Pupil premium strategy statement – The City of Leicester College 2024-2027

This statement details our school's use of pupil 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	422 (KS3 and 4)
Proportion (%) of pupil premium eligible pupils	30%
Academic years that this current pupil premium strategy covers	2024-2027
Date this statement was published	20/12/2024
Date on which it will be reviewed	10/10/2025
Statement authorised by	Ken Vernon, Headteacher
Pupil premium lead	Nimah Abdulla, Assistant Headteacher
Governor / Trustee lead	Naresh Chauhan, Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,050
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£443,100

Part A: Pupil premium strategy plan

Statement of intent

At The City of Leicester College, our vision is to nurture all students, regardless of their background, into ambitious, independent learners who achieve their academic potential and leave equipped with high aspirations and confidence. We strive to inspire our students, empower them with agency over their learning, and ensure they excel across the curriculum, with particular emphasis on maths and English.

Our pupil premium strategy is dedicated to enabling disadvantaged students to fulfil this vision, including those with special educational needs (SEN) and those identified as high attainers. We are committed to using the pupil premium funding to promote equity in education, extending support to other vulnerable students where appropriate.

At the heart of our approach lies a commitment to high-quality, ambitious teaching, targeted particularly at areas where disadvantaged students require the greatest support or stand to benefit most. This includes fostering skills in literacy, oracy, and metacognitive independent learning. While these interventions are designed with disadvantaged students in mind, they are intended to benefit all learners, ensuring sustained progress and achievement for non-disadvantaged students as well.

Our strategy is guided by an individualised, evidence-based approach, rooted in diagnostic assessment that responds to the unique challenges and contexts of our students. We prioritise a learning-led approach over a label-led one, ensuring that each strategic choice is interconnected, aiming to help students excel academically while also fostering their broader personal growth and character development.

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 become healthy, confident learners.
- 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 pupils.

Challenge number	Detail of challenge
1	**Literacy** Our specific Leicester demographic with high levels of EAL learners suggests a need to focus on extended reading and writing. Internal and external data reveals our disadvantaged students struggle with basic literacy skills, impacting their attainment across the curriculum.
2	**Attendance and community engagement** Data over the last few years has indicated that attendance amongst our disadvantaged students is lower than their non disadvantaged peers. Our parental engagement and uptake to school events such as parents' evenings is lower for disadvantaged students than others thus proving a difficulty to build effective dialogue between the school and home environment.
3	**Student engagement and independent learning** Student and staff voice indicates our most disadvantaged students are still unable to self-regulate and work independently. Our lesson drop-ins and observations still highlight an issue with student participation and engagement in lessons.
4	**Extra-curricular and cultural capital** Uptake for extra-curricular activities is lower for disadvantaged students than their peers. This has impacted their exposure to culture-rich experiences and their encounters with worldly affairs outside of the academic setting.
5	**Oracy** Research shows that the oracy of students across the nation is not as effective as it should be; through students and staff voice, we know that our students, but especially our disadvantaged students, need more scaffolding and support in articulating themselves in a way that is coherent and confident. More staff training for subject leads to embed oracy effectively within the curriculum would be highly beneficial.

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
Oracy: make oracy a core aspect of a TCOLC education, build oracy into teacher development and reflect the value or oracy in assessment.	Increase in oracy activities across the curriculum. CPD and training provided for staff focused on oracy. Curriculum assessments employ oracy skills when appropriate.
Attendance: increased engagement, attendance and positive wellbeing for PP students.	Increased attendance from 90% (Dec 2024). Uptake in parental engagement (Parents' evening figures and other parental sessions). Decreased behaviour incidents for PP students.

Student engagement and independent learning: increased student engagement and more self-regulated, independent learners.	Increased active and ambitious data for PP students. Student and staff voice showing increased engagement with independent learning.
Extra-curricular: increased participation for all PP students.	All PP students participating in some form of extra-curricular activity. Increased uptake of PP students in trips and clubs.
Literacy: increased attainment across the curriculum for PP students. PP students to access and explore more academic reading and writing.	Decreased attainment gap between PP and non-PP students, particularly in English. Increased reading ages from august to spring/summer term. Uptake of library borrowing figures.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inquiry led approach for CPD.	According to the EEF's recommendations for 'Effective Professional development', we need to ensure that professional development aligns with the needs of the school. Inquiry led focuses on our whole school approaches (literacy, metacognition, assessment and behaviour for learning). https://my.chartered.college/impact_article/lets-talk-about-disadvantage-the-fundamental-importance-of-oracy-in-closing-the-gap/	1, 3, 5
Purchase of standardised diagnostic (both reading as well as broader cognitive assessment) to support	Standardised tests can provide reliable insights into the specific strengths and areas of development for individual students to help gauge where intervention is needed. https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better	1, 5, 3

teaching and interventions.		
HLTA employed specifically to deliver literacy interventions	Guidance from the EEF states that teaching assistant interventions can lead to at least 3 months' worth of progress for students. Additionally, the EEF states 'small group tuition is most likely to be effective if it is targeted at pupils' specific needs' which is carried out after intensive diagnostic assessments. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 5
Oracy within classrooms	According to recent research, 'the Commission's report argues that oracy education should be an essential entitlement for children from all backgrounds.' Oracy is most effective when embedded into the curriculum and is seen as important as reading and writing. https://oracyeducationcommission.co.uk/oec-report/ Good oracy skills are also shown to help support social and emotional development and well-being of our students: https://my.chartered.college/research-hub/oracy-the-why-and-the-how/	
Developing a whole school approach to behaviour	According to the EEF's recommendations on improving behaviour, an effective approach is to ensure: 1. Simple approaches are part of a routine 2. Targeted approaches are used to manage behaviour https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	2, 3

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

Budgeted cost: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy interventions -Read Write Inc Fresh Start -Inference -Reciprocal reading	In the EEF's summary of approaches for improving literacy, the key is to ensure we 'provide high quality literacy interventions for struggling students. Early literacy interventions can have up to 4 months' worth of progress for students, particularly those who are PP. https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches	1, 3, 5
KS4 Literacy lessons	Research and analysis from the DfE states that supporting struggling readers is fundamental to ensure they can access the curriculum and flourish.	1, 3, 5

	'Now the whole school is reading': supporting struggling readers in secondary school, Published 31 October 2022. https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school	
Independent learning strategy	Teaching metacognitive strategies and showing students how to self-regulate can lead to up to 7 months' worth of progress. The EEF states, 'There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	4, 3
Academic skills being taught within the tutor programme	Recommendation 2 of the EEF guidance report 'Metacognition and Self-regulated Learning' refers to the need to, "explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning"	4, 3, 5
Bespoke interventions for key PP students as part of our KS4 Standards programme (Hidden Middle, Oxford Next Gen, Peer tutoring and academic tuition)	Studies in England suggest that different socioeconomic groups have similar levels of aspiration for their future outcomes and that differences in participation rates in higher education are largely driven by academic attainment. All bespoke interventions are linked to academic attainment to ensure effectiveness. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	4, 3, 5

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Hiring of an Attendance Officer and wrap around pastoral care	According to research from the DfE, focusing on good attendance and breaking down barriers is key for students to succeed. There is data to suggest low attendance leads to low attainment and therefore our pastoral team aims to tackle that. https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence 'Missing Children, Missing Grades': https://assets.childrenscommissioner.gov.uk/wpuploads/2023/11/CC-REPORT-_-Attendance-and-Attainment-_-Oct-23.pdf	2
Whole school co-curriculum Character Programme	Evidence from the National College shows that exposing students to cultural capital activities and providing them with extra-curricular experiences can bridge the achievement gap for PP students. By providing all pupils with equal access to cultural resources, exposure to diverse experiences, and opportunities to develop their cultural awareness, schools can promote social inclusion and academic success for all learners and support the wellbeing of staff. https://nationalcollege.com/news/ofsted-cultural-capital-guide	
Full time In-house school counsellor	Research and data from the DfE suggests promoting and supporting mental health and wellbeing is important to ensure students can flourish effectively. https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges Post covid, we know that mental health of students has declined and therefore a full time in house counsellor allows us to ensure targeted support is available: https://www.theguardian.com/society/2023/sep/21/mental-health-among-uk-secondary-pupils-worsened-sharply-in-pandemic-study-shows	2

Total budgeted cost: £440,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Please see previous plan for 2023-4 outcomes.

Externally provided programmes

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

Programme	Provider
New Group Reading Test	www.gl-assessment.co.uk
Dyslexia Gold	https://dyslexiagold.co.uk/
GCSE Pod	www.gcsepod.com
Sparx Maths	https://sparxmaths.com/