

# Pupil Premium strategy

## The City of Leicester College 2021-2025

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	1738
Proportion (%) of pupil premium eligible students	325 (20%)
Academic year/years that our current pupil premium strategy plan covers	2021-22 to 2024-25
Date this statement was published	November 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Ken Vernon, Headteacher
Pupil premium lead	Harriet Hurdley-Lees, Assistant Head Teacher
Governor / Trustee lead	Naresh Chauhan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£303,605
Recovery premium funding allocation this academic year	£87,161.56
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	£390,766.56

# 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
Improved attainment among disadvantaged students across the	Improved attainment at the 5+ and 4+ basic measure (from 2019 data of 5+ 32.2% and 4+ 42.4%) in 2022 of:

<p>curriculum at the end of KS4, with a focus on English and maths.</p>	<ul style="list-style-type: none"> <li>• 4+ 65%</li> <li>• 5+ 45%</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 2024/5, 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 and Y8.</li> <li>• Increased reading ages for all students in Y7.</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 2022-3 of:</p> <ul style="list-style-type: none"> <li>• The attendance rate for all students is 96%, and the attendance rate for Pupil Premium students is 93%.</li> </ul> <p>We will then set long-term targets to reflect the Post-Covid environment.</p>
<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Qualitative data from ImpactEd surveys, 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 2024/5 demonstrated by:</p> <ul style="list-style-type: none"> <li>• Improved performance data (passivity for Pupil Premium students is 51% in November 2021) that indicates a higher percentage of active and ambitious learners.</li> <li>• ImpactEd data will show improvement in key areas (self-efficacy, motivation, goal setting).</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
Purchase of standardised diagnostic assessments (both specifically reading and broader cognitive assessment) to support teaching and interventions.	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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1, 2, 4
Developing metacognitive and self-regulation skills in all students. 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.	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: <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a>	4, 5
Developing a mastery curriculum in KS3 maths.	Research has proved that mastery learning helps to stop the misunderstanding gap and to not leave students behind <a href="#">Mastery learning guidance EEF</a>	1
Developing a whole school approach to behaviour for learning and feedback that supports resilience and develops learning skills.	There is evidence to suggest that a clear and focused feedback system, employing metacognitive strategies can be more beneficial to disadvantaged students: <a href="#">EEF guidance on feedback</a>	1, 4, 5

## Targeted academic support

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a combination of 1:1 and 3:1 tuition in the 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.eef.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>            And in small groups:  <a href="https://www.eef.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 4, 5</p>
<p>Literacy strategies employed including vocabulary building instruction used in all lessons and all Year 7 students to increase their reading ability and engagement and enjoyment of fiction texts, through guided reading in tutor time using reciprocal reading strategies.</p>	<p>Alongside Alex Quigley’s work on ‘Closing the Vocabulary Gap’, research shows that providing targeted vocabulary instruction and more access to reading improves progress.  <a href="https://www.eef.org.uk/eef-guide-on-how-to-improve-literacy-in-secondary-schools">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.eef.org.uk/small-group-tuition">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 programme and bespoke motivational interventions with key Pupil Premium</p>	<p>ImpactEd’s longitudinal research suggests disadvantaged students struggled more with motivation due to the Covid 19 pandemic:  <a href="https://www.impacteducation.org.uk/research-findings">ImpactEd research findings</a></p>	<p>1, 4, 5</p>

students (hidden middle, passive boys etc.)		
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## Wider strategies

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A full-time counsellor employed for 1:1 sessions with students and to run mental health workshops, especially on anxiety post Covid.	<p>Research from ImpactEd's longitudinal study shows that teens' anxiety and mental health was exacerbated by Covid 19, especially girls:</p> <p><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:</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	3, 4
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>The Government has published clear research that shows a link between low attendance and low attainment:</p> <p><a href="#">Government research (2016) on attendance link</a></p>	3, 4
Development of the Character Pillar programme that supports social and	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent	3, 5

<p>emotional learning through visits, tutor time activities and rewards.</p>	<p>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.</p> <p><a href="#">EEF Guidance on outcomes of Social and Emotional Learning</a></p>	
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

**Total budgeted cost: £390,000**



## 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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged students had improved in terms of progress and met our target of a decrease in the gap at P8 (using SISRA estimates) to 0.4. However, the attainment 8 target of only a gap of 3 was not met, as the attainment 8 difference was 4.75. EBacc entry was 5.4%, which is lower than in the previous two years, and 14.6% below the target we had aimed for. Clearly, more work needs to be done on raising the profile of the EBacc curriculum and ensuring our Pupil Premium students are opting for a fully ambitious curriculum. Our Basic 5+ target of 35% was very nearly met, our Pupil Premium students achieved 32.4%, but this is clearly an area for us to focus on in the next three-year strategy.

Despite the disrupted educational landscape of the last eighteen months, we are very pleased with the improvement in the attendance of our Pupil Premium students, something we want to sustain and improve even further in the following three years. We want to now focus on Persistent Absenteeism, especially by employing our Family Liaison Officer to even better effect.

	PP% NA	PP% TCOLC	All% NA	All% TCOLC
Autumn 2019	92.4%	86.9%	95.1%	95.4%
Autumn 2020	92.2%	89.5%	95.3%	95.2%
Autumn 2021		92.8%		94.5%

<https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england-autumn-term>

The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised, although some encouraging progress and attendance improvements.

Our explanation for these outcomes points primarily to the impact of Covid-19, which disrupted all of our subject areas. Being a Leicester City school, we had further lockdowns in June 2020 and have had over 15,000 days of self-isolation for our students. As evidenced in schools across the country and through national research, partial closure was most detrimental to our disadvantaged students. The impact was mitigated by

our resolution to maintain a high-quality full timetable curriculum in lockdown, provision of resources both paper and digital, use of online learning platforms, the use of tutoring programmes from October 2020, increased communication and a very rigorous pastoral system to check on the wellbeing of students. These emergency procedures are now being evaluated and included, where needed, within our usual educational provision. We are now focusing on how we can support our all of our students, but ensuring equity for our Pupil Premium students, in the recovery of lost learning, motivation and confidence to allow them to reach their potential.

## Externally provided programmes

Programme	Provider
Academic mentoring	<a href="http://www.mytutor.co.uk">www.mytutor.co.uk</a>
CAT testing	GL Assessments
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>
Evaluation and tracking of interventions	<a href="http://www.impactd.org.uk">www.impactd.org.uk</a>
Reading Tests	Hodder