

# Pupil Premium Strategy

## The City of Leicester College 2021-2024

This statement details our school's use of pupil premium and recovery 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	The City of Leicester College
Number of students in school	1577
Proportion (%) of pupil premium eligible students	28%
Academic year/years that our current pupil premium strategy plan covers	2021-22 to 2024-25
Date this statement was published	9 <sup>th</sup> October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Ken Vernon, Headteacher
Pupil premium lead	Nimah Abdulla, Assistant Head Teacher
Governor / Trustee lead	Naresh Chauhan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£338,445
Recovery premium funding allocation this academic year	£91,080 <i>TBC</i>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£429,525

# Part A: Pupil premium strategy plan

## Statement of intent

At The City of Leicester College our intention for all of our students is that they have a voice in their learning and make good progress, irrespective of their background. We want our students to be engaged in the ambitious learning they are offered and achieve highly across the curriculum, especially in maths and English.

The focus of our pupil premium strategy is to allow our disadvantaged students to achieve this aim, including students who have SEN and those who are already high attainers. We ensure that the pupil premium funding allows equity in education, which may include supporting other vulnerable students when needed.

Challenging and ambitious teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support or benefit more, such as effective feedback, metacognition and literacy. However, this will benefit all students and our intention is that non-disadvantaged students' outcomes will be sustained and improved alongside increased progress for our disadvantaged students.

Our intention is to link our pupil premium strategy to wider school recovery for all relevant students following the Covid pandemic, notably in the use of targeted support through the National Tutoring Programme, increased use of resources, both online and paper and curriculum re-structure.

Our approach is individualised, evidence-based and uses diagnostic assessment that allows us to respond to the particular challenge and context of our students. We make decisions on a learning-led, not label-led approach. Our strategic choices complement each other to help the pupil excel, both in terms of outcomes and their wider character. To ensure they are effective we will:

- Ensure students are given challenging work in an ambitious learning environment.
- Assess and act early to intervene when necessary.
- Support our students to have a voice and agency about their learning.
- Create a collective understanding amongst all staff to raise expectations of what disadvantaged students can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	The maths attainment of our Pupil Premium students is significantly lower than our non-Pupil Premium students (a 20% difference at 4+ in the 2019 data) and needs universal and bespoke interventions. National studies have shown the attainment gap in maths has increased due to the Covid 19 pandemic.
2	Student voice, teacher voice, assessments and our specific Leicester context of high amounts of EAL learners show an essential emphasis on literacy. The lack of literacy skills and knowledge impacts on their attainment in all subjects.
3	Attendance data over the last three years has indicated that attendance among disadvantaged students has been between 9 and 2% lower than whole cohort figures.
4	Our wellbeing assessments, data analysis and student voice suggest that the educational motivation and focus on learning, especially for Pupil Premium students, has been hugely impacted by the partial school closures and close family bereavements or illness of the Covid 19 pandemic. In the last eighteen months, teacher referrals for mental health support for students and safeguarding concerns have increased. This has resulted in lack of confidence, low self-esteem, knowledge gaps and passivity in classrooms. Our students seem to have almost lost their voice in the learning environment and feel disengaged from it.
5	Our observations and self-review suggest a focus on challenge and ambition across the school, including links to aspirational careers and cultural capital, will benefit all students, but especially our Pupil Premium students.  Our Pupil Premium students seem often less able to self-regulate their learning behaviour when challenged and a focus, including staff training, on self-regulation strategies and metacognition would help support this 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.

Intended outcome	Success criteria
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<p>Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on English and maths.</p>	<p>Improved attainment from 2019 at the 5+ and 4+ basic measure for disadvantaged students.</p> <ul style="list-style-type: none"> <li>• 2019= 5+ 32.2% and 4+ 42.4%</li> </ul>
<p>Improving literacy in all subject areas and across all key stages in line with recommendations in the EEF <u>Improving Literacy in Secondary Schools</u> guidance. For the first year this will focus largely on recommendations: 1. <i>'Prioritise 'disciplinary literacy' across the curriculum;</i> 2. <i>Provide targeted vocabulary instruction in every subject</i> and 7. <i>Provide high quality interventions for struggling students</i> and then develop a targeted and strategic response to the other four areas over years 2 and 3.</p>	<p>Sustained rates of literacy from 2023/4, shown by:</p> <ul style="list-style-type: none"> <li>• Improved outcomes at KS4 and KS5 across all subject areas.</li> <li>• Improved confidence in using tier 3 vocabulary in class and in written work.</li> <li>• Increased reading ages for targeted struggling readers in Y7.</li> <li>• Increased fluency in students' oral skills.</li> </ul>
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>Sustained high attendance, shown by data for 2021-24 of:</p> <ul style="list-style-type: none"> <li>• The attendance rate for all students is 93%, and the attendance rate for Pupil Premium students is 90.3%.</li> </ul>
<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Student voice, student and parent surveys and teacher observations.</li> <li>• Significant increase in participation in enrichment activities, particularly among disadvantaged students.</li> </ul>
<p>To achieve and sustain improved engagement in learning for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of engagement from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Increased performance data in October 2023 shows 57% of our disadvantaged students are active and ambitious learners compared to 51% in November 2022.</li> </ul>

## 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

Budgeted cost: £180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (both specifically reading and broader cognitive assessment) to support teaching and interventions.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 4</p>
<p>Developing metacognitive and self-regulation skills in all students.</p> <p>Whole school CPD in January 2022 introducing strategies for departments to develop student metacognition skills within their subject area and year teams. Ongoing teacher training and support.</p> <p>From August 2022, a teaching and learning strategy for metacognition shared, follow up Whole School CPD in January 2023. CPD pathway for metacognition accessible to all.</p>	<p>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><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4, 5</p>
<p>Developing a mastery curriculum in KS3 maths.</p>	<p>Research has proved that mastery learning helps to stop the misunderstanding gap</p>	<p>1</p>

	<p>and to not leave students behind</p> <p><a href="#">Mastery learning guidance EEF</a></p>	
<p>Developing a whole school approach to behaviour for learning and feedback that supports resilience and develops learning skills.</p>	<p>There is evidence to suggest that a clear and focused feedback system, employing metacognitive strategies can be more beneficial to disadvantaged students:</p> <p><a href="#">EEF guidance on feedback</a></p>	<p>1, 4, 5</p>

## Targeted academic support

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide 1:1 for KS4 and 3:1 for KS3 tuition in core subjects. 75% of students will be disadvantaged.</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:  <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 4, 5</p>
<p>Literacy and oracy as a whole school teaching and learning priority shared during whole school INSET. All Y7s will complete termly NGRT to assess reading ages. Further diagnostic testing to gauge further needs. Y7-11 form groups reading once a week using reciprocal reading strategies. Inquiry question CPD has a literacy strand for staff to engage with. Whole School CPD on literacy and oracy in August 2023. Dedicated literacy HLTA delivering interventions using a tiered approach for phonics (RML Fresh Start) and inference groups using reading comprehension strategies as recommended by EEF.</p>	<p>Alongside Alex Quigley's work on 'Closing the Vocabulary Gap', and 'Closing the Reading Gap' research shows that providing targeted vocabulary instruction and more access to reading improves progress.  <a href="https://www.educationendowmentfoundation.org.uk">EEF guide on how to improve literacy in secondary schools</a></p>	<p>2, 4, 5</p>
<p>Dedicated maths HLTA to use a number of diagnostic assessments to support key interventions with students.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, in small groups:  <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 4, 5</p>
<p>A combined approach of key academic skills being taught within the KS4 tutor time</p>	<p>ImpactEd's longitudinal research suggests disadvantaged students struggled more with motivation due</p>	<p>1, 4, 5</p>

<p>programme and bespoke motivational interventions with key Pupil Premium students (hidden middle, CLT academic mentoring, Oxford NextGen, Sixth form mentoring)</p> <p>-Academic skills programme during tutor time, external revision skills sessions</p>	<p>to the Covid 19 pandemic: <a href="#">ImpactEd research findings</a></p>	
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## Wider strategies

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A full-time counsellor employed for 1:1 sessions with students and to run mental health workshops, especially on anxiety post Covid.</p> <p>‘Ace the Grades’ masterclass for targeted PP students in Y11 to support with self empowerment, confidence and revision.</p>	<p>Research from ImpactEd’s longitudinal study shows that teens’ anxiety and mental health was exacerbated by Covid 19, especially girls:  <a href="#">ImpactEd research findings</a></p> <p>EIF’s report (2021) on adolescent mental health found good evidence that focused 1:1 interventions and workshops using counselling techniques support young people’s social and emotional skills and can reduce symptoms of anxiety and depression:  <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	<p>3, 4</p>
<p>Targeted whole-school communication and use of data (including details of sub-groups) allows us to create a collective responsibility for attendance and respond quickly to absence trends through the use of the attendance team, Family Liaison Officer and EWO.</p>	<p>The Government has published clear research that shows a link between low attendance and low attainment:  <a href="#">Government research (2016) on attendance link</a></p>	<p>3, 4</p>
<p>Development of the Character Pillar programme that supports social and emotional learning through visits, tutor time activities and rewards.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for students: lower SEL skills are linked with poorer mental health and lower academic attainment.  <a href="#">EEF Guidance on outcomes of Social and Emotional Learning</a></p>	<p>3, 5</p>

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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**Total budgeted cost: £430,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy final outcomes

This details the impact that our pupil premium activity had on students from 2021-2024.

Through a focus on the actions outlined in this strategy, an improved curriculum and challenging, consistent teaching and learning, our pupil premium students' attainment and progress has improved enormously. Our overall aim has always been to ensure that all students, but in particular our most disadvantaged, are able to achieve well academically. Below outlines our 5 main challenges from 2021-2024 and evaluates the progress our pupil premium students have made as a result of the implementation of this strategy.

#### **Challenge 1: Maths attainment of our pupil premium students**

Before 2021, our progress 8 maths score for pupil premium students lagged significantly behind that of their non-disadvantaged peers, with a P8 of -0.99 in 2019. However, following a leadership change in 2019 and an in-depth review of both curriculum and teaching methods, we implemented strategic reforms. These included a key decision to switch exam boards and adopt a mastery approach to mathematics, emphasizing core mathematical knowledge and problem-solving skills to better align with the demands of the GCSE curriculum.

The maths department undertook a thorough redesign of key assessments, ensuring regular, consistent testing and tracking of student progress. This was complemented by targeted interventions, including dedicated support from a Higher Level Teaching Assistant (HLTA) for students struggling with foundational numeracy skills. Additionally, in-house initiatives such as numeracy ambassadors and targeted morning registration support further aided struggling learners. Our disadvantaged students in both KS3 and KS4 also benefitted from one-to-one tutoring provided through the National Tutoring Programme over the last four years.

From Year 10, all students participate in bi-weekly formative assessments and a summative end-of-year evaluation, allowing for more precise adjustments to student groupings and tier placements. In Year 11, we introduced Further Maths for higher-attaining students, not only to reinforce key GCSE topics but also to foster exploration of mathematical concepts beyond the specification.

As a result of these strategic actions, the attainment of our most disadvantaged students in mathematics has significantly improved. In 2019 which was the final set of external examinations before the implementation of our strategy, the percentage of pupil premium students achieving a Grade 4 or higher was 45.8%, and 35.6% achieved a Grade 5 or higher. Over the past three years, our 4+ basics measure has increased by 25%. Our 5+ measures have on average increased by 18% over the last three years. Consequently, the Progress 8 score for pupil premium students has risen from -0.99 in 2019 to -0.24 in 2024, reflecting consistent and sustained progress.

## **Challenge 2: Literacy skills**

One of the primary challenges impacting the attainment of our pupil premium students is the lack of literacy skills. Over 70% of our students speak English as an additional language, and this, combined with the disruption caused by the pandemic and an additional city-wide lockdown, hindered the development of the literacy skills necessary for academic progress across the curriculum.

In response, in 2021, we appointed a dedicated HLTA for literacy, ensuring that our most struggling readers had access to tailored interventions aimed at improving their ability to engage with the curriculum. Guided by evidence-based recommendations from the Education Endowment Foundation (EEF), we prioritized three key areas for literacy improvement: 1) delivering high-quality literacy interventions, 2) focusing on explicit vocabulary instruction, and 3) implementing reading comprehension strategies.

To accurately identify students in need of support, we introduced GL Assessments' NGRT tests, assessing all Year 7 students termly. Those in the lowest 20% are placed in tiered interventions, ranging from phonics instruction to the development of inference skills. In the autumn term of 2023, 30% of Year 7 students had a reading age below 10. By the spring term of 2023, this had significantly reduced to just 18%.

Additionally last academic year, our pupil premium students demonstrated reading abilities above the national average, with an average standardized score (SAS) of 103, compared to the national average of 100. To further promote literacy, we implemented weekly literacy sessions during morning registration as well as initiatives to increase engagement with our school library. As a result, borrowing from our physical library increased by 11% year-on-year, while borrowing from our digital library surged by 177% in 2022/23 compared to 2021/22.

All disadvantaged students in KS3 and KS4 have had access to one-to-one online tutoring from 2020-2024 through the National Tutoring Programme, which focused on enhancing key literacy skills.

In terms of disciplinary literacy, we delivered CPD on the use of the Frayer model for explicit vocabulary teaching during the 2022/23 academic year. A staff survey revealed that 92% of teachers felt confident in incorporating the Frayer model into their lessons, while 82% of students reported learning new vocabulary in some or most of their classes. Our focus last academic year was to develop the oracy skills of our students both inside and outside the classroom. A student survey revealed that 59% lacked confidence in speaking aloud in class, a concern echoed by 32% of staff who felt that students' oracy skills were ineffective. We introduced workshops featuring community leaders who emphasized the importance of communication in their respective fields. In response, departments collaborated to create subject-specific oracy mats to support structured discussion and critical thinking, particularly among our most disadvantaged students. In light of the October 2024 report by the Oracy Education Commission, our work around developing oracy skills will continue.

## **Challenge 3: Attendance**

Despite the disrupted educational landscape of the last few years, we are very pleased with the improvement in the attendance of our Pupil Premium students, something we have sustained over the last three years and hope to improve even further. We have appointed a dedicated attendance officer and work closely with all stakeholders to ensure our most disadvantaged are accessing school life. Prior to 2021, our attendance for pupil premium students was 6% lower than the national average for disadvantaged; in response, we have utilized our pastoral team to ensure all barriers to accessing school have been acknowledged. Additionally, weekly attendance reports are produced for form tutors to enable them to develop meaningful

From 2021 up until Autumn 2023, we have sustained our attendance levels for our disadvantaged students and have reduced the disparity between DA and non-DA. In 2023/4 in Autumn, our PP attendance was 90.6%, significantly higher than the local authority figure of 87.7% as well as the national average of 86.6%. We continue to work towards improving attendance for all and also focus on persistent absenteeism, especially by employing our attendance team to even better effect.

#### **Challenge 4: Wellbeing and educational motivation**

Our work around ensuring our students are more active and ambitious learners has been focused on extra-curricular and cultural capital opportunities. In the last academic year, all of our disadvantaged students have had access to a total of 66 trips and 30 extra-curricular clubs, including funding when possible. We have invested 2.5 hours weekly to a dynamic character development programme delivered through our morning registration sessions to support the behavior, DEI and character education programmes. In addition, of the 126 activities that have been on offer across the school, 44% of those were bespoke to support additional needs. Our internal data shows little disparity in the uptake of activities between DA and non-DA students.

Across the college, our disadvantaged students have had access to a dedicated trained counsellor, as well as anti-bullying ambassadors and a student council to ensure students' wellbeing and their ability to voice their thoughts on their learning remains at the focus of our inclusive community.

Moreover, to aid students' educational motivation, our pupil premium students have remained at the forefront of our KS4 Standards Programme. In 2021, we introduced CLT academic mentoring whereby each member of the senior leadership team mentored x2 DA students to ensure any barriers to academic progress were broken down. We also continued our 'Hidden Middle' initiative looking at x15 PP students who were at risk of underachievement. All disadvantaged students also had first priority to study skills sessions to boost engagement in preparation for GCSE revision ('Ace the Grades' masterclass). Furthermore, our tutoring programme has been expansive (for instance in 2023 3660 hours of 1:1 tutoring was accessed), with our DA students being given first priority over tutoring in all three core subjects.

#### **Challenge 5: Challenge and ambition**

Since 2021, our whole school teaching and learning priorities have been synonymous with our focus for PP students: to ensure all students have access to high quality teaching and learning within the classroom. We developed our five-year teaching and learning priorities to ensure our staff were delivering an ambitious and challenging curriculum. In 2020/21, we introduced the five phase learning structure for all lessons using research led approaches of direct instruction by Rosenshine. In 2022-23, our focus has been on metacognition and equipping staff with the tools to ensure expert thinking and modelling were present in all lessons. Last academic year with the focus on oracy, we outsourced oracy led CPD to develop metacognitive talk within the classroom.

Over the last three years, our aim has been to ensure our Progress 8 (P8) for students is well above the national average. Prior to this strategy, our P8 for PP in 2019 was -0.70. In 2022, the national average P8 for PP was -0.55 and our school's P8 for PP was -0.17. This shows a significant increase in the progress of our disadvantaged students in comparison to elsewhere nationally.

Our focus from 2021-24 has remained on ensuring our most disadvantaged students are able to achieve the basic measures in English and maths; in 2019, only 32.2% of students achieved a 5+ and 42.4% achieved a 4+. Since then, we have not only sustained but dramatically improved our measures for our PP students and have on average over the three years achieved 45% 5+, an increase of 12.8%. For 4+, we have shifted from 42.4% in 2019 to an average of 63% across the last three years, a 21% increase.

We are proud of our success for all our students over the past few years, but we will continue to work hard to ensure our most disadvantaged students have the ability and equity to achieve their potential.

## Externally provided programmes

Programme	Provider
Academic mentoring	<a href="http://www.mytutor.co.uk">www.mytutor.co.uk</a>
Reading age testing	GL Assessments- NGRT
Online GCSE resources	<a href="http://www.gcsepod.com">www.gcsepod.com</a>
Staff CPD	<a href="http://www.thenationalcollege.co.uk">www.thenationalcollege.co.uk</a>