

# The City of Leicester College

*Be Happy, Be Ambitious, Make a Difference*

## Proposed use of the Pupil Premium funding 2017-2018 (DRAFT)

### Context 2017-18:

Number of students eligible for support through the Pupil premium (including LAC)	401
Amount received per student	£935
Amount received by the college in 2016-17	£374,935

The **Pupil Premium** provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- who have been continuously looked after for the past six months (£1900 per child)
- who are adopted from care under the Adoption and Children Act 2002 1 or who have left care under a Special Guardianship or Residence Order (£1,900)
- for children whose parents are currently serving in the armed forces, or whose parent /guardian is in receipt of a pension from the MoD (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

The City of Leicester College is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic and pastoral outcomes. Our key objectives in utilising the Pupil Premium Grant are to close the attainment and progress gap between eligible students and their peers.

### **Context: College Priorities for 2017-18 regarding use of the Pupil Premium:**

1. National attainment data in 2015 indicated a -27% gap in attainment of 5 A\* - C including English and maths between disadvantaged students and their non-disadvantaged peers across all schools nationally. The most recent validated data for the college (2016) indicates a -25% attainment gap (compared to -31% in 2015) which is unacceptably high but reducing.

2. Disadvantaged students attend school less well than their non-disadvantaged peers and the gap is widening. The proportion of disadvantaged students who are deemed 'persistent absentees' (PA) is increasing; it is imperative that this trend is reversed and the PA gap closed.
3. Disadvantaged students, in general, require more support for literacy, numeracy and language development compared to their non-disadvantaged peers particularly during their transition from primary to secondary school. Many require additional 1:1 or small group mentoring/nurturing support because statistically, disadvantaged students are more likely to become excluded or disengaged from mainstream schooling.
4. Disadvantaged students often have lower aspirations to be successful compared to their non-disadvantaged peers. The proportion of disadvantaged young people who aspire to go to university is much lower than those from more affluent backgrounds. Disadvantaged students are less likely to avail themselves of some of the opportunities available to take on positions of responsibility and leadership, and for many, the cost of participating in extra-curricular activity is prohibitive.

This document details the proposed spend of the Pupil Premium 2017-18, committed to narrowing the attainment and progress gap further, improving attendance and raising the aspirations of our disadvantaged cohort.

#### **How Pupil Premium funding will be spent:**

- **Staffing:** Additional support staff, teaching assistants, mentors and other visiting professionals to provide small group intervention e.g. literacy, numeracy, life skills, social communication, nurture group; 1:1 tutoring and support; mentoring; counselling support etc.
- **Curriculum Support:**
  - More 'appropriate' curriculum provision e.g. outdoor education or vocational programmes, alternatives to exclusion.
  - Curriculum resources: Revision guides, dictionaries, maths equipment, scientific calculators, portable devices, maths equipment;
  - cost of trips and visits e.g. field trips, languages trips, curriculum trips, theatre visits.
  - School holiday experiences e.g. Summer/ Easter revision School
- **Enrichment** e.g. music lessons, sports coaching, access to technology, 'Period 6', student conferences, HEI visits, aspirational leisure activities, cultural visits, rewards, positions of responsibility/leadership.
- **Inclusion:** Funding for provision of uniform, including sports equipment; travel expenses i.e. weekly/monthly bus tickets

### **Planned Expenditure 2017-18:**

<b>Broad theme</b>	<b>Detailed of expenditure</b>	<b>Amount</b>
Staffing-related costs	HLTA/ Reading Leader to support and manage reading/literacy interventions.	£34,000
	Specialist maths intervention/ 1:1 tuition	£30,000
	Appropriate Provision Leader/Mentor (contribution)	£27,300
	Counselling (contribution)	£31,000
	Attendance Officers (contribution)	£25,500
	Additional HLTA to support literacy (MC)	£25,500
	White Boys Programme (contribution)	£40,000
	'Dadaal' Somali Boys Project (AT)	£15,600
Reading/ Literacy	Reading Scheme (RML Fresh Start, Carnegie Book Shadowing, Reading Rampage, resources plus training)	£15,000
Resources to support 'appropriate' provision	Outdoor education, gardening project, "Yes You Can" Project; V Cert in Construction, VESA, ECDL	£40,000
Enrichment	Music lessons for disadvantaged students including the most able	£5,000
	PiXL subscriptions and conferences	£10,000
	Summer/Easter and G&T school	£15,000
	Rewards for good attendance	£15,000
	Leadership Development (Prefect, LORIC Leader, School Council etc)	£10,000
	Work Experience subsidy	£4,000
	HEI Trips/ experiences, extra-curricular subsidies	£15,000
Travel Assistance	Subsidy for bus passes for PP students	£5,000
Resources to support i-pad scheme	Disadvantaged subsidy for the college i-Pad scheme	£12,035
	<b>Total Expenditure</b>	<b>£374,935</b>

## The four key objectives for 2017-18:

### 1. **Closing the Achievement Gap** by...

- further improving the quality of teaching and learning across the college and for targeted cohorts
- providing further opportunities for disadvantaged students to consolidate their learning
- Targeting a wider range of classroom support, advice, guidance and enrichment activities towards more-able disadvantaged students to ensure that they achieve and participate at least as well as their non-disadvantaged, high-achieving peers

### 2. **Improving attendance** by...

- Building Attendance Officer capacity to improve the effectiveness of attendance monitoring and intervention for disadvantaged students whose attendance falls below attendance and PA thresholds.
- Improving the quality and breadth of the curriculum to ensure higher levels of student engagement in 'appropriate provision'.
- Increasing the range of incentives available to reward good attendance including rewards for good attendance, breakfast club/ nurture group

### 3. **Improving the quality of support and Intervention** by...

- developing further the range of 1:1 or small group evidence-based interventions to ensure disadvantaged students in all years make accelerated progress and rapidly improve their literacy, numeracy and language skills.
- Identify Intervention Leaders to lead and manage interventions in literacy and numeracy
- Providing more targeted mentoring/counselling support for those disadvantaged students in greatest need including those with additional SEMH needs.

### 4. **Raising Aspirations** by...

- Improving the attitude to learning of targeted cohorts with a particular focus on disadvantaged more-able students, white boys and students of Somali heritage.
- Removing barriers to participation by increasing the range and breadth of extra-curricular provision and high-quality experiences available to disadvantaged students by offering disadvantaged subsidy e.g. PiXL, HEI visits, ski trip 2018
- Providing work experience for Year 10 disadvantaged students free of charge
- Increasing the proportion of disadvantaged students in leadership roles

## Delivery Plan:

### Key Objective One: Closing the Achievement gap

*Further improve the quality of teaching and learning across the college and for targeted cohorts.*

This objective will be met by the following means:

- 1.1 **Year 6 summer school** to ensure ease of transition between year 6 and year 7 and ensure that the most vulnerable students in the cohort receive additional support
- 1.2 **Year 10/11 Easter Revision School and G&T Summer school** to maximise chances of GCSE success for targeted disadvantaged students and provide additional challenge for more-able disadvantaged students
- 1.3 **The six non-negotiables:** continue to embed improvements in quality first teaching

#### 1.1 Summer Transition School for Year 6

**Rational:** Government initiative to help disadvantaged students make a successful transition from primary to secondary school.

TCOLC Summer School has a clear academic focus on English and maths.

Sutton Trust document - Summer schools, moderate impact for moderate cost +2 months.

Reduce the traditional attainment dip between year 6 and year 7.

'Summer schools boost the self-esteem, aspirations and work ethic of more vulnerable children, many of whom are on Free School Meals.' TES. David Linsell. 2012

**Rational:** Sutton document stresses that improving literacy improves student outcomes overall - increases GCSE attainment and thereby life choices.

Date	Person responsible	M&E	Cost	Success Criteria
Aug 2017	HCF/ NCoton		£5000	

#### 1.2 Easter School for Year 10/11 and G&T Summer School

**Rational:**

TCOLC Easter School has a clear academic focus on disadvantaged students who are vulnerable to P8 with a specific focus on Eng/Ma

Sutton Trust document – holiday schools, moderate impact for moderate cost +2 months.

Date	Person responsible	M&E	Cost	Success Criteria
April 2018	HCF/HH		£10,000	

#### 1.3 The 'Six non-negotiables'

**Rational:**

- Feedback High impact for low cost, based on moderate evidence.
- Meta-cognition and self-regulation High impact for low cost, based on extensive evidence
- Collaborative learning Moderate impact for very low cost, based on extensive evidence.
- Homework (Secondary) Moderate impact for very low or no cost, based on moderate evidence.
- CPD – Teaching and Learning Conference

Date	Person responsible	M&E	Cost	Success Criteria
	HCF		£TBC	

## Key Objective Two: Improving Attendance

*Develop further the range of intervention strategies in use to ensure PP students in all years make progress in line with or exceeding the progress of their non PP peers.*

This objective will be met by the following means:

2.1 Bespoke **Pupil Premium Attendance Champion** identified with a specific responsibility for reducing PA and improving attendance for disadvantaged students.

2.2 Further development of the **Personalised Curriculum** to meet the needs of all groups of learners including those for whom a 'full' mainstream curriculum may not be appropriate.

2.3 Introduce a bespoke **reward scheme** which promotes good attendance and reduces PA.

2.1 College Attendance Officer adopts the role of '**Pupil Premium Attendance Champion**' to further develop strategies to promote good attendance of PP students and reduce the attendance gap between PP and Non PP students and national non pp students.

- AO contracted to work additional hours to support intervention as appropriate.
- Intervention for targeting attendance
- Weekly target of PP attendance cohort

**Rational:** EEF 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.'

For example, at secondary level PP pupils are three times more likely than their peers to be classed as 'persistently absent' – i.e., to miss more than one in five school days across the year. Similarly, PP pupils are three times more likely to receive two or more fixed-period exclusions across the year.

Date	Person responsible	M&E	Cost	Success Criteria
May 2017	SL	WM	£25,500	staffing

### 2.2 Attendance Reward Scheme

- PP Attendance Champion to create a bespoke reward scheme to incentivise good attendance. Rewards – for cohort for improved attendance, on a termly basis.

**Rational:** To support underachieving students in year 11 in danger of not making minimum 3LoP in core OR who may not achieve P8

To identify students who are struggling to meet the rigorous demands of linear and Non CA subjects

'... schools boost the self-esteem, aspirations and work ethic of more vulnerable children, many of whom are on Free School Meals.' TES. David Linsell, 2012

Date	Person responsible	M&E	Cost	Success Criteria
May 2017	WM		£15,000	rewards

### 2.3 Personalised Curriculum

- Appropriate Provision Leader identified to ensure that those students in danger of disengaging or exclusion are supported via the provision of a more appropriate/alternative curriculum ensuring that they leave school with a 'Suite' of accredited outcomes and L1 and 2.

**Rationale:** EEF 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.'

For example, at secondary level PP pupils are three times more likely than their peers to be classed as 'persistently absent' – i.e., to miss more than one in five school days across the year. Similarly, PP pupils are three times more likely to receive two or more fixed-period exclusions across the year.

Date	Person responsible	M&E	Cost	Success Criteria
June 2017	NE/HS	WM	£27,300	Staffing:
	NE/HS		£40,000	Resources:

### Key Objective Three: Improving the Quality of support and intervention

*Raise standards of literacy, language and numeracy through the use of bespoke evidence-based interventions.*

This objective will be met by the following means:

- 3.1 Ensure that students in year 7 & 8 with a reading age below 9.6 (functional literacy) are supported with additional **evidence-based interventions** including one-to-one tutoring to accelerate progress in literacy, language development and numeracy.
- 3.2 Appoint **College Reading/ Numeracy Leaders** to oversee impact of evidence-based interventions in order to secure age-appropriate levels of development across KS3.
- 3.3 Refocus the college **mentoring and counselling programmes** to ensure that disadvantaged students overcome any identified barriers to learning. Implement further behaviour modelling strategies and interventions to support disadvantaged students with SEMH needs.

#### 3.1 Evidence-Based Interventions/ One-to-one/ small group Tutoring

**Rational:** Sutton document 'One-to-one tutoring +5 months' moderate impact'

*'For pupils eligible for free school meals (FSM) with lower prior attainment, those who received tuition were more likely to achieve Level 4 at KS2 and to make two levels of progress than those who did not receive tuition.'*

Evaluation of the Making Good Progress Pilot (2010). DCSF Research Report RR184. PricewaterhouseCoopers (PwC) LLP.

Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately +3/+4 additional months' progress.

(Making Best Use of Teaching Assistants Guidance Report Education Endowment Foundation Spring 2015)

*Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction*

*Schools should use structured interventions with reliable evidence of effectiveness. There are presently only a handful of programmes in the UK for which there is a secure evidence base, so if schools are using programmes that are 'unproven', they should try and replicate some common elements of effective interventions:*

- Sessions are often brief (20– 50mins), occur regularly (3–5 times per week) and are maintained over a sustained period (8–20 weeks). Careful timetabling is in place to enable this consistent delivery
  - TAs receive extensive training from experienced trainers and/ or teachers (5–30 hours per intervention)
  - The intervention has structured supporting resources and lesson plans, with clear objectives
  - TAs closely follow the plan and structure of the intervention
  - Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress.
- Effective interventions ensure the right support is being provided to the right child*
- Connections are made between the out-of-class learning in the intervention and classroom teaching (see Recommendation vii).

(Making Best Use of Teaching Assistants Guidance Report Education Endowment Foundation Spring 2015)

□ "15% of highly able pupils who score in the top 10% nationally at age 11 fail to achieve in the top 25% at GCSE

- Boys, and particularly pupil premium eligible boys, are most likely to be in this missing talent group
- Highly able pupil premium pupils achieve half a grade less than other highly able pupils, on average, with a very long tail to underachievement
- Highly able pupil premium pupils are less likely to be taking GCSEs in history, geography, triple sciences or a language" (Sutton Trust Research Brief 'Missing Talent' June 2015

Sutton document a specific focus on Reading Comprehension Strategies +5 months, moderate impact for low cost.

Improving literacy improves student outcomes overall thereby reducing the attainment and progress variation between PP and non PP.

Sutton Trust document Peer tutoring/peer-assisted learning, +6 months, High impact for low cost.

Parental involvement, +3 months, moderate impact for moderate costs.

Sutton document stresses that improving literacy improves student outcomes overall - increases GCSE attainment and thereby life choices.

Date	Person responsible	M&E	Cost	Success Criteria
	KP	HCF	£15,000	Reading resources
	Lit HLTA	HCF	£25,500	staffing

### 3.2 College Reading and Numeracy Leaders identified to monitor the effectiveness and impact of interventions

**Rationale:**

*'All effective partnership schemes provide poorer readers with substantially increased time for reading, supported by a more skilled reader who has received structured training and receives ongoing support. Focused training for the tutors is essential, so that they know what to do when a reader falters or makes an error' What works for students with literacy difficulties? The effectiveness of intervention schemes. Third edition. DCSF. By G, Brooks. (2007/ updated 2012)*

Date	Person responsible	M&E	Cost	Success Criteria
	HCF/HH	HCF	£34,000	Staffing
	Ma HLTA	HCF	£30,000	Staffing TBC

### 3.3 Mentoring and Counselling

Refocus work of the Mentoring Team to ensure that disadvantaged students are prioritised and supported to overcome barriers to learning.

**Rational:** EEF 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.'

For example, at secondary level PP pupils are three times more likely than their peers to be classed as 'persistently absent' – i.e., to miss more than one in five school days across the year. Similarly, PP pupils are three times more likely to receive two or more fixed-period exclusions across the year.

Date	Person responsible	M&E	Cost	Success Criteria
June 2017	DA	WM	TBC	
June 2017	KA	WM	£31,000	

### Key Objective Four: Raising Aspirations

*to improve curriculum engagement, behaviour and attendance and to reduce the exclusion of targeted cohorts with a particular focus on the most able, white boys, students of Somali heritage and black African/Caribbean students*

This objective will be met by the following means:

- 4.1 Embed the **'Dadaal' and White Boys projects** for targeted disadvantaged students from key vulnerable groups who are experiencing barriers to learning including below-expected progress, poor attendance and /or behaviour.
- 4.2 Increase the range and breadth of extra-curricular provision and high-quality experiences available to disadvantaged students by offering disadvantaged subsidy e.g. PiXL, HEI visits, ski trip 2018
- 4.3 Provide an entitlement to work experience for all disadvantaged students in Year 10 at no cost
- 4.4 Develop a strategy for ensuring that PP students across the college are proportionately represented as **student leaders**. Leadership roles include College Prefect, Learning Ambassador, Form Captain, Year Group Council, Head Boy/Girl etc

#### 4.1 **Dadaal Mentoring Programme** for students of Somali heritage.

Rationale:  
Behaviour interventions -moderate impact for moderate cost, based on extensive evidence. +4 months (EEF Toolkit)  
"it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning." (EEF Toolkit)

Date	Person responsible	M&E	Cost	Success Criteria
------	--------------------	-----	------	------------------

May 2017	A Tarah	WM	£15,600	Somali project staffing
May 2017	S Cook	AMG	£40,000	WB Project staffing, resources/rewards

#### 4.2 Extra-Curricular Provision

Rationale:

"Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning." (EEF Toolkit)

Date	Person responsible	M&E	Cost	Success Criteria
Sep 2017	TS		£5,000	Free music lessons
May 2017	BA		£10,000	PiXL programmes
		WM	£15,000	trips
	K Davey	WM	£5,000	
	AT	JS	£12,035	i-Pad

#### 4.3 Work Experience

Date	Person responsible	M&E	Cost	Success Criteria
May 2017	PMc	WM	£4,000	Entitlement to w/ex

#### 4.4 Leadership Roles

Date	Person responsible	M&E	Cost	Success Criteria
June 2017	BA/HH	WM	£10,000	Leadership roles