

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 nd 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	April 2019

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)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Low literacy and language skills 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.	Numeracy skills 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.
C.	Quality First Teaching: 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.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	<p>Attendance: 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"> • 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. • PA for DA students reduced to 19.58% compared to 12.4% for all students. <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>
E.	Readiness for Learning: – 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.
F.	Social, emotional and mental health concerns: 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.

5. Desired outcomes and planned expenditure: 2018-19

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 £?)

Strategic Objective	Chosen action / approach	Cost	Outcomes	Staff lead	Review
1. Improving Teaching and Learning	1.1 Embed DA First strategy: ensuring that DA students, in Y7 – 13, are prioritised, challenged and expectations raised.	£0	<ul style="list-style-type: none"> 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. 	JIW	360 Subject Reviews: Autumn, spring and summer terms: <ul style="list-style-type: none"> Quality of T&L Quality of student work PDBW Data analysis after each data collection.
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"> Increased progress and improved outcomes for DA students in English and Maths GCSE. 	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"> 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. 	JIW	360 Subject Reviews: Autumn, spring and summer terms: <ul style="list-style-type: none"> Quality of T&L Quality of student work PDBW

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. Y10 and Y11 English and Maths additional support for underachieving DA/HA.	30% Literacy HLTA £5348.70 30% EAL TA £4286.10 30% Maths TA £4286.10	<ul style="list-style-type: none"> Disadvantaged students will meet at least National average in Basic measures at 4+ and 5+ by the end of Year 11. <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"> 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. 	Advocates	<ul style="list-style-type: none"> PP Advocates will track the progress, attendance and behaviour of designated disadvantaged students every 2/3 weeks. This will be followed up with a communication with parents/carers. Heads of Year/ AchCo will more rigorously monitor the effectiveness of the advocacy programme.
1. Improving Teaching and Learning	1.6 Y9 PP action research project – accelerate the progress of underachieving MA PP students. Uni Pathways project – increasing no. PP attending top unis.	£900	<ul style="list-style-type: none"> SISRA analyses will show a closing of the attainment gap between disadvantaged and non-disadvantaged MA students across all subjects. 	SYK	360 Subject Reviews: Autumn, spring and summer terms: <ul style="list-style-type: none"> Quality of T&L Quality of student work PDBW Data analysis after each data collection.
Total budgeted cost		£30,804.90			

<p>Actions</p> <p>1.1 DA first strategy relaunched 9/10</p> <p>1.2 Maths, English and Science conferences successfully held.</p> <p>1.3 PP students identified in context folders; DA focus of CPD.</p> <p>1.4 approx. 50% students on intervention are PP</p> <p>1.4 Small group Eng (6) and Ma (4) intervention in place for HA/DA underachieving Y11 students</p> <p>1.5 Analysis of DA data after every data collection; Y11 underachieving DA students targeted for support by CLT; c/wk catch-up</p>	<p>Impact</p> <p>Data collections – evidence of gap in progress and attainment between DA and all students in current Y11, however gap is decreasing in a number of measures and there is a year on year decrease.</p> <p>DA students make good progress in intervention groups – particularly Fresh Start and Reading Buddies.</p> <p>Evidence of targeted intervention for DA students seen in 360 reviews and work scrutinies</p>
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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)

Strategic Objective	Chosen action / approach	Cost	Outcomes	Staff lead	Review
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"> Overall attendance of disadvantaged students becomes broadly in line with or above the national average. The proportion of disadvantaged students who are PA is broadly in-line with the national average. The proportion of disadvantaged students who are represented in the college’s fixed-term exclusion figures, continues to reduce. 	HCF	<p>Fortnightly line-management meetings between AO and DHT (PDB&W)</p> <p>Weekly monitoring of behaviour and exclusion data and liaison with HOYs.</p>

2. Improve Attendance	<p>2.2 Dedicated Attendance/Welfare Officer time to monitor attendance and PA of DA students, meet parents, meet EWO, conduct home visits etc.</p> <p>Systematic use of penalty notices and Attendance Orders where appropriate.</p>	40% Attendance officer time allocation £8430	<ul style="list-style-type: none"> • Pre-emptive approach to absence and PA to ensure: • Overall attendance of disadvantaged students becomes broadly in line with or above the national average. • The proportion of disadvantaged students who are PA is broadly in-line with the national average. 	HCF	<p>Fortnightly line-management meetings between AO and DHT (PDB&W)</p> <p>Fortnightly meetings between AO and EWO.</p>
2. Improve Attendance	<p>2.3 Targeted intervention for vulnerable groups: 'Dadaal' Project for underachieving, disadvantaged Somali students.</p> <p>TFTF (Think For The Future) mentor programme.</p>	<p>Somali mentor April – July £7,000 Sept – April £7,500</p> <p>50% TFTF programme £2,350</p>	<ul style="list-style-type: none"> • Improved attendance of DA Somali students to at least 96%. • Improved attendance of DA TFTF students to at least 96%. 	HCF	Half-termly impact reports.
Total budgeted cost		£25,280			

<p>Actions</p> <p>2.1 DA First strategy relaunched 9.10.18</p> <p>2.2 YL specific focus on TFTF targeted students – text home trial.</p> <p>2.3 No. students on mentor projects:</p> <ul style="list-style-type: none"> 4/7 Uni pathways 25/49 TFTF project (spring term: 29/56) 9/12 Somali project 16/23 Mosaic Mentoring 	<p>Impact</p> <p>Latest attendance figures (April 2019): All 94.9%, DA 93.2% (improvement of 0.1% from same time last year).</p> <p>Persistent absence latest figures (April 2019): All 11.98%, DA 20.24% (0.65% decrease from same time last year).</p> <p>Attendance of DA Y7 tutor group (7STC) 96.2%; attendance of all Y7 95.6%.</p> <p>12/25 DA students on TFTF programme (Dec 2018) had attendance above 94%.</p> <p>11/25 DA students on TFTF programme (Dec 2018) increased their attendance from last year.</p> <p>12/23 DA students on TFTF programme (April 2019) had attendance above 94%.</p> <p>17/23 DA students on TFTF programme (April) increased their attendance from last term.</p>
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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"> • Students are making progress in line with expectations. 	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	<ul style="list-style-type: none"> • Students are making progress in line with expectations. • Attitude to learning in all subjects is at least ‘good’. • Proportion of DA students being excluded is proportionally in line with all students. 	NIC/HCF	Weekly monitoring meetings to review impact of provision on progress, behaviour and attendance.

		April – July £4,800 Sept – April £10,800 Alternative provision (S Giles) £5,900			
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 Non-contact sessions 48 (Y7-11 tutors) + Directors + CLT = 60 hours/week £115,200	<ul style="list-style-type: none"> • Students are making progress in line with expectations. • Attitude to learning in all subjects is at least 'good'. • Attendance is at least 96%. 	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 Dedicated 1:1 support from the Careers Advisor for all DA students linked to UCAS Progress.	Work experience subsidy £1,653 Careers Advisor 30% salary £5,400	<ul style="list-style-type: none"> • All DA students successfully complete work experience. • All DA students are supported at transition to secure education, training or employment when leaving Y11. 	PMc	Review of Work Experience provision and success rates. NEET figures.
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"> • All DA students are encouraged and supported to take part in a range of enrichment experiences. 	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"> At least 50% of all student leadership roles are held by DA students. 	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. Y11 DA/HA students to be given additional support once/week in registration time e.g. revision strategies, planning for independent study, MH&WB.	Breakfast club subsidy £200 Additional food £800 Travel £1000 Uniform £200	<ul style="list-style-type: none"> Students are making progress in line with expectations. Attitude to learning in all subjects is at least 'good'. Attendance is at least 96%. 	HOY/JOH	Two weekly review of attendance, behaviour and rewards data. Analysis of progress data on SISRA after every data collection.
Total budgeted cost		£307,590.80			
Actions 18.10.18 3.1 33% DA students in Base 3.2 DA form majority of students receiving additional support from key workers, mentoring, mentor programmes, vocational provision e.g. Enstruct. 3.3 Advocate programme now running. 3.4 All DA students signed up for work experience. 3.5 HOY tracking updated. Spring term focus on provision of additional academic mentoring, cultural experiences and mental health support for DA students.		Impact 1 Y9, 1 Y10 and 1 Y11 students now fully integrated back into mainstream lessons. 1 Y9, 1 Y10 and 1 Y11 students in the process of reintegration for some lessons. Progress and attainment gap between DA and all in Y11 wider than last year... Positive attainment and progress predicted for DA students in Y10. See appendix 7 for latest predictions. Attendance and PA – improving picture, gap is closing, but still a gap. Half term 1 and 2 (2017/8 figures in brackets) Attendance All: 95.4 (95.3) DA: 93.9 (93.6) PA All: 10.75 (11.56) DA: 16.23 (18.32) Half term 3 and 4 (2017/8 figures in brackets)			

<p>3.6 23% students in leadership roles – needs to be at least 50%</p> <p>3.7 Between 15 - 20 regularly attending breakfast club</p> <p>3.7 DA/HA pm registration sessions run for 20 Y11 students. (CEC)</p> <p>3.7 Access for Y11 DA/HA to Sixth Form Study Centre until 5pm.</p>	<p>Attendance All: 94.9 (94.9) DA: 92.9 (93.1) PA All: 12.57 (13.39) DA: 21.53 (20.89)</p> <p>Behaviour – still a disproportionate number DA students receiving stage 3s and 4s, but improvement on last year:</p> <ul style="list-style-type: none"> - 43% students receiving S3 are DA (compared to 44% last year) - 46% students receiving S4 are DA (compared to 54% last year) - <p>Exclusions –42% exclusions so far this year have been DA students (compared to 61% last year)</p> <p>Progress and ATL (and exclusions?) of 7STC tutor groups against other groups – data not yet available.</p> <p>We are working closely with academics from the University of Sussex researching the progress and behaviour of DA students. They have conducted a detailed analysis of mediating factors in DA students' views of school and we will be piloting a values affirmation intervention with students in 2019-20. Interventions like this have shown incredible results and we hope this is a simple tool that we can use very effectively in the future to help the progress of our DA students.</p>
Total expenditure	£363,675.70 (349,690)

6. Impact summary

Progress

Whilst there is still a gap between the progress of DA and non-DA students, the progress of our DA students continues to be better than progress of DA students nationally. The gap between P8 measure for DA and non-DA students is better than the national average from 2017 to 2021 predictions.

Attainment

Whilst there is still a gap between the attainment of DA and non-DA students, the attainment of our DA students continues to be significantly better than attainment of DA students nationally. The gap between A8 measure for DA and non-DA students is significantly better than the national average from 2017 to 2021 predictions.

Basic Measure 5+

The gap in attainment of the basic measure 5+ between DA and non-DA students is significantly better than national average for all years from 2017 to 2021 predictions. Likewise, the % of DA students achieving 5+ in English and maths is significantly above the national average for all years from 2017 to 2021.

Attendance

Whilst there is still a gap in the attendance and PA of DA and non-DA students, attendance and PA are continuing to improve and the gap is decreasing. Attendance and PA of DA students is significantly better than the national average.

Current DA attendance: 92.9% (NA 90.8%)

Current DA PA: 20.24% (NA 28.9%)

Disadvantage Outcomes 2017 - 2022

1. Key measures:

Ofsted Statement: To improve, disadvantaged pupils **make progress at least in line with the national averages** for other pupils.

P8 Measure

2018 national average¹ = 0 (DA = -0.44, non-DA = 0.13, gap is 0.57)

	P8 (DA)	P8 (non-DA)	Gap
2017 (final)	-0.436	-0.105	0.331
2018 (final)	-0.101	0.093	0.194
2019 (April 19 predictions)	-0.649	-0.104	0.545
2020 (April 19 predictions)	-0.459	0.091	0.550
2021 (April 19 predictions)	0.245	0.557	0.312

A8 Measure

2018 national average = 44.5. (DA = 36.7, non-DA = 50.1, gap is 13.4)

	A8 (DA)	A8 (non-DA)	Gap
2017 (final)	38.28	42.60	4.32
2018 (final)	41.80	46.30	4.50
2019 (April 19 predictions)	45.87	47.92	2.05

2020 (April 19 predictions)	48.35	46.82	-1.53
2021 (April 19 predictions)	44.38	45.04	0.66
2022 (March 19 predictions)	51.79	52.85	1.06

Basic Measure (5+)

2018 national average = 40.2% (DA = 24.9%, non-DA = 50.1%, gap is 25.2%)

	% 5+ in E&M (DA)	%5+ in E&M (non-DA)	Gap
2017 (final)	30.8%	34.8%	4%
2018 (final)	33.3%	43.7%	10.4%
2019 (April 19 predictions)	24.1%	30.9%	6.87%
2020 (April 19 predictions)	43.1%	36.9%	-6.2%
2021 (April 19 predictions)	41.8%	50.5%	8.7%
2022 (March 19 predictions)	53.3%	53.2%	-0.1%

¹ All National Average data is from DfE publication Key Stage 4 Including Multi Academy Trust Performance 2018 (Revised), published 24/1/18