

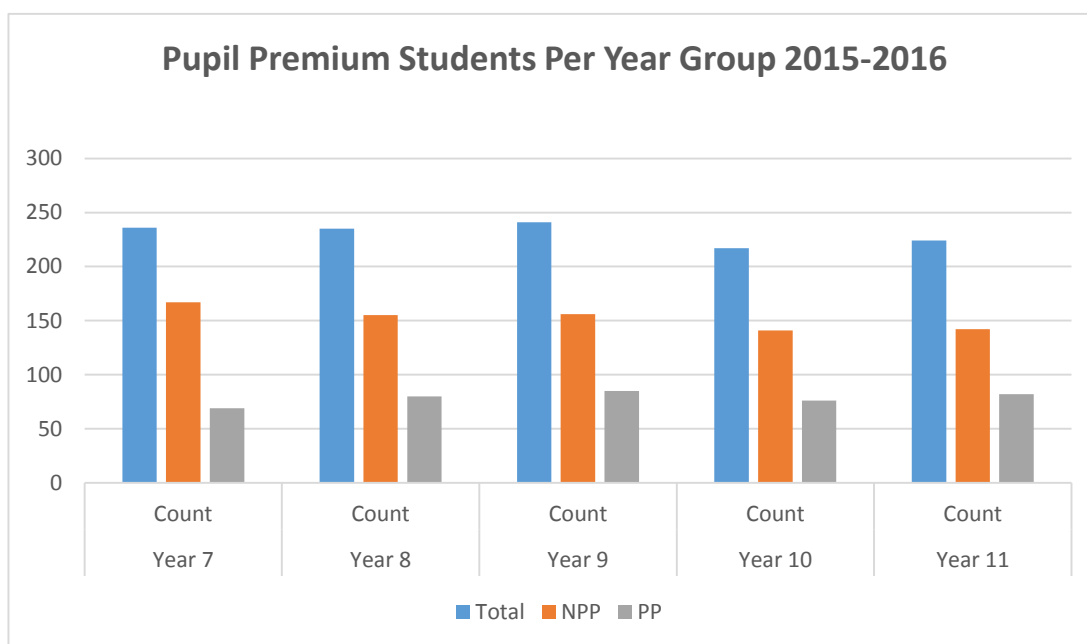
# The City of Leicester College

*Be Happy, Be Ambitious, Make a Difference*

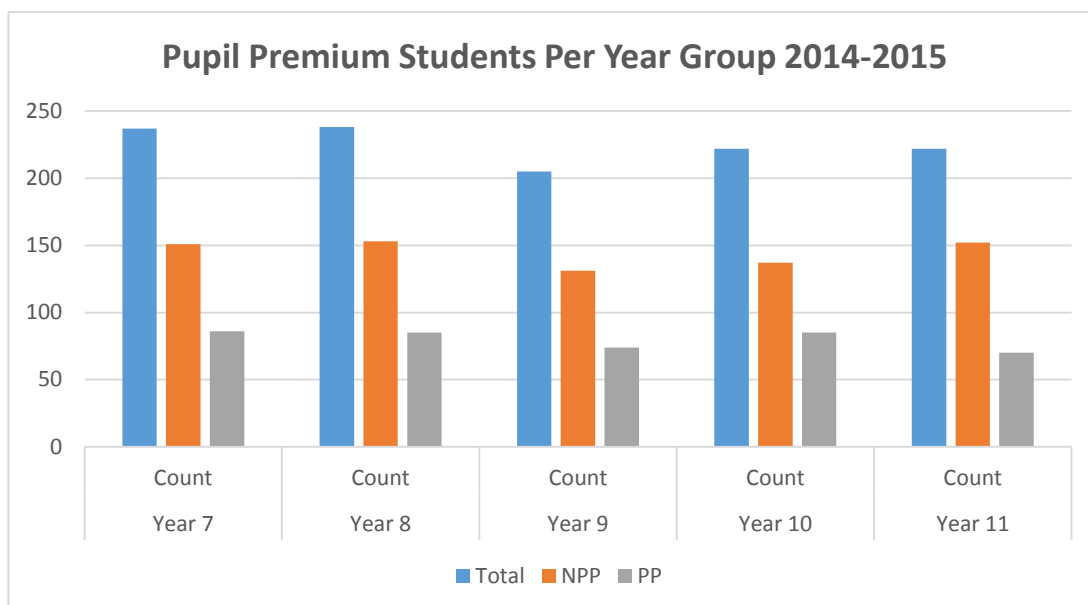
## Report on Spending of the Pupil Premium and Impact 2016-2017 (based on 2015-16 cohort)

### Context 2015-16:

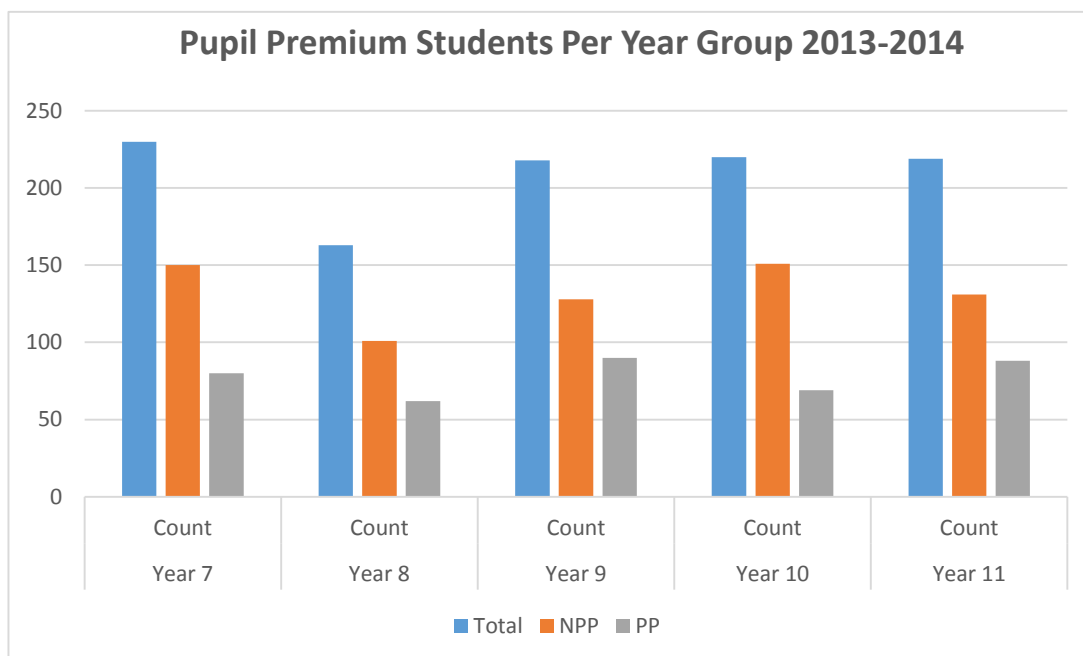
Number of students eligible for support through the Pupil premium	392
Amount received per student	£935
Amount received by the college in 2015-16	£366,520



2015-16	Year 7		Year 8		Year 9		Year 10		Year 11	
	Count	%	Count	%	Count	%	Count	%	Count	%
Total	236		235		241		217		224	
NPP	167	70.8	155	66	156	64.7	141	65	142	63.4
PP	69	29.2	80	34	85	35.3	76	35	82	36.6



2014-15	Year 7		Year 8		Year 9		Year 10		Year 11	
	Count	%	Count	%	Count	%	Count	%	Count	%
Total	237		238		205		222		222	
NPP	151	63.4	153	64.3	131	63.9	137	61.7	152	68.5
PP	86	34.6	85	35.7	74	36.1	85	38.3	70	31.5



2013-14	Year 7		Year 8		Year 9		Year 10		Year 11	
	Count	%	Count	%	Count	%	Count	%	Count	%
Total	230		163		218		220		219	
NPP	150	65.2	101	62	128	58.7	151	68.6	131	59.8
PP	80	34.8	62	38	90	41.3	69	31.4	88	40.2

### **Key Priorities (2015-16):**

1. **Transition:** to improve transition outcomes for Pupil Premium students to bring attainment and progress in line with nationally expected levels.
2. **Literacy:** to establish a reading culture and bespoke interventions to improve the reading age of PP students whose reading performance is below age-expected levels.
3. **Numeracy:** to improve basic number and arithmetic skills of eligible students where performance is below age-expected levels.
4. **Engagement:** to improve curriculum engagement, behaviour for learning and academic achievement for eligible students.
5. **Attendance:** to implement strategies to further improve the attendance and reduce the persistent absence of students eligible for support through the Pupil Premium.

### **Key Expenditure 2015-16:**

<b>Broad theme</b>	<b>Detailed of expenditure</b>	<b>Amount</b>
Staffing-related	HLTA to support small group interventions in literacy, numeracy, 'life skills' and nurture	£21,705
	Pupil Premium Learning Mentor	£27,459
	1:1 tutoring in literacy and numeracy	£30,757
	Counselling	£20,220
	Attendance Officer	£25,368
	Reading Champion (HLTA)	£21,705
	Behaviour Modelling Mentor	£27,459
	AP Coordinator (0.5 fte)	£25,078
	Impartial advice and guidance	£14,220
Reading/ Literacy	Reading initiatives and evidence-based interventions	£9,293
	RWI Fresh Start (Training & resources)	£8,045
Appropriate/ Alternative Provision	Environmental Education, Prince's Trust, gardening project, "Yes You Can" Project; DoE Award Scheme subsidy; other AP	£38,643
Enrichment	Music lessons/ instruments	£20,698
	Vulnerable group projects	£16,005
	Top-up FSM	£16,102
	Summer/Easter school	£7,519
	HE visits including Oxbridge	£7,139
	Work experience PP subsidy	£4,000
Travel Assistance	Subsidy for bus passes for PP students	£4,045
Access to Technology	Subsidy for the college 'bring your own device' scheme	£21,060
	<b>Total Expenditure</b>	<b>£366,520</b>

## Impact of PP funding

### Attendance (AM and PM sessions):

Year 7 - 11 Students	Average % AMPM Attendance			
	TCOL 2015-16	TCOL 2014-15	TCOL 2013-14	National 2015-16
All	94.7	95.6	96.2	<b>95.0</b>
Male	94.4	95.5	96.2	<b>95.1</b>
Female	95.1	95.8	96.3	<b>95.0</b>
SEN Students	93.2	90.0	-	<b>93.7</b>
SEN Male	-	-	-	-
SEN Female	-	-	-	-
Non-SEN	94.8	95.8	96.7	<b>95.4</b>
Pupil Premium	92.9	94.1	94.9	<b>92.8</b>
PP Male	-	-	-	-
PP Female	-	-	-	-
Non-PP	95.9	96.5	97.1	<b>95.9</b>

### Persistent Absence

Year 7 - 11 Students	Average % Persistent Absence			
	TCOL 2015- 16	TCOL 2014-15	TCOL 2013-14	National 2015-16
All	14.2	5.1	3.8	<b>12.4</b>
Male	14.9	5.5	3.6	<b>12.2</b>
Female	13.2	4.6	4.1	<b>12.7</b>
SEN Students	21.9	21.7	-	<b>21.2</b>
SEN Male	-	-	-	-
SEN Female	-	-	-	-
Non-SEN	13.3	4.8	2.7	<b>10.8</b>
Pupil Premium	22.1	8.3	7.5	<b>21.6</b>
PP Male	-	-	-	-
PP Female	-	-	-	-
Non-PP	8.8	3.5	1.7	<b>8.3</b>
	% Persistent absentees - absent for <b>10%</b> or more	% Persistent absentees - absent for <b>15%</b> or more	% Persistent absentees - absent for <b>15%</b> or more	% Persistent absentees - absent for <b>10%</b> or more

## Progress

The progress of disadvantaged students (i.e. those eligible for support through the Pupil Premium) is always compared against (1) other students in the school and (2) all students nationally. Schools are required to use the Pupil Premium funding to close any gaps in progress between disadvantaged and non-disadvantaged students.

Comparisons are made in terms of the proportion of students making expected and above expected progress over time (i.e from the end of Key-Stage 2 [Year 6] to the end of Key-Stage 4 [Year 11])

In 2016, new accountability measures were introduced including 'Progress 8 (P8)' and 'Attainment 8 (A8)' which reflect the relative progress (P8) and attainment (A8) that all students make across 8 subjects compared to other students nationally. The proportion of students making expected progress in English and maths based on 'levels of progress' is no-longer reported in the national performance tables.

### The New Progress Measure P8

**Progress 8 (P8)** is the new measure of progress. Students are expected to get GCSEs in the following categories known as "buckets".

Bucket 1 – English and Maths (2 GCSEs double weighted i.e. equivalent to 4 GCSEs)

Bucket 2 – Science, Computer Science, Geography, History, Modern Languages (Any 3 GCSEs)

Bucket 3 – Any other GCSE (Any 3 GCSE)

Points are allocated to each GCSE and a score is achieved. In 2016 if a student got the correct number of subjects in each bucket at grade C they would get 50 points. This is the Attainment 8 (A8) score for that student.

There are published points expectations based on each student's achievement at KS2. If the same student was expected to get 45 points they would have a residual of + 5 points (50-45). This, divided by 10, gives the P8 score which in this case would be +0.5. The national expectation is a P8 score of 0.0.

Because of the change in the way progress is measured in Raiseonline in 2016 it is not possible to show a three-year trend in this data. Below is the analysis for 2016 and the legacy analysis for 2014 and 2015.

## Year 11 Attainment and progress (2016 results):

	2014-15	2015-16*	2016-17
%PP Year 11 Cohort	35%	29%	35%
National All Students 5A*-C (inc En/Ma A* - C and @ 4+ in 2017)	56%	62%	
TCOL All Students 5A* - C (inc En/Ma A* - C and @ 4+ in 2017)	47%	56%	61%
TCOL Non-PP 5A*-C (inc En/Ma A* - C and @ 4+ in 2017)	54%	62%	60%
TCOL PP 5A*-C (inc En/Ma A* - C and @ 4+ in 2017)	32%	44%	65%
TCOL PP/NPP Gap	-22%	-18%	5%
National Non-PP 5A*-C (inc En/Ma A* - C )	63%	69%	
National Gap	-31%	-25%	
TCOL Gap to National Non-PP	-9%	-7%	
TCOL Overall P8 - All Pupils		-0.15	
TCOL Overall P8 - Disadvantaged Pupils (D)		-0.23	
TCOL Overall P8 - Non-disadvantaged Pupils (ND)		-0.10	
TCOL Overall P8 Difference (D-ND)		-0.13	
TCOL Overall A8 - All Pupils		47.27	
TCOL Overall P8 - Disadvantaged Pupils (D)		43.97	
TCOL Overall P8 - Non-disadvantaged Pupils (ND)		49.20	
TCOL Overall P8 Difference (D-ND)		-5.23	
National A8 - All Pupils		49.34	
National A8 - Disadvantaged Pupils		52.56	
A8 Difference All (TCOL compared to National)		-2.07	
A8 Difference Disadvantaged Pupils (TCOL compared to National)		-8.59	

Source: Raiseonline p.8 and Internal Data. \*Analysis in 2016 was a best English and Maths analysis

### Comment on Attainment and Progress

The attainment legacy measure 5A\* - C (incl. En and Ma) shows a continued improvement in outcomes which is projected forward into 2017 based on current tracking data.

The trend in the gap in outcomes between Disadvantaged (PP) and other (NPP) students for this measure is projected to fall from 2015 to 2017.

In 2016 the progress made by students is below expected (TCOLC -0.15 and national 0.0). However, the difference between disadvantaged (-0.23) and other pupils (-0.10) is not significant.

## P8 Considering Pupils' Previous Attainment at KS2 (PA Groups).

	Low PA		Middle PA		High PA	
	All	Dis	All	Dis	All	Dis
Cohort	34	17	113	51	54	10
Score	0.07	-0.03	-0.18	-0.31	-0.23	-0.22
National	0.00	0.19	0.00	0.14	0.00	0.07
Difference	0.07	-0.22	-0.18	-0.45	-0.23	-0.28
CI +/-	0.36	0.51	0.20	0.29	0.28	0.66

Source: Raiseonline p.8

No disadvantaged groups are significantly different to disadvantaged groups nationally apart from those of middle attaining students on entry.

### Levels of Progress (LoP) over time KS2-KS4:

This was the progress measure used up to 2016. A student entering the school with a Level 4 at KS2 was expected to leave with at least a grade C at GCSE. This was 3 levels of progress. If they achieved a grade B that would be 4 levels of progress.

	2014			2015		
	TCOL	National	TCOL PP v Nat Non-PP	TCOL	National	TCOL PP v Nat Non-PP
<b>Mathematics</b>						
3 LoP: All	55%	65%		60%	66%	
3 LoP: Non-PP	64%	71%		65%	72%	
3 LoP: PP	42%	48%		49%	49%	
Gap	-22%	-23%	-29%	-16%	-23%	-23%
<b>English</b>						
3 LoP: All	66%	70%		60%	69%	
3 LoP: Non-PP	74%	75%		64%	74%	
3 LoP: PP	56%	58%		52%	57%	
Gap	-18%	-17%	-19%	-12%	-17%	-22%

Source: Raiseonline 3 LoP is the expected standard

There was a reduction in the gap between disadvantaged and non-disadvantaged pupils at TCOLC between 2014 and 2015 in maths which was a result in the improvement in performance of disadvantaged students in maths. However, the reduction of the gap in English was due to a greater drop in English results by non-disadvantaged pupils compared to disadvantaged pupils between 2014 and 2015. This data was not available from Raiseonline in 2016.

### **Attendance and Persistent Absence:**

- % absence for all students over past 3 years (3.8%→4.4%→5.3%) shows an upwards trend over time but is generally below or at least in line with all secondary schools nationally (5.1%→5.2%→5.0%)
- The impact of religious observance (e.g. Eid) on overall absence is significant for many students attending the college. This has impacted significantly on the college's overall attendance and PA figures for 2015-16 and will continue to do so for the next 2-3 years.
- % absence for disadvantaged students has been broadly in line with national figures for 2 of the past 3 years (5.1%→5.9%→7.1%) but was in line with national for all pupils in 2016 (7.2%).
- Persistent absence for all students has been below national for 2 of the last 3 years and was broadly in line in 2016 (TCOLC: 3.8%→5.1%→14.2%\* / National: 5.8%→5.6%→12.4%\*) The PA gap against national for all students is currently -1.8%. [**\* note changed threshold for PA in 2016 i.e. 10% absence rather than 15%**].
- Persistent absence for disadvantaged students is showing an upwards trend over time (7.5%→8.3%→22.1%) but was broadly in line with disadvantaged students nationally in 2016 (21.6%) i.e the PA gap is currently -0.5% against national.

### **Impact on Key-Stage 4 Destinations**

The overall proportion of disadvantaged students progressing to further sustained education, employment or training (EET) in 2015 was 89% compared to 87% for disadvantaged students nationally. The overall proportion of non-disadvantaged students progressing to EET was 97% compared to 96% nationally. This is an improvement on the previous year's destinations data.

### **Impact of Mentoring**

During 2015-16, 102 students received 1:1 mentoring of which 52 were disadvantaged students. Improved outcomes (attendance, persistent absence and behaviour measures) are evident for the vast majority as exemplified by a number of case studies.

### **Impact of Counselling**

During 2015-16, 98 students received confidential 1:1 counselling from our qualified Counsellor, of which, approximately 60% were disadvantaged.

### **Impact of Reading Interventions**



- Impact of short-term (10 week) reading interventions on targeted vulnerable readers was significant during 2015-16. The vast majority of targeted students improved their respective reading ages by an average of 6 months with similar improvements in spelling age.
- Other impacts include a positive impact on the college's reading culture and ethos, and a general improvement in some of the 'softer' evaluation outcomes such as reading confidence, reading comprehension, inference and reading for pleasure. Evidence is available from the annual 'Whatever it Takes' reading attitudes survey.

### **Summary Commentary on Impact**

- Approximately 35% of the college population was eligible for support by the Pupil Premium. The amount received in 2015-16 was £366,520
- The proportion of eligible students joining the college is slowly increasing over time.
- Key use of funding was to support targeted 1:1 and small group interventions, specialist staff to support vulnerable students, literacy, attendance support, access to technology, transition, transport, music tuition and other enrichment activities.

Bill Morris

Deputy Headteacher

(Updated January 2017)