged peers who are more likely to have access to reading at home. <i>The Matthew Effect</i> . | |
| A 'focus five' group of disadvantaged student initiative (Quality of Education, Attendance, Culture and Welfare, classroom teachers, SEND) | <p>https://researchschool.org.uk/greenshaw/news/the-focus-five-how-we-are-addressing-disadvantage</p> <p>"This approach has started to ensure that our limited resources of time, energy and expertise are geared towards where they are most needed and where they can make the biggest difference".</p> <p>"It is not about sitting all of the Focus pupils in the front row or marking their books first. It is more nuanced than that, and involves the teacher determining for themselves the most appropriate strategies they will use to support the most vulnerable in their care"</p> <p>SW Learning Context Case Studies: improving the performance of disadvantaged students (disadvantaged students SW sector ABC project. Case study: Glenmoor and Winton Academies, United Learning Trust. Sommervale School Specialist Media Arts College, Midsomer Norton Schools Partnership.</p> <p>Prof Sonia Blandford – Education for All- Ensuring Social mobility becomes a reality for disadvantaged students (Nat. PP conference 2020) stated that disadvantaged students need an advocate and discussed the need for strong parent/carer school relationships.</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels Marc Rowland – Addressing Educational disadvantage in schools and colleges: the Essex Way</p> | 1,2,3,4,5 |
| Revision materials to support disadvantaged students | <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>"The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress)"</p> | 1,4 |

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

Budgeted cost: £ 105,390

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Implementing the 5 Foundations of Effective Attendance Practice framework.</p> <p>Excellent college attendance is expected, developed and nurtured.</p> <p>Connecting and belonging drives the college approach to supporting attendance. All staff are supported to understand 'deeper roots' regarding poor attendance concerns.</p> <p>Built on clear policies, systems and processes. Ensuring continuous and sustainable improvement drives attendance practice. The attendance policy is understood by all stakeholders and allows the school to set, and maintain, high expectations to improve the culture of attendance.</p> <p>Training to support all staff to fully understand their role in improving attendance. External partnerships support attendance improvements through a multi-disciplinary approach for identified children and families.</p> <p>The expert use of data analysis informs decision making at all levels. The attendance process ensures the Attendance Leader understands the reason for attendance concerns, these barriers can then be successfully supported and removed.</p> | <p>Positive impacts were found for both parental communication approaches and targeted parental engagement interventions. The average impact was larger for targeted parental approaches.</p> <p>Responsive interventions in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual students was also found to be effective.</p> <p>DFE: Working Together To Improve Attendance 2022.</p> <p><u>Attendance Evidence</u></p> | 1,2,3,4,5 |
| Fully or partially subsidised peripatetic music lessons for students of all years. | The EEF states that there is intrinsic value in teaching students creative and performance skills and ensuring disadvantaged students access a rich and stimulating arts education. Arts participation may | 4 |

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| | <p>be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for students from deprived backgrounds.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are being taught to boost academic progress for those eligible for the Pupil Premium.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> | |
| <p>Wider Pastoral Support available to provide additional support for students struggling with SEMH utilising support available at NAC and utilising support from external agencies.</p> | <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Three broad categories of SEL interventions can be identified:</p> <ol style="list-style-type: none"> 1. School – level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; 2. Universal programmes which generally take place in the classroom with the whole class; 3. More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 1,3,5 |
| <p>Careers Advisor and co-ordinator support to ensure all disadvantaged students make informed decisions on their post-16/14 options.</p> | <p>The CDI has many case studies demonstrating the link between high quality careers advice and successful post 16 transition for disadvantaged students</p> <p>https://www.thecdi.net/write/CDI_86-Framework-Guidance_in_Secondary_Schools-webFINAL.pdf</p> <p>https://committees.parliament.uk/writtenevidence/5757/pdf/</p> <p>Sam Friedman/Daniel Laurison (The Class Ceiling) also cites lack of knowledge of careers and opportunities as a cause for low socioeconomic mobility</p> | 4 |
| <p>FSM Breakfast Club</p> | <p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit students, by preparing children for learning or supporting behaviour and school attendance. It also provides our Year 11 with the opportunity to see their teachers before their exams and have a safe calm place to hydrate and fuel before their exams.</p> | 1,3 |

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| | <p>Supporting resources:</p> <p>The EEF has independently evaluated the Magic Breakfast programme.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> | |
| 3 Club providing access to food, access to technology and support with homework | <p>EEF homework</p> <p>1. Homework has a positive impact on average (+ 5 months), particularly with students in secondary schools.</p> <p>2. Some students may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for students).</p> | 1,2,4 |
| Subsidising of Trips, Visits and Enrichments | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>“Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sports clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them”.</p> | 3,4 |
| Providing equipment and uniform | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p> <p>“If a school uniform is in place, it is important to consider how to support families that may not be able to afford uniform”.</p> | 3,4 |
| Newton Abbot Community Partnership Project | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>‘Parental engagement has a positive impact of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps’.</p> | 1,2,3 |

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

This details the impact that our Pupil Premium activity had on students in the 2024 to 2025 academic year.

Improving the progress and outcomes gap for our disadvantaged students remained a key focus of our work at Newton Abbot College last academic year. We had a specific focus on the development and enactment of High-Quality Teaching. If we look back over the years, the progress gap between our PP students and non-PP students has narrowed. For example, 2023-2024 compared with 2022-2024 the gap was -1.43. Whereas in the following year, the gap narrowed to -0.46. In the most recent set of exams, this narrowed even further to -0.31 (using internal baseline data). The progress of our disadvantaged students also improved from -0.65 in 2023-2024 to -0.31 in 2024-2025. We also continue to enter a large number of disadvantaged students for the English Baccalaureate (22.92% entered in 2022, 52.08% entered in 2023, 62.8% entered in 2024 and 75% entered in 2025) and we saw an increase in the percentage of disadvantaged students achieving a standard pass in both English and Maths. More information on our results can be found using the [DfE website](#).

The assessment cycle was reviewed to strengthen outcomes for PP and SEND students, ensuring that revision, assessment design, and feedback processes maximised progress and consistency across the curriculum. The Q of Ed team identified revision and feedback as key priorities, supported by MLT training and the introduction of shared strategies and resources. The “How, What, Where, With” approach ensured structured revision materials, modelled techniques, and equitable access through printed revision folders, reducing barriers for disadvantaged students.

A consistent framework and structure for feedback lessons was implemented to address misconceptions and close learning gaps, with PP students as a key focus group. Assemblies on effective revision and memory supported independent study and confidence. Improved moderation and standardisation enhanced data accuracy and prediction reliability. Overall, the revised cycle has increased PP students’ engagement, independence, and attainment by embedding structured revision, equitable access to resources, and cumulative curriculum design that supports sustained progress.

We are continuing to work on increasing the attendance of our Pupil Premium cohort. This covers both attendance at school and punctuality to lessons. 24/25 absence nationally for FSM students was 10.6% compared to 5.4% not eligible (5.2% difference). Newton Abbot College FSM students’ absence was 15.79%, which is 5.19% higher than national. The gap between FSM and non FSM attendance at Newton Abbot College continues to reduce. 24/25 Non FSM students’ attendance at Newton Abbot College was 88.8% compared to 84.21% for FSM students (4.59% difference). FSM attendance has increased by 0.31% from 23/24 to 24/25 at Newton Abbot College.

Throughout the academic year 24/25 we had a reduction in whole college suspension numbers on the 23/24 data. Suspensions still remain higher among disadvantaged students but with a suspension reduction plan put in place and, targeted interventions used for students with repeat suspensions, analysis of recent data shows although no decline in the total number of suspensions, there has been a decline in the number of disadvantaged students receiving an external suspension (especially in KS4). There has also been a decline in the total number of days suspended. Suspensions for disadvantaged students 23/24 Total: 294 Days: 425 Students: 152. Suspensions for disadvantaged students 24/25 Total: 295 Days: 387.5 Students 137. We also had a large reduction in the number of students sent out of lessons dropping 26.7% in 24/25 compared to 23/24.

With a key focus of our Pupil Premium strategy last year being on narrowing the literacy gap, data shows that 100% of our disadvantaged students now have access to high quality reading within the school day. 78% of those who received targeted intervention have made significant progress and 100% of the curriculum who use booklets in lessons have Tier 3 vocabulary present. Our disadvantaged students are also accessing high quality guided reading across their lessons as well as explicit instruction on oracy.

Another focus of our pupil premium strategy was around increased enrichment participation. 45.21% of pupil premium students were in a college club in 24/25. This exceeds being in line when compared to 55.51% of the whole college. At a whole college club participation rate, pupil premium students exceeded the comparative rate expected at 22.2%. All Pupil Premium students received a partially funded place on our annual enrichment and activities week. During the academic year 2024/25, overall, there was a higher proportion of Pupil Premium students involved in student leadership opportunities.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------|----------|
| Sparx | Sparx |
| | |

Service pupil premium funding

| Measure | Details |
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| How did you spend your service pupil premium allocation last academic year? | Dedicated member of staff supporting and monitoring students. Social opportunities for students to meet Mentoring termly but with open invitation to mentor at other times via email request. |
| What was the impact of that spending on service pupil premium eligible students? | Good attendance and positive outcomes for SPP students. |

Further information

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

Evidence has been drawn from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. Strategies have been selected based on this evidence to try to identify best bets based on this research with high quality teaching at the heart of the strategy.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for students.