

# Disadvantaged Student (Pupil Premium) Strategy 2018-19

1. Summary information					
School	The City of Leicester College, Downing Drive, Leicester LE5 6LN				
Academic Year	2018/19	Total PP budget	£349,690.00	Date of most recent PP Review	2 <sup>nd</sup> Feb 2018
Total number of pupils Years 7-11 (+ Post-16)	1347 (+363)	Number of pupils eligible for support through the Pupil Premium Grant	380 (23.5%) (+)	Date for next internal review of this strategy	Sept. 2018

## 2. High-level strategic objectives for disadvantaged students (“Disadvantaged First”):

The objective of the “Disadvantaged First” Strategy is to dramatically diminish the attainment and attendance gaps between our disadvantaged students and students without disadvantage both locally (in-school) and nationally. There are three high-level strategic objectives:

1. **Continue to improve the quality of teaching and learning across the college in order to raise attainment and accelerate the progress of disadvantaged students, particularly the most-able, by ensuring that teachers plan activities which meet their needs.**
2. **Improve further the attendance of disadvantaged students and reduce the current gap when compared to their non-disadvantaged peers.**
3. **Raise the aspirations and expectations of our disadvantaged students (and their parents/carers where necessary), build their ‘cultural capital’, and ensure that any specific barriers to achievement are identified and overcome through targeted support.**

“Disadvantaged First”: Teaching staff will be aware of the needs of every disadvantaged student, including the most able, in each of their classes and will make appropriate interactions with these students a priority every lesson. This should ensure that their individual needs are being met and expectations are consistently high. The absolute focus will be on **quality first teaching** with targeted intervention where appropriate. Contact with parents/guardians for this group of students will be made regularly and frequently by designated student ‘advocates’ who will have a clear oversight of any specific barriers to learning.

Disadvantaged students will benefit from additional support, including financial, to ensure that they are:

- a. able to travel to and from College safely and efficiently,
- b. provided with resources including revision guides and stationary which directly support positive study habits,
- c. are able to access enrichment activities and experiences such as theatre trips, residential experiences,
- d. do not go hungry throughout the College day.

3. Current attainment and progress		
	Pupils eligible for PP (all)	Pupils not eligible for PP (national average)
% Achieving level 4+ BASICS Eng and Maths (2017-2018)	61.5% (63.1%)	
% Achieving Level 5+ BASICS Eng and Maths (2017-2018)	33.3% (39.8%)	
Progress 8 score average 2016	- 0.259	-0.104
Attainment 8 score 2016	43.82	49.72
Progress 8 score average 2017	-0.436	-0.105
Attainment 8 score 2017	38.28	42.60
Ave Total Progress 8 score 2018	-0.128 (0.022)	
Ave Total Attainment 8 score 2018	41.38 (44.63)	

4. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	<b>Low literacy and language skills</b> on entry to the school, particularly language comprehension, are lower for disadvantaged students (especially those with EAL) than for others which prevents them from making rapid progress in KS3 (Y7&8) and therefore having to 'catch-up' in KS4.
<b>B.</b>	<b>Numeracy skills</b> are lower for disadvantaged students entering Year 7 and across KS3 compared to others. Consequently, disadvantaged students (including lower, middle and higher attaining students) make less progress in maths than other high-attaining students across KS3 and 4. This prevents sustained high achievement at the end of KS4.
<b>C.</b>	<b>Quality First Teaching:</b> In June 2018, Ofsted commented 'You have introduced a number of strategies to improve the progress of disadvantaged pupils. These range from pastoral support to a whole-school approach to teaching, which is consistently applied by staff... Current disadvantaged pupils are making more rapid progress than in the past.' However the report also set the target: 'Ensure that teachers plan activities which meet the needs of different groups of pupils' – which includes disadvantaged pupils.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	

<p><b>D.</b></p>	<p><b>Attendance:</b> In 2016-17, the overall, end of year attendance figure (HT 1-6) for disadvantaged students across all year groups was 90.10% compared to 93.9% for all students and there was a high proportion, 22.3%, of disadvantaged students deemed to be PA compared to 17.85% for all students.</p> <p>Comparative data for 2017-18 suggests a significantly improved picture but the attendance and PA gaps for disadvantaged students, whilst diminished, are still too high and need to be reduced further to at least national average levels:</p> <ul style="list-style-type: none"> <li>• End of year attendance figure (HT 1-6) for disadvantaged students across all year groups was 92.7% compared to 94.7% for all students.</li> <li>• PA for DA students reduced to 19.58% compared to 12.4% for all students.</li> </ul> <p>‘Attendance has improved, particularly for disadvantaged pupils and those who have SEN and/or disabilities. The rates of persistent absence of these groups of pupils have also declined; however, they remain above the national average. Improving attendance remains a priority.’ (Ofsted June 2018)</p>
<p><b>E.</b></p>	<p><b>Readiness for Learning:</b> – many disadvantaged students across the college lack the aspiration or ambition required to secure strong enough outcomes to achieve successful transition to further and higher education, employment or training. Too many disadvantaged students make poor choices about their learning behaviours and many have insufficient ‘cultural capital’ to support successful transition and progression.</p>
<p><b>F.</b></p>	<p><b>Social, emotional and mental health concerns:</b> Across the school, there is a growing proportion of disadvantaged students who require additional specialist support for their complex social, emotional and mental health needs which impact negatively on personal development, behaviour and welfare.</p>

<b>5. Desired outcomes and planned expenditure: 2018-19</b>					
<b>1. Continue to improve the quality of teaching and learning across the college in order to raise attainment and accelerate the progress of disadvantaged students, particularly the most-able, by ensuring that teachers plan activities which meet their needs. (Amount allocated £140,000)</b>					
<b>Strategic Objective</b>	<b>Chosen action / approach</b>	<b>Cost</b>	<b>Outcomes</b>	<b>Staff lead</b>	<b>Review</b>
<p>1. Improving Teaching and Learning</p>	<p>1.1 Embed DA First strategy: ensuring that DA students, in Y7 – 13, are prioritised, challenged and expectations raised.</p>	<p>£0</p>	<ul style="list-style-type: none"> <li>• SISRA analyses will show a closing of the attainment gap between disadvantaged and non-disadvantaged students across all subjects and ability bands – including, and specifically, HA students.</li> </ul>	<p>JIW</p>	<p>360 Subject Reviews: Autumn, spring and summer terms:</p> <ul style="list-style-type: none"> <li>• Quality of T&amp;L</li> <li>• Quality of student work</li> <li>• PDBW</li> </ul> <p>Data analysis after each data collection.</p>

1. Improving Teaching and Learning	1.2 Y11 DA student conferences for maths and English GCSE.	Maths conference £3000 English conference £2600	<ul style="list-style-type: none"> <li>Increased progress and improved outcomes for DA students in English and Maths GCSE.</li> </ul>	HVH/CEC	Student feedback on impact of conference. Professional predictions.
1. Improving Teaching and Learning	1.3 Whole college and bespoke CPD on planning to meet the needs of specific groups of students, including DA students.	£0	<ul style="list-style-type: none"> <li>Evidence in Context Folders, in lesson observations and drop-ins and in student books/folder that staff are aware of the specific DA students in <i>all</i> years and are planning to meet their needs.</li> </ul>	JIW	360 Subject Reviews: Autumn, spring and summer terms: <ul style="list-style-type: none"> <li>Quality of T&amp;L</li> <li>Quality of student work</li> <li>PDBW</li> </ul>
1. Improving Teaching and Learning	1.4 Targeted literacy and numeracy intervention and support incl.: RML Fresh Start, Spelling intervention, Inference training; EAL provision, maths 1:1 and small group.	30% Literacy HLTA £5348.70  30% EAL TA £4286.10  30% Maths TA £4286.10	<ul style="list-style-type: none"> <li>Disadvantaged students will meet at least National average in Basic measures at 4+ and 5+ by the end of Year 11.</li> </ul> <p><i>Whilst 'catch-up' funding is used well to accelerate the progress of eligible Year 7 students, a significant number of DA students need continued literacy and numeracy intervention in Y8 and Y9.</i></p>	NAA/JB/NIC	Half-termly meetings to review progress and agree further intervention.
1. Improving Teaching and Learning	1.5 Improved access to learning resources e.g. revision guides, PiXL resources, calculators, dictionaries, ingredients, ICT hardware for disadvantaged students.	Revision guides £4600 Ipad subsidy £1000 Food Tech £1800 Eng Lit texts £1440 Dictionaries £200 Maths resources £1344	<ul style="list-style-type: none"> <li>SISRA analyses will show a closing of the attainment gap between disadvantaged and non-disadvantaged students across all subjects and ability bands – including, and specifically, HA students.</li> </ul>	Advocates	<ul style="list-style-type: none"> <li>PP Advocates will track the progress, attendance and behaviour of designated disadvantaged students every 2 weeks. This will be followed up with a communication with parents/carers.</li> <li>Heads of Year/ AchCo will more rigorously monitor the effectiveness of the advocacy programme.</li> </ul>
1. Improving Teaching and Learning	1.6 Y9 PP action research project – accelerate the progress of underachieving MA PP students.	£900	<ul style="list-style-type: none"> <li>SISRA analyses will show a closing of the attainment gap between disadvantaged and non-disadvantaged MA students across all subjects.</li> </ul>	SYK	360 Subject Reviews: Autumn, spring and summer terms: <ul style="list-style-type: none"> <li>Quality of T&amp;L</li> <li>Quality of student work</li> <li>PDBW</li> </ul> Data analysis after each data collection.
<b>Total budgeted cost</b>		<b>£30,804.90</b>			

**2. Continue to improve the attendance of disadvantaged students across all year groups and reduce the proportion of DA students who are persistently absent. (Amount allocated £140,000)**

<b>Strategic Objective</b>	<b>Chosen action / approach</b>	<b>Cost</b>	<b>Outcomes</b>	<b>Staff lead</b>	<b>Review</b>
2. Improve Attendance	2.1 Extend “DA First” principles to apply to attendance and PA, ensuring that absence systems are applied consistently and resources are appropriately targeted towards our most disadvantaged students, in all year groups.	£0	<ul style="list-style-type: none"> <li>Overall attendance of disadvantaged students becomes broadly in line with or above the national average.</li> <li>The proportion of disadvantaged students who are PA is broadly in-line with the national average.</li> <li>The proportion of disadvantaged students who are represented in the college’s fixed-term exclusion figures, continues to reduce.</li> </ul>	HCF	<p>Fortnightly line-management meetings between AO and DHT (PDB&amp;W)</p> <p>Weekly monitoring of behaviour and exclusion data and liaison with HOYs.</p>
2. Improve Attendance	2.2 Dedicated Attendance/Welfare Officer time to monitor attendance and PA of DA students, meet parents, meet EWO, conduct home visits etc.  Systematic use of penalty notices and Attendance Orders where appropriate.	40% Attendance officer time allocation £8430	<ul style="list-style-type: none"> <li>Pre-emptive approach to absence and PA to ensure:</li> <li>Overall attendance of disadvantaged students becomes broadly in line with or above the national average.</li> <li>The proportion of disadvantaged students who are PA is broadly in-line with the national average.</li> </ul>	HCF	<p>Fortnightly line-management meetings between AO and DHT (PDB&amp;W)</p> <p>Fortnightly meetings between AO and EWO.</p>
2. Improve Attendance	2.3 Targeted intervention for vulnerable groups: ‘Dadaal’ Project for underachieving, disadvantaged Somali students.  TFTF (Think For The Future) mentor programme.	Somali mentor April – July £7,000 Sept – April £7,500  50% TFTF programme £2,350	<ul style="list-style-type: none"> <li>Improved attendance of DA Somali students to at least 96%.</li> <li>Improved attendance of DA TFTF students to at least 96%.</li> </ul>	HCF	Half-termly impact reports.
<b>Total budgeted cost</b>		<b>£25,280</b>			

**3. Raise the aspirations and expectations of our disadvantaged students (and their parents/carers where necessary), build their 'cultural capital', and ensure that any specific barriers to achievement are identified and overcome through targeted support. (Amount allocated £69, 690)**

Strategic Objective	Chosen action / approach	Cost	Outcomes	Staff lead	Review
3. Raising Expectations	3.1 Further develop the college's 'alternative provision' (The Base) to ensure that DA students who fall behind are swiftly re-engaged.	Base Leader £23,247 Base maths provision £6,764 Base English provision £7,451	<ul style="list-style-type: none"> <li>Students are making progress in line with expectations.</li> </ul>	NIC	Weekly monitoring meetings to review impact of provision on progress, behaviour and attendance.
3. Raising Expectations	3.2 Additional academic/pastoral/ mentoring support for DA students who become disengaged from mainstream provision, often complicated by SEMH issues.	2 x Key workers £27,644 Learning mentors 70% cost x 3 £43,836.80 50% TFTF programme £2,350 Enstruct provision April – July £4,800 Sept – April £10,800 Alternative provision (S Giles) £5,900	<ul style="list-style-type: none"> <li>Students are making progress in line with expectations.</li> <li>Attitude to learning in all subjects is at least 'good'.</li> <li>Proportion of DA students being excluded is proportionally in line with all students.</li> </ul>	NIC/HCF	Weekly monitoring meetings to review impact of provision on progress, behaviour and attendance.
3. Raising Expectations	3.3 All DA (Y7 -13) students have named advocate who meets with them at least every 3 weeks and feeds back to parent/carer.  All Y11 DA students have named advocate who meets with them at least every 2 weeks in IS sessions and feeds back to parent/carer.	Staffing of IS sessions 8 x 1 hour/week £14,720  PPA sessions 48 (Y7-11 tutors) + Directors + CLT = 60 hours/week £115,200	<ul style="list-style-type: none"> <li>Students are making progress in line with expectations.</li> <li>Attitude to learning in all subjects is at least 'good'.</li> <li>Attendance is at least 96%.</li> </ul>	HOY/HCF/ JOH/CEC/ HVH	Two weekly review of attendance, behaviour and rewards data. Analysis of progress data on SISRA after every data collection.
3. Raising Expectations	3.4 Entitlement to subsidised work experience placement	Work experience subsidy £1,653	<ul style="list-style-type: none"> <li>All DA students successfully complete work experience.</li> </ul>	PMc	Review of Work Experience provision and success rates. NEET figures.

	Dedicated 1:1 support from the Careers Advisor for all DA students linked to UCAS Progress.	Careers Advisor 30% salary £5,400	<ul style="list-style-type: none"> <li>All DA students are supported at transition to secure education, training or employment when leaving Y11.</li> </ul>		
3. Raising Expectations	3.5 Extra-curricular/ enrichment activities programme including DoE, sport, drama, subsidised music tuition, HE visits, PiXL conferences, post-16 laptop scheme, food allowance, discretionary payments (post-16 bursary).	Trips and enrichment subsidy £5,786  4 x HOY tracking and monitoring 20% salary £20,000	<ul style="list-style-type: none"> <li>All DA students are encouraged and supported to take part in a range of enrichment experiences.</li> </ul>	JOH/HOYs  Advocates	HOY Provision tracker.
3. Raising Expectations	3.6 Further development of student leadership roles (LORIC Leaders, Prefects, Student Ambassadors, Student Council)	50% cost of Student Leadership role £9,839	<ul style="list-style-type: none"> <li>At least 50% of all student leadership roles are held by DA students.</li> </ul>	SMC	Half termly review of student leadership through impact report.
3. Raising Expectations	3.7 Y7 DA Tutor groups – high quality support from experienced form tutors incl. Breakfast club Additional resources, enrichment opportunities etc.	Breakfast club subsidy £200 Additional food £800 Travel £1000 Uniform £200	<ul style="list-style-type: none"> <li>Students are making progress in line with expectations.</li> <li>Attitude to learning in all subjects is at least 'good'.</li> <li>Attendance is at least 96%.</li> </ul>	HOY/JOH	Two weekly review of attendance, behaviour and rewards data. Analysis of progress data on SISRA after every data collection.
<b>Total budgeted cost</b>		<b>£307,590.80</b>			
<b>Total expenditure</b>		<b>£363,675.70 (349,690)</b>			

6. Review of expenditure 2017-18				
Previous Academic Year		2017-18 (Total amount of grant received £374,935.00)		
i. Quality of teaching for all (original budgeted amount £116,800.00)				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A – improve outcomes for DA students</p> <p>B – improve the quality of teaching</p>	<p>Introduction of DTT as a model for QFT and the ‘six non-negotiables’, marking, feedback and assessment policies and ‘Progress Weeks’.</p> <p>‘Prepared for Learning’ routines established for beginning and end of all lessons with weekly monitoring of compliance and impact.</p>	<p>Progress of all groups on an improving trend: P8 score for DA students predicted to be -0.215 in 2018 compared to --0.438 in 2017; Average grade for DA 4.09 (compared to 4.42 for whole Y11 cohort); Basics 5+ predicted 37.2% for DA (cf 43% whole cohort) and at 4+ ; 59% for DA compared to 65% whole cohort. This is a significant improvement on last year for all groups.</p> <p>HCF’s review and evaluation of T&amp;L states: as a result of T&amp;L developments, we can now see:</p> <ul style="list-style-type: none"> <li>• Improved presentation in students’ books and assessment folders.</li> <li>• Increased consistency in marking, assessment and feedback and students’ engagement in improving their learning.</li> <li>• Increased challenge for HA students through questioning, challenge questions and differentiation.</li> <li>• Increased student progress, seen through CPGs.</li> <li>• Increase in ‘good’ teaching of 14%; reduction in ‘RI’ teaching of 15%; reduction in ‘Inadequate’ teaching of 3%.</li> </ul>	<p>Relatively low-medium cost (Senior and middle-leader time). Approach will continue with renewed focus and rigour. ‘Progress Weeks’ to continue throughout 2018-19.</p> <p>Impact of quality of teaching is significant (see section 8 of this report and HCF’s report on teaching quality)</p> <p>Moderate-high impact on quality of teaching and learning across the college as evidenced by Ofsted report in May 2017 and in-house monitoring. However, there remain pockets of inconsistency in QT&amp;L which need to be further addressed, specifically around challenge for HA DA students.</p>	£25,078

B – improve the quality of teaching	CPD: T&L focus (Conference, TMX etc)  Significant investment in staff CPD to address key issues identified by Ofsted with regard to teaching and learning and progress of disadvantaged students	<b>Professional Development</b> Core programme for all staff: <ul style="list-style-type: none"> <li>• Whole college training on meeting individual needs incl. EAL and SEND and follow up training for identified staff</li> <li>• Safeguarding training</li> <li>• Behaviour for Learning</li> <li>• SISRA</li> <li>• Year team development sessions: pastoral programme,</li> <li>• Hub/subject development sessions: collaborative planning, standardisation, moderation, curriculum development</li> <li>• T&amp;L Conference (October 2017) – identified sessions to meet appraisal targets.</li> <li>• Lesson Study Programme</li> </ul>	High impact as evidenced by improved quality of teaching profile and improved outcomes for DA students. This is a relatively low to moderate investment but high impact and the increasingly focussed CPD programme will be developed further during 2018-19 with even more bespoke CPD designed to further improve DA outcomes.	£26,607
A – Improved outcomes  B - improve the quality of teaching	Reading Coordinator- whole school approach	Evidence from WiT evaluation shows significant gains in reading ability and improved reading habits from the WiT survey. This approach needs to be continued and strengthened in the absence of centrally coordinated WiT.  Sutton Trust evidence base: <i>“ 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.”</i>	Reading Coordinator has had high impact in driving the reading culture across the college with an impressive range of extra-curricular and curriculum provision to support reading. The current post-holder moved to a new position within the college mid-year but it is recognised that this work is essential to developing cultural capital and improving standards of literacy.	£21,705
	Senior TA in maths, and English	Improvements in maths and English predictions amongst students who have received additional TA support in maths and English lessons, suggest that one to one support has been effective. It is felt that this approach needs to be continued for at least another year.. (See SENCo termly reports to Governors for evidence of impact).		£43,410
<b>ii. Targeted support (original budgeted amount £158,135.00)</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<p>A – improve outcomes for DA students</p>	<p>“DA First” Strategy</p>	<p>DA First Strategy has been implemented since the beginning of the academic year. This is to ensure teachers are aware of the disadvantaged students in their care, and that they focus on them first – i.e. in marking their books, asking them questions and supporting them in lessons. This has then been monitored through drop-ins, findings of which are fed back to middle and senior leaders.</p> <p>An advocacy programme has also been initiated within the year teams. Every disadvantaged student will have an advocate who meets with them, creates an action plan for any barriers to learning and contacts home fortnightly.</p> <p>Progress has been analysed in frequent KS3 and KS4 reports, which are used by middle leaders to plan interventions.</p> <p>Any interventions and the advocate programme are monitored through a spreadsheet by the inclusion administrator and Heads of Year.</p>	<p>P8 – our P8 data is showing an upward trend and disadvantaged progress is projected to be near ‘all other’ national average by 2020.</p> <p>A8 – Again, a useful upward trend across the next five years.</p> <p>Basic measures – 2018 to 2022 data for the basic measures looks very positive, with a 20-30% rise in both 4+ and 5+ in the next three years.</p> <p>EBacc – Although entries for EBacc are not massively strong, as a school we have an unusual trend in EBacc in that entries are going up, the national average on entry was a drop of 1.5% for 2017.</p> <p>This strategy to be embedded through 2018-19 and the roles/responsibilities of advocates supported through more intensive training in the use of SISRA</p>	<p>£25,000 (est)</p>
<p>Improved outcomes for vulnerable groups</p>	<p>‘Dadaal’ project for Somali Boys, ‘Yes you Can’ BME project, HA girls project (AK) and more bespoke curriculum provision’.</p>	<p>Individual case studies suggest moderate-high impact on attendance and behaviour of targeted students. There is also a high degree of parental satisfaction with the scheme.</p> <p><i>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)</i></p> <p><i>Behaviour interventions -moderate impact for moderate cost, based on extensive evidence. +4 months (EEF Toolkit)</i>  <i>“it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils’ learning.” (EEF Toolkit)</i></p>	<p>High cost for moderate to high impact. Both BME projects to be extended next year with sharper focus on impact evaluation.</p> <p>Alternative provision: Environment group to come ‘in-house’ but construction course to be commissioned off-site.</p> <p>HA girls project – no impact so will be discontinued</p>	<p>£15,200 + £9,000</p> <p>£46,935</p> <p>£5,000</p>

	<p>War Board/ 1:1 academic mentoring</p> <p>Investment in SISRA</p>	<p>Evidence (Sutton Trust) indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Students are given intensive tuition for short, regular sessions (about 60 minutes each time).</p>	<p>Assistant HT has provided highly detailed analyses of the marginal gains made by an identified group of KS4 students and progress across all subjects has been intensively tracked through SISRA.</p> <p>The use of SISRA is becoming increasingly embedded and this intensive monitoring of DA students, particularly the most-able, will continue throughout next academic year and beyond.</p> <p>There has been a significant investment in SISRA which has transformed the college's ability to track progress and hold individual staff/ departments to account for their outcomes.</p>	<p>£20,000 (leadership time est.)</p> <p>£12,000</p>
	<p>White Boys achievement project (S Cook)</p>	<p>Based on the premise that intensive 1:1 pastoral support with increased levels of home-school engagement for this highly diverse and challenging cohort comprised of around 50 white DA students- almost exclusively boys.</p> <p>Outcomes including attendance for WBr are still a major cause for concern and whilst there has been an incredible investment in pastoral support for this group, there has been minimal impact on outcomes over the two years of the project.</p>	<p>This project has not been sufficiently targeted on improving outcomes. The investment has resulted in high levels of pastoral support which has helped to improve behaviour, but there has been virtually no impact on attendance or standards for this cohort. The project will not be continued.</p>	<p>£25,000</p>
<p><b>iii. Other approaches (original budgeted amount £100,000)</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

Improved attendance	Attendance officer/ Champion and reward schemes; Bus passes, FSM top-ups Dedicated Attendance/Welfare Officer; PSPs to include graduated response to attendance and punctuality concerns	<p>Case studies reveal low-moderate impact on some of our most enduring attendance problems but also indicate high impact on some individual (less-challenging) cases. A full-time AO working alongside a part-time EWO will be required through 2017-18 in order to prepare strategic reports for key pastoral staff and CLT, as well as attendance panels and court proceedings for enduring cases.</p> <ul style="list-style-type: none"> <li>• Whole college attendance 2017-18 94.7% compared to 2016-17 94.1%.</li> <li>• DA attendance 2017-18 92.6% compared to 92% 2016-17</li> <li>• PA for 2017/18 13.3% compared to 2016/17 17.85%.</li> <li>• DA PA for 2017-18 20.2% compared to 2016-17 %</li> </ul>	<p>More focussed use of and PA data at all levels of leadership will lead to more effective targeting of priority students.</p> <p>Rewards for improved attendance need to be more explicit</p> <p>Greater focus on impact of attendance on outcomes and life-chances through the formal curriculum e.g. PSEnt/ CIEAG</p>	<p>£20,000</p> <p>£15,000</p>
Enhanced support for SEMH	Additional mentoring and counselling vulnerable students with SEMH needs	<p>Low-moderate impact on outcomes but significant impact on well-being and personal development needs. The volume of students requiring additional pastoral support for enduring MH issues is rising sharply which is impacting on progress and attendance of disadvantaged students.</p>	<p>Sharper focus on impact evaluation but approach likely to continue as need across the college continues to grow.</p>	£15,000
	Improved access to learning resources e.g. revision guides, basics, ingredients, ICT hardware for all disadvantaged students.	<p>All DA students have received heavily discounted or free learning resources including revision booklets and published guides. Lesson observation and anecdotal feedback from parents suggests that they make good use of these resources.</p> <p>Through the advocacy programme, where key barriers to achievement have been identified, PP funding has been deployed through delegated Hub budget (£10k per Hub) to overcome these barriers e.g the provision/ repair of i-pads, provision of ingredients for food tech etc.</p> <p>Approach unlikely to continue in current form.</p>	<p>This approach is impactful albeit difficult to evaluate in terms of impact on outcomes. One approach that is being considered is to consider the allocation of 'Pupil Premium Allowances' to all eligible students, an approach that has been used with some success in other Leicester schools (SLG Meeting May 2018)</p>	£50,000 (est)

## 7. Tracking data – predicted progress and attainment measures; attendance; exclusions.

Year 11 2018 - actual	All (236)	DA (76 32%)	Difference
P8			
Avg Grade			
% Basics 5+			
% Basics 4+			
Attendance	93.1%	90.7%	
PA	16.3%	23%	
Exclusions			

	PP1			PP2			PP3		
Year 11 (2019 – Pred)	All (239)	DA (67 28%)	Difference						
P8									
Avg Grade									
% Basics 5+									
% Basics 4+									
	Half terms 1 - 2			Half terms 1 - 4			Half terms 1 - 6		
Attendance									
PA									
Exclusions									

	PP1			PP2			PP3		
Year 10 (2020 – Pred)	All (260)	DA (66 25%)	Difference						
P8									
Avg Grade									
% Basics 5+									
% Basics 4+									
	Half terms 1 - 2			Half terms 1 - 4			Half terms 1 - 6		
Attendance									
PA									
Exclusions									

	PP1			PP2			PP3		
Year 9 (2021 – Pred)	All (268)	DA (83 31%)	Difference						
P8									
Avg Grade									
% Basics 5+									
% Basics 4+									
	Half terms 1 - 2			Half terms 1 - 4			Half terms 1 - 6		
Attendance									
PA									
Exclusions									

	PP1			PP2			PP3		
Year 8 (2022 – Pred)	All (267)	DA (84 31%)	Difference						
P8									
Avg Grade									
% Basics 5+									
% Basics 4+									
	Half terms 1 - 2			Half terms 1 - 4			Half terms 1 - 6		
Attendance									
PA									
Exclusions									

	PP1			PP2			PP3		
Year 7 (2023 – Pred)	All ()	DA ()	Difference						
P8									
Avg Grade									
% Basics 5+									
% Basics 4+									
	Half terms 1 - 2			Half terms 1 - 4			Half terms 1 - 6		
Attendance									
PA									
Exclusions									



