

# Pupil premium report and impact statement 2019-20

## Pupil premium spending 2019-20

| SUMMARY INFORMATION                          |                                     |   |                 |
|--|-------------------------------------|---|-----------------|
| Date of most recent pupil premium review:    | Ext: February 2018<br>Int: May 2019 | Date of next pupil premium review:          | May 2020        |
| Total number of pupils:                      | 1763                                | Total pupil premium budget:                 | £345,950        |
| Number of pupils eligible for pupil premium: | 370                                 | Amount of pupil premium received per child: | £935 (*2018-19) |

## STRATEGY STATEMENT

The City of Leicester College has high expectations for all students. We take an individualised approach to every student and ensure that the pupil premium funding allows equity in education. Our evidence-based strategy allows us to focus on a few key approaches in detail.

### What has worked well:

- In previous years, we have worked hard to ensure that staff are aware of our DA strategy and students. We have prioritised getting to know the individuals, investing time to help us understand and provide for them.
- In 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.'
- Our aim is for quality teaching for all students and in 2018-19 we implemented increasingly targeted training and CPD to allow staff to plan to meet the needs of all students.
- We have also extended our 'DA First' principle to attendance and PA and the dedicated attendance officer works closely with the EWO to highlight the attendance of PP students.

### What hasn't worked well:

- Our previous strategies often contained many fragmented initiatives that were not always evidence based or tied to key principles.
- We struggled with a reduced amount of learning mentors to give personalised care at all times.
- Our advocacy programme was too ambitious and therefore the quality of mentoring was inconsistent depending on what teachers were able to offer.

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- We need increased monitoring of what experiences and entitlement our PP students are receiving, so students don't miss opportunities.
- Parental contact was not as consistent as it could be because of lack of mentors and the inconsistency of the advocacy programme.

Our core approach:

We have three foci to our strategy for the next three years:

1. Quality First Teaching: we help staff plan to meet the needs of all students. This is about in-class support and guidance for all students in all years, not bolt-on interventions. We will use rigorous data to plan, monitor and intervene.
2. Equity of academic opportunity: this is about creating 'wrap-around' care for disadvantaged students to ensure every barrier is removed. In 2019-20 this is to include the use and evaluation of a PP Bursary, 1-1 tuition in literacy and maths, priority attendance support and a focus on Y6-7 transition. We also hope within the next year to appoint a PP champion to ensure increased parental contact, before and after school provision and bespoke and individualized care.
3. Life skills and cultural capital: funded work experience placements for all Y10 students, funded trips and conferences, priority careers guidance and guided college and university applications.

The overall aims of our PP Strategy 2019-22:

- To reduce the progress gap between the school's disadvantaged pupils and others nationally by 0.3
- To raise the attainment of disadvantaged pupils in achieving 9-5 in maths and English by 5%.
- To raise the attendance of Pupil Premium students to 95%.

## Assessment information

| END OF KS4 2019                   |                        |                            |
|-----------------------------------|------------------------|----------------------------|
|                                   | Pupils eligible for PP | Pupils not eligible for PP |
| % achieving 9-4 English and maths | 43.1%                  | 58.6%                      |
| % achieving 9-5 English and maths | 32.2% (24.9%)          | 36.2% (50.1%)              |
| Progress 8 score average          | -0.646 (-0.44)         | 0.037 (0.13)               |
| Attainment 8 score average        | 39.01 (36.7)           | 46.44 (50.1)               |

(Brackets are national averages for 2018)

## Barriers to learning

| BARRIERS TO FUTURE ATTAINMENT |  |
|-------------------------------|--|
| Academic barriers:            |  |
| A                             | Access to Quality First Teaching                     |
| B                             | Specific planning to meet the needs of all students. |
| C                             | Low literacy and numeracy skills.                    |

| ADDITIONAL BARRIERS |   |
|---------------------|---|
| External barriers   |   |
| D                   | Attendance  |
| E                   | Lack of communication with home and a learning environment provided |
| F                   | Lack of cultural capital and life skills                            |

| INTENDED OUTCOMES |   |  |
|-------------------|---|--|
| Specific outcomes |   | Success criteria   |
| A                 | To reduce the progress gap                            | 2021 results show a 0.3 improvement in the gap between TCOLC PP and NA of non-PP |
| B                 | Raise attainment in English and maths for PP students | 2020 results show a 5% improvement in the 5+ basic measure of 2019.              |
| C                 | Raise attendance of PP students                       | 2020 HT1-6 shows PP attendance at 95%  |

## Planned expenditure for 2019-20

| ACADEMIC YEAR 2019-20  |   |   |   |            |                            |
|--|---|---|---|------------|----------------------------|
| Quality of teaching for all  |   |   |   |            |                            |
| Action   | Intended outcome  | What's the evidence and rationale for this choice?  | How will you make sure it's implemented well?   | Staff lead | When will you review this? |
| Increased PPA time for staff to aid them in planning to meet the needs and to support retention of staff | PP students achieving in line with national average at P8 and Basics.         | EEF state that 'ensuring an effective teacher is in front of every class... should rightly be the top priority for Pupil Premium spending'<br><br>We have a very generous PPA structure within the school (42 hours for a mainscale teacher) and this allows staff to plan collaboratively, use information to plan for specific students and gives access to specialists (EAL coordinator, SENCO, Standards Leader for Boys, Standards Leader for HA). | QA of teaching and learning through observations, work scrutiny, data and context for learning folders.<br><br>Students feel supported and challenged in the classroom (student voice). | HVH/CEL    | Ongoing                    |
| CPD, including support from specialist staff.  | Improvement in results for individual teachers and subjects                   | To support the EEF's statement that the 'key ingredient of a successful school' is to ensure that 'every teacher is supported to keep improving' we are running the second year of a selective CPD approach   | QA of provision.<br><br>Staff voice shows staff feel they have improved and feel supported to do so.<br><br>CPD records   | CEL/JIW    | July 2020                  |
| Seven year curriculum development with EEF toolkit.  | Clear focus on challenge and balance of skills and knowledge in all subjects. | DfE (2015) state 'to tackle low expectations for what it is possible for these pupils to achieve.'  | Student voice<br><br>Monitoring of curriculum provision/plans.<br><br>Y6-7 transition is smooth and understands the different requirements (coordinator)                                | AAL        | December 2019              |

|  |                      |  |
|--|----------------------|--|
|  | Total budgeted cost: | £187,000 for extra time (1/15 of staff budget)<br>£10,000 on CPD<br>£3,000 on 30% of Y6-7 transition coordinator.<br>£10,000 on curriculum training and provision<br><b>£210,000</b> |
|--|----------------------|--|

Targeted support

| Action                         | Intended outcome   | What's the evidence and rationale for this choice?  | How will you make sure it's implemented well?   | Staff lead | When will you review this? |
|--------------------------------|--|---|---|------------|----------------------------|
| PP Champion                    | Increased parental contact.<br>Provision of before and after school support (homework and breakfast clubs)<br>Improvement in results of DA students.<br>Improvement in attendance for DA students.<br>Individualised T&L 'passports' created for each PP student | Both the DfE and EEF state that you need 'an individualised approach to addressing barriers to learning and emotional support.' | Monitor provision – PP tracking.<br>Student voice<br>Parent voice<br>Data analysis of attendance and predictions.<br>Passports provided for each PP student to teachers to ensure T&L information about each student is shared. | HVH        | July 2020                  |
| Literacy and numeracy catch-up | Improvement in basic measures for DA students.   | EEF: 'Evidence consistently shows the positive impact that targeted academic support can have'                                  | Lesson observations<br>Monitor English and maths data   | LRP        | July 2020                  |
| Bursary and subsidies          | DA students have access to all equipment and experiences.  | Students have equity and are not financially disadvantaged.   | HoY/PP Champion tracker<br>Monitoring of bursary spend  | HVH        | Termly                     |

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|   |  |   |  |                     |  |   |
|---|--|---|--|---------------------|--|---|
|   |  |   |  |                     | Total budgeted cost:                           | PP Champion = £30,000<br>Literacy & numeracy catch-up (inc. conferences) = £25,000<br>Bursary and other subsidies = £25,000<br>HoY tracking time (x5) = £10,000<br><p style="text-align: right;"><b>£90,000</b></p> |
| Other approaches  |  |   |  |                     |  |   |
| Action  | Intended outcome   | What's the evidence and rationale for this choice?                                | How will you make sure it's implemented well?  | Staff lead          | When will you review this?                     |   |
| Subsidised work experience  | 100% of DA students attend work experience.  | To offer every opportunity for students to engage with wider experiences.         | Monitoring of placements with careers advisor and through HoY and tutors.  | CJD                 | July 2020                                      |   |
| DA First approach to attendance, careers, behavior and leadership opportunities | Improvement in attendance and decrease in behavior incidents for DA students.<br>Continuation of low NEET percentage.<br>Involvement for DA students in leadership opportunities | DfE (2015): 'Schools with higher levels of pupil absence have lower performance.' | Evaluation of SYK project on Y9-Y10 MA PP students and rewards.<br>Monitoring of Attendance Officer's work.<br>Y11 advocate programme and monitoring of impact<br>Monitoring of careers advisor's work.<br>TFTF analysis (first term)<br>Vocational placements monitoring<br>Use of rewards across the school.<br>Key workers' support and use of their time.<br>LORIC leaders programme from Y7 – Y10 | CJD/JOH/<br>PJD/SMC | Termly on attendance/behavior/rewards reports. |   |

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|  | <p>Total budgeted cost:</p> <p>40% Attendance officer time allocation £8430</p> <p>Work experience placements £5,800</p> <p>Careers Officer (30%) £6,700</p> <p>TFTF (one term) £2,100</p> <p>Vocational provision (PP student) £6,840</p> <p>Key workers (30%) £6,000</p> <p>Rewards £4,000</p> <p>SYK project £900</p> <p>LORIC leaders project £3000</p> <p><b>£43,770</b></p> |
|--|---|

## Review of expenditure from previous academic year

| PREVIOUS ACADEMIC YEAR   |  |   |                 |        |               |      |       |       |             |              |             |  |        |               |      |       |       |             |              |             |  |    |
|--|--|---|-----------------|--------|---------------|------|-------|-------|-------------|--------------|-------------|--|--------|---------------|------|-------|-------|-------------|--------------|-------------|--|----|
| Total amount: <b>£363,675.70</b>   |  |   |                 |        |               |      |       |       |             |              |             |  |        |               |      |       |       |             |              |             |  |    |
| Quality of teaching for all  |  |   |                 |        |               |      |       |       |             |              |             |  |        |               |      |       |       |             |              |             |  |    |
| Action   | Intended outcome   | Impact  | Lessons learned | Cost   |               |      |       |       |             |              |             |  |        |               |      |       |       |             |              |             |  |    |
| 1.1 Embed DA First strategy: ensuring that DA students, in Y7 – 13, are prioritised, challenged and expectations raised. | SISRA analyses will show a closing of the attainment gap between disadvantaged and non-disadvantaged students across all subjects and ability bands – including HA students. | <p>PP vs. Non-PP</p> <table border="1"> <thead> <tr> <th></th> <th>P8 gap</th> <th>Basics 5+ gap</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>0.194</td> <td>10.4%</td> </tr> <tr> <td><b>2019</b></td> <td><b>0.683</b></td> <td><b>3.4%</b></td> </tr> </tbody> </table> <p>PP vs. Non-PP Higher ability:</p> <table border="1"> <thead> <tr> <th></th> <th>P8 gap</th> <th>Basics 5+ gap</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>0.736</td> <td>18.5%</td> </tr> <tr> <td><b>2019</b></td> <td><b>0.305</b></td> <td><b>4.4%</b></td> </tr> </tbody> </table> <p>Results for 2019 were not as strong as 2018 generally, but in certain areas we can show an improvement in terms of the gap in progress, this is especially relevant for the HA DA this year.</p> <p>Ofsted in 2018 were happy that evidence showed that we were 'extremely committed to the school and have high aspirations for all pupils' success' and that we were using data to help plan to meet their needs: 'Teachers are thus able to use information to inform their planning and support pupils who are not making the progress they should.'</p> |                 | P8 gap | Basics 5+ gap | 2018 | 0.194 | 10.4% | <b>2019</b> | <b>0.683</b> | <b>3.4%</b> |  | P8 gap | Basics 5+ gap | 2018 | 0.736 | 18.5% | <b>2019</b> | <b>0.305</b> | <b>4.4%</b> | To continue with the aim of 'planning to meet the needs of all students' through rigorous training, use of data, monitoring and support for all staff. | £0 |
|  | P8 gap   | Basics 5+ gap   |                 |        |               |      |       |       |             |              |             |  |        |               |      |       |       |             |              |             |  |    |
| 2018   | 0.194  | 10.4%   |                 |        |               |      |       |       |             |              |             |  |        |               |      |       |       |             |              |             |  |    |
| <b>2019</b>  | <b>0.683</b>   | <b>3.4%</b>   |                 |        |               |      |       |       |             |              |             |  |        |               |      |       |       |             |              |             |  |    |
|  | P8 gap   | Basics 5+ gap   |                 |        |               |      |       |       |             |              |             |  |        |               |      |       |       |             |              |             |  |    |
| 2018   | 0.736  | 18.5%   |                 |        |               |      |       |       |             |              |             |  |        |               |      |       |       |             |              |             |  |    |
| <b>2019</b>  | <b>0.305</b>   | <b>4.4%</b>   |                 |        |               |      |       |       |             |              |             |  |        |               |      |       |       |             |              |             |  |    |

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| <p>1.2 Y11 student conferences for maths and English GCSE.</p>  | <p>Increased progress and improved outcomes for DA students in English and Maths GCSE.</p>  | <p>DA students attainment of those that attended the conference:<br/>100% achieved or exceeded CTG in English.<br/>56% achieved or exceeded CTG in maths.<br/>There was very positive evaluations from students who attended, over 90% believed it would help their achievement.</p>            | <p>To ensure a bigger percentage of DA students attend.<br/>Extend to Science.<br/>Explore maths resources and planning to meet the needs of all students.</p>  | <p>Maths conference £3000<br/>English conference £2600</p>                                    |
| <p>1.3 Whole college and bespoke CPD on planning to meet the needs of specific groups of students, including DA students.</p>   | <p>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.</p>  | <p>CforL folders (audit of 50 in June 2018) show awareness and planning to meet the needs of all students.<br/>Ofsted: 'Leaders have provided staff training in the effective use of questioning and discussion and staff have benefited from a range of development opportunities.' (2018)</p> | <p>To focus on key areas of improvement with bespoke and research based learning for 2019-20. This includes planning to meet the needs of DA students and other T&amp;L strategies recommended by the EEF, such as feedback and meta-cognition.</p>                               | <p>£0</p>   |
| <p>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.<br/><br/>Y10 and Y11 English and Maths additional support for underachieving DA/HA.</p> | <p>Disadvantaged students will meet at least National average in Basic measures at 5+ by the end of Year 11.<br/><br/><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> | <p>32.2% of disadvantaged students achieved 9-5 Basics, higher than the national average for PP students of 24.9%, but far below the national average for all students at 43%.</p>  | <p>This is a long-term strategy and we need to ensure that the literacy and numeracy intervention is robust and challenging. This will be quality assured by CLT throughout 2019-20.<br/><br/>We will also ensure that we target even more PP students as our first priority.</p> | <p>30% Literacy HLTA £5348.70<br/><br/>30% EAL TA £4286.10<br/><br/>30% Maths TA £4286.10</p> |

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| <p>1.5 Improved access to learning resources e.g. revision guides, PiXL resources, calculators, dictionaries, ingredients, ICT hardware for disadvantaged students.</p> | <p>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.</p> | <p>This equipment was provided for all PP students, although the gap has not closed everywhere, the DA HA have shown improvements:</p> <p>PP vs. Non-PP Higher ability:</p> <table border="1" data-bbox="936 355 1348 507"> <thead> <tr> <th></th> <th>P8 gap</th> <th>Basics 5+ gap</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>0.736</td> <td>18.5%</td> </tr> <tr> <td><b>2019</b></td> <td><b>0.305</b></td> <td><b>4.4%</b></td> </tr> </tbody> </table> |   | P8 gap      | Basics 5+ gap | 2018 | 0.736 | 18.5% | <b>2019</b> | <b>0.305</b> | <b>4.4%</b> | <p>From September 2019, we are going to introduce a bursary for each KS3 and KS4 student so they can take ownership over their learning and be made aware of any educational items they may need. KS3 students will have £30 and KS4 students will have £55.</p> | <p>Revision guides £4600<br/>Ipad subsidy £1000<br/>Food Tech £1800<br/>Eng Lit texts £1440<br/>Dictionaries £200<br/>Maths resources £1344</p> |
|---|--|--|---|-------------|---------------|------|-------|-------|-------------|--------------|-------------|--|---|
|   | P8 gap   | Basics 5+ gap  |   |             |               |      |       |       |             |              |             |  |   |
| 2018  | 0.736  | 18.5%  |   |             |               |      |       |       |             |              |             |  |   |
| <b>2019</b>   | <b>0.305</b>   | <b>4.4%</b>  |   |             |               |      |       |       |             |              |             |  |   |
| <p>1.6 Y9 PP action research project – accelerate the progress of underachieving MA PP students.</p>  | <p>SISRA analyses will show a closing of the attainment gap between disadvantaged and non-disadvantaged MA students across all subjects.</p>   | <p>19 students in Year 9 were identified as displaying a poor Attitude to Learning on average across all subjects in 2018-2019, consequently having an adverse impact on their progress and attainment. After various interventions, including one to ones, follow up support from form tutors, CPD to narrow the DA gap and a motivational reward trip, 12 out of 19 students (63%) of students showed improvement in PP3 data.</p>                                 | <p>To continue this in 2019-20 with evidence to support its use with other years.</p> | <p>£900</p> |               |      |       |       |             |              |             |  |   |
| <p>Targeted support</p>   |  |  |   |             |               |      |       |       |             |              |             |  |   |
| <p>Action</p>   | <p>Intended outcome</p>  | <p>Impact</p>  | <p>Lessons learned</p>  | <p>Cost</p> |               |      |       |       |             |              |             |  |   |

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|--|---|---|--|---|
| <p>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.</p>  | <p>Overall attendance of disadvantaged students becomes broadly in line with or above the national average.</p> <p>The proportion of disadvantaged students who are PA is broadly in-line with the national average.</p>  | <p>Disadvantaged students’ attendance is 92.3%. The national average is 94.5% for all students.</p> <p>Disadvantaged PA = 21%. The national average is 13.9% for all students.</p> <p>Although our attendance figures are not yet at national average, in 2018 Ofsted noted that ‘All staff are expected to support the whole-school priority of improving attendance and are held to account for their part in this important aspect of the school’s work. Attendance has improved, particularly for disadvantaged pupils and those who have SEN and/or disabilities.’</p> | <p>To continue ensuring, through pastoral system and attendance officer, that DA students are our first priority in terms of attendance and PA.</p>  | <p>£0</p>   |
| <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> | <p>Pre-emptive approach to absence and PA to ensure:</p> <p>Overall attendance of disadvantaged students becomes broadly in line with or above the national average.</p> <p>The proportion of disadvantaged students who are PA is broadly in-line with the national average.</p> | <p>Disadvantaged students’ attendance is 92.3%. The national average is 94.5% for all students and 91.9% for disadvantaged students (2018).</p> <p>Disadvantaged PA = 21%. The national average is 13.9% for all students and 25.3% for disadvantaged students.</p>   | <p>Although not at national averages for all students our disadvantaged absence and persistent absence has improved from 2017-18 (91.9% and 25.3%) and is better than national for disadvantaged students. This shows we are moving in the right direction and this approach is showing improvement.</p> | <p>40% Attendance officer time allocation £8430</p> |

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| <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>Improved attendance of DA Somali students to at least 96%.</p> <p>Improved attendance of DA TFTF students to at least 96%.</p> | <p>DA Somali students' attendance was 97.5% at the end of the 2018-19 year.</p> <p>Y10 DA TFTF students' attendance at the end of the year 2018-19 was 87%, 9% below target.</p> | <p>Neither project is continuing post-December 2019 as did not see enough impact.</p> | <p>Somali mentor<br/>April – July £7,000<br/>Sept – April £7,500</p> <p>50% TFTF programme<br/>£2,350</p> |
|--|---|--|---|---|

Other approaches

| Action   | Intended outcome   | Impact  | Lessons learned   | Cost   |
|--|--|---|---|--|
| <p>3.1 Further develop the college's 'alternative provision' (The Base) to ensure that DA students who fall behind are swiftly re-engaged.</p> | <p>Students are making progress in line with expectations.</p> | <p>It approved attendance for some students - Josh Luparia for example. Refused to attend mainstream. In year 10 it was 14% and in the Base it went up to 74%.</p> <p>Core subject teachers were extremely useful to allow students to gain GCSE's</p> <p>UCAS and college applications were all completed to ensure students accessed the next tier of education and didn't become NEET.</p> <p>No around the school truancy or punctuality issues.</p> <p>Some of the most vulnerable students were able to be monitored closely.</p> | <p>More strict framework needed to be in place for the connect centre – i.e. the day needs to be more structured for the connect centre.</p> <p>Use of whole school behavior policy in the connect centre for consistency</p> <p>Students needed to move around – and not just stay in the same room. Now we have multi location sessions like the library or sport for example.</p> <p>Increased staffing levels mean any incidents can be dealt with quickly.</p> | <p>Base Leader £23,247</p> <p>Base maths provision £6,764</p> <p>Base English provision £7,451</p> |

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| <p>3.2 Additional academic/ pastoral/ mentoring support for DA students who become disengaged from mainstream provision, often complicated by SEMH issues.</p>  | <p>Students are making progress in line with expectations.</p> <p>Average of attitude to learning in all subjects is at least 'good'.</p>                                    | <p>Intended outcomes:</p> <table border="1" data-bbox="936 181 1348 306"> <thead> <tr> <th></th> <th>P8 gap</th> <th>Basics 5+ gap</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>0.194</td> <td>10.4%</td> </tr> <tr> <td><b>2019</b></td> <td><b>0.683</b></td> <td><b>3.4%</b></td> </tr> </tbody> </table> <p>Attitude to Learning:</p> <table border="1" data-bbox="936 368 1348 619"> <thead> <tr> <th></th> <th>% of subjects with PP Good+ for AtoL</th> </tr> </thead> <tbody> <tr> <td>Year 11</td> <td>91%</td> </tr> <tr> <td>Year 10</td> <td>91%</td> </tr> <tr> <td>Year 9</td> <td>96%</td> </tr> <tr> <td>Year 8</td> <td>94%</td> </tr> <tr> <td>Year 7</td> <td>100%</td> </tr> </tbody> </table>  |  | P8 gap                               | Basics 5+ gap | 2018 | 0.194   | 10.4% | <b>2019</b> | <b>0.683</b> | <b>3.4%</b> |     | % of subjects with PP Good+ for AtoL | Year 11 | 91%  | Year 10   | 91% | Year 9 | 96% | Year 8 | 94% | Year 7 | 100% | <p>Due to staff changes and a change in the inclusion structure, these are not all able to continue for the 2019-20 year, but much of this provision will be provided by the PP Champion instead.</p> | <p>2 x Key workers £27,644</p> <p>Learning mentors 70% cost x 3 £43,836.80</p> <p>50% TFTF programme £2,350</p> <p>Enstruct provision<br/>April – July £4,800<br/>Sept – April £10,800</p> <p>Alternative provision (S Giles) £5,900</p> |
|---|--|---|--|--------------------------------------|---------------|------|---------|-------|-------------|--------------|-------------|-----|--------------------------------------|---------|--|---|-----|--------|-----|--------|-----|--------|------|---|--|
|   | P8 gap   | Basics 5+ gap   |  |                                      |               |      |         |       |             |              |             |     |                                      |         |  |   |     |        |     |        |     |        |      |   |  |
| 2018  | 0.194  | 10.4%   |  |                                      |               |      |         |       |             |              |             |     |                                      |         |  |   |     |        |     |        |     |        |      |   |  |
| <b>2019</b>   | <b>0.683</b>   | <b>3.4%</b>   |  |                                      |               |      |         |       |             |              |             |     |                                      |         |  |   |     |        |     |        |     |        |      |   |  |
|   | % of subjects with PP Good+ for AtoL   |   |  |                                      |               |      |         |       |             |              |             |     |                                      |         |  |   |     |        |     |        |     |        |      |   |  |
| Year 11   | 91%  |   |  |                                      |               |      |         |       |             |              |             |     |                                      |         |  |   |     |        |     |        |     |        |      |   |  |
| Year 10   | 91%  |   |  |                                      |               |      |         |       |             |              |             |     |                                      |         |  |   |     |        |     |        |     |        |      |   |  |
| Year 9  | 96%  |   |  |                                      |               |      |         |       |             |              |             |     |                                      |         |  |   |     |        |     |        |     |        |      |   |  |
| Year 8  | 94%  |   |  |                                      |               |      |         |       |             |              |             |     |                                      |         |  |   |     |        |     |        |     |        |      |   |  |
| Year 7  | 100%   |   |  |                                      |               |      |         |       |             |              |             |     |                                      |         |  |   |     |        |     |        |     |        |      |   |  |
| <p>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.</p> <p>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.</p> | <p>Students are making progress in line with expectations.</p> <p>Average of attitude to learning in all subjects is at least 'good'.</p> <p>Attendance is at least 96%.</p> | <p>This had variable impact as the delivery of it was too inconsistent. It was an ambitious programme reliant on staff time and was difficult to monitor. Some students really benefited, but others did not get the support they needed.</p> <p>In terms of making expected progress, that is not happening yet, but the average AtoL is improving for our PP students:</p> <table border="1" data-bbox="936 1046 1348 1297"> <thead> <tr> <th></th> <th>% of subjects with PP Good+ for AtoL</th> </tr> </thead> <tbody> <tr> <td>Year 11</td> <td>91%</td> </tr> <tr> <td>Year 10</td> <td>91%</td> </tr> <tr> <td>Year 9</td> <td>96%</td> </tr> <tr> <td>Year 8</td> <td>94%</td> </tr> <tr> <td>Year 7</td> <td>100%</td> </tr> </tbody> </table> <p>Pupil premium students' attendance is 92.3%, not our target but improving.</p> |  | % of subjects with PP Good+ for AtoL | Year 11       | 91%  | Year 10 | 91%   | Year 9      | 96%          | Year 8      | 94% | Year 7                               | 100%    | <p>The PP Champion would be able to offer this 'wrap-around' care to the students, where teachers and leaders with demanding schedules don't.</p> <p>In the current curriculum, we don't have as many IS sessions and so this individualized care is not possible.</p> <p>For 2020, we have a list of 25 key students who have been assigned advocates and who will meet up at least twice a half term and feed back to parents.</p> | <p>Staffing of IS sessions 8 x 1 hour/week £14,720</p> <p>Non-contact sessions 48 (Y7-11 tutors) + Directors + CLT = 60 hours/week £115,200</p> |     |        |     |        |     |        |      |   |  |
|   | % of subjects with PP Good+ for AtoL   |   |  |                                      |               |      |         |       |             |              |             |     |                                      |         |  |   |     |        |     |        |     |        |      |   |  |
| Year 11   | 91%  |   |  |                                      |               |      |         |       |             |              |             |     |                                      |         |  |   |     |        |     |        |     |        |      |   |  |
| Year 10   | 91%  |   |  |                                      |               |      |         |       |             |              |             |     |                                      |         |  |   |     |        |     |        |     |        |      |   |  |
| Year 9  | 96%  |   |  |                                      |               |      |         |       |             |              |             |     |                                      |         |  |   |     |        |     |        |     |        |      |   |  |
| Year 8  | 94%  |   |  |                                      |               |      |         |       |             |              |             |     |                                      |         |  |   |     |        |     |        |     |        |      |   |  |
| Year 7  | 100%   |   |  |                                      |               |      |         |       |             |              |             |     |                                      |         |  |   |     |        |     |        |     |        |      |   |  |

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|--|--|--|---|--|
| <p>3.4 Entitlement to subsidised work experience placement</p> <p>Dedicated 1:1 support from the Careers Advisor for all DA students linked to UCAS Progress.</p>  | <p>All DA students successfully complete work experience.</p> <p>All DA students are supported at transition to secure education, training or employment when leaving Y11.</p> | <p>270 students went to work experience placements and the 50 PP students had subsidised placements. 19 students did not complete work experience (7%), but 9 of those were PP students (47% of drop outs) and thus 16% of PP students did not complete their placement.</p> <p>2018 NEET figures for The City of Leicester College are 98.3%, something of which we are very proud.</p> | <p>This support and subsidised placements are continuing again this year, but more support is needed by careers team to ensure fewer PP students drop out.</p>            | <p>Work experience subsidy £1,653</p> <p>Careers Advisor 30% salary £5,400</p>                       |
| <p>3.5 Extra-curricular/ enrichment activities programme including DoE, sport, drama, subsidised music tuition, HE visits, conferences, post-16 laptop scheme, food allowance, discretionary payments (post-16 bursary).</p> | <p>All DA students are encouraged and supported to take part in a range of enrichment experiences.</p>   | <p>This has been tracked by the HoY and shows a positive uptake from the PP students, but we still want more next year.</p>  | <p>This will continue, but we want a target of 50% PP on trips; this can be monitored by the PP champion.</p>   | <p>Trips and enrichment subsidy £5,786</p> <p>4 x HOY tracking and monitoring 20% salary £20,000</p> |
| <p>3.6 Further development of student leadership roles (LORIC Leaders, Prefects, Student Ambassadors, Student Council)</p>   | <p>At least 50% of all student leadership roles are held by DA students.</p>   | <p>40% LORIC leaders are PP</p> <p>30% Student council are PP</p> <p>27% of 2019 Y11 prefects are PP</p> <p>19% of 2020 Y11 prefects at PP</p>   | <p>There are encouraging opportunities for all students in leadership roles, but we still need to work harder to ensure that 50% are taken by disadvantaged students.</p> | <p>50% cost of Student Leadership role £9,839</p>  |

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| <p>3.7 Y7 DA Tutor groups – high quality support from experienced form tutors incl. Breakfast club<br/>Additional resources, enrichment opportunities etc.<br/>Y11 DA/HA students to be given additional support once/week in registration time e.g. revision strategies, planning for independent study, MH&amp;WB.</p> | <p>Students are making progress in line with expectations.</p> <p>Attitude to learning in all subjects is at least 'good'.</p> <p>Attendance is at least 96%.</p> | <p>Intended outcomes:</p> <table border="1" data-bbox="936 181 1346 304"> <thead> <tr> <th></th> <th>P8 gap</th> <th>Basics 5+ gap</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>0.194</td> <td>10.4%</td> </tr> <tr> <td><b>2019</b></td> <td><b>0.683</b></td> <td><b>3.4%</b></td> </tr> </tbody> </table> <p>Attitude to Learning:</p> <table border="1" data-bbox="936 368 1346 619"> <thead> <tr> <th></th> <th>% of subjects with PP Good+ for AtoL</th> </tr> </thead> <tbody> <tr> <td>Year 11</td> <td>91%</td> </tr> <tr> <td>Year 10</td> <td>91%</td> </tr> <tr> <td>Year 9</td> <td>96%</td> </tr> <tr> <td>Year 8</td> <td>94%</td> </tr> <tr> <td>Year 7</td> <td>100%</td> </tr> </tbody> </table> <p>Disadvantaged students' attendance is 92.3% in 2019. The national average is 94.5% for all students and 91.9% for disadvantaged students (2018).</p> |  | P8 gap | Basics 5+ gap | 2018 | 0.194 | 10.4% | <b>2019</b> | <b>0.683</b> | <b>3.4%</b> |  | % of subjects with PP Good+ for AtoL | Year 11 | 91% | Year 10 | 91% | Year 9 | 96% | Year 8 | 94% | Year 7 | 100% | <p>Not continuing with tutor group as they have had to be re-structured and it was not working as a strategy in registration or for the staff.</p> <p>We will continue with subsidies, monitored by the PP Champion.</p> | <p>Breakfast club subsidy £200<br/>Additional food £800<br/>Travel £1000<br/>Uniform £200</p> |
|--|---|--|--|--------|---------------|------|-------|-------|-------------|--------------|-------------|--|--------------------------------------|---------|-----|---------|-----|--------|-----|--------|-----|--------|------|--|---|
|  | P8 gap  | Basics 5+ gap  |  |        |               |      |       |       |             |              |             |  |                                      |         |     |         |     |        |     |        |     |        |      |  |   |
| 2018   | 0.194   | 10.4%  |  |        |               |      |       |       |             |              |             |  |                                      |         |     |         |     |        |     |        |     |        |      |  |   |
| <b>2019</b>  | <b>0.683</b>  | <b>3.4%</b>  |  |        |               |      |       |       |             |              |             |  |                                      |         |     |         |     |        |     |        |     |        |      |  |   |
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| Year 11  | 91%   |  |  |        |               |      |       |       |             |              |             |  |                                      |         |     |         |     |        |     |        |     |        |      |  |   |
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| Year 7   | 100%  |  |  |        |               |      |       |       |             |              |             |  |                                      |         |     |         |     |        |     |        |     |        |      |  |   |