



New College Leicester Pupil Premium Review 25th June 2018

Conducted by Associate senior Leader Leanne Fahey (SLE for Forest Way Teaching School Alliance) on behalf of Head teacher Jane Brown and in conjunction with Forest Way Teaching School Alliance

New College Leicester visit 25/06/18

Headteacher:	Jane Brown
PPR:	Leanne Fahey Associate Senior Leader and SLE for Forest Way Teaching school Alliance
Total number of pupils in the school:	976
Number of Pupil Premium eligible pupils:	491
Total Pupil Premium budget:	£459,085

Evidence of school performance

Key statements from OFSTED report(s) relating to the performance of disadvantaged students	<p>The Ofsted inspection report December 2017 stated: “Governors know how the additional funding for pupil premium and pupils who have SEN and/or disabilities is used. However, they do not fully evaluate the effectiveness of the use of this funding through its impact on, for example, raising these pupils’ achievement.” “The proportion of pupils eligible for pupil premium funding is nearly double the national average.” “Improve outcomes by ensuring that the achievement of disadvantaged pupils improves even more rapidly, so that their attainment compares well with that of other pupils nationally” “Improve leadership and management by analysing more precisely the impact of the different strategies and actions taken to improve the outcomes of disadvantaged pupils “ “Further improve the attendance of those disadvantaged pupils who have high rates of absence.”</p>
Summary of school’s performance data	<ul style="list-style-type: none"> • In the year 2016-2017, the progress 8 score for students eligible for pupil premium funding was -0.3. This is a 0.2 of a grade increase on the previous year (-0.55) • The attainment 8 score is continuing to close (3.5) and was near to the national average for similar students (3.6) • Student progress (0.14) for disadvantaged students, in English, is better than the national average of non-disadvantaged students. (0.11). • The English P8 was in the top 40% Nationally for PP students (with Low ability being in the top 20% nationally) • The Maths P8 for both High ability and Low ability students improved and moved into top 60% nationally • The open element improved from bottom 20% nationally to top 60% nationally for PP students • The Ebacc element moved from top 60% nationally to top 40% nationally for PP students and Low ability moved into the top 20% nationally • The Science element remains in top 60% nationally for PP students with PP students moving up to the top 40% nationally • The Languages element moves from bottom 40% to top 60% nationally for PP students

	<ul style="list-style-type: none"> The school predicts that the gap will continue to narrow over the coming years, with achievement of disadvantageded pupils set to rise, based upon their current pupil progress tracking data.
School's Pupil Premium statement	<p>OFSTED 2017 "The school does not meet requirements on the publication of information about the pupil premium and information about its values and ethos on its website."</p> <p>This has been addressed during my visit and there is now a dedicated section to the Pupil Premium funding which was previously available through the Governors' section of the website.</p>
Names of key people to speak to:	Jane Brown (Principal)) Rose Angus (Associate Principal) Karen Simpson (Director of Learning – Inclusion) Cerin Wilson (Assistant Principal) Sheree Barnes (Assistant Principal) Eil Rudge-Tezcan (Assistant Principal) Sue Billington (Chair of Governors) Student panel

Area (including sources of evidence)	Suggested questions and areas to explore Strengths Areas for development	Strengths	Areas to develop
Pupil characteristics <ul style="list-style-type: none"> ❖ Interview with pupil premium co-ordinator (PPCo) ❖ Published data 	<p>What is the overall number and proportion of pupil premium eligible pupils within the whole school population?</p> <p>What is the two/three year pattern in eligibility for pupil premium?</p> <p>How well does the school know the eligibility data and patterns?</p>	<p>There are 507 pupils eligible for Pupil Premium funding 55% of the overall pattern. The percentage is higher in KS3 (67% of students are eligible)</p> <p>The trend over a number of years has remained consistently over 50% (54.8% in 2016; 59% in 2015 and 60% in 2014)</p> <p>The school has an excellent understanding of eligibility and of patterns regarding Pupil premium students</p>	
Achievement1 <ul style="list-style-type: none"> ❖ Interview with PPCo ❖ Published data ❖ Current progress data ❖ Lesson observation and work scrutiny 	<p>How well does the school make use of evidence including the EEF toolkit?</p> <p>Do evidence-based systems for evaluation of impact exist?</p>	<p>Since the previous OFSTED inspection, the college's pupil premium strategy statement is very extensive and illustrates how the school uses the EEF toolkit to inform current practice. Senior leaders have looked carefully at research into how students make progress, and interventions have specifically taken into account the findings of the EEF toolkit.</p> <p>Senior leaders track and monitor the progress of pupils on a half-termly basis. The lesson walkthrough sheets have a progress/impact box that shows if the majority of group are making progress. Since the OFSTED visit, the college have added a PP box alongside the SEN and EAL so observers can identify the progress of disadvantaged students. When walking through, the</p>	<p>We discussed having a separate section on the school website for pupil premium and to publish the strategy statement alongside the college's ethos and values regarding PP students. The college is currently redesigning its website and this is in the plans.</p>

	<p>What is the progress of disadvantaged pupils relative to their starting points?</p> <p>How quickly are attainment gaps for disadvantaged pupils closing compared to the national average?</p> <p>What story does the current data tell?</p>	<p>staff follow an EADN approach (Exceeding, Achieving, Developing, Not met) This system allows the Assistant Principal (T&L) to systematically analyse the data and filter the 'Developing' and 'Not Met' staff and provide tailored CPD or coaching where applicable.</p> <p>Differentiation for disadvantaged, more able students was an identified area of 'Development' in 2017. As a result, the college are able to provide extensive CPD sessions, Teaching and Learning briefings and a stretch and challenge toolkit to ensure staff are 'Achieving' in this area. The evaluation from spring walkthroughs shows this has had a positive impact and the amount of staff who were 'developing' in this area has been drastically reduced. 62% of staff were categorised as <i>Developing or Not met</i> in the Autumn term 2017 to 34% in the spring term 2018</p> <p>This academic year, progress of Year 7 PP students (0.69) exceeds progress of Non PP (0.57)</p> <p>In years 8 -10 PP students have made similar progress to non-PP, with year 10 PP students making more progress over the last two years. In Year 11 the progress of PP students, remains below non PP, but the gap has closed significantly</p> <p>Current Year 11 Attainment Data shows that the gap between disadvantaged and non has closed slightly, with disadvantaged attainment remaining close to the national average attainment score for similar pupils. Historically, the gap in attainment between PP and non PP in New College has always been below the national gap (from 2 in 2015 and 2016 to 11)</p> <p>In Year 10 the attainment gap has closed further with disadvantaged attainment 8 already at 3.3. In Years 7 – 9 there is no attainment gap (In Year 8 the attainment of disadvantaged is slightly above that of other students)</p>	<p>We discussed the plan for the strategies for learning and revision and the college's very structured, consistent approach to lesson planning is developing this focus. We discussed how interleaving and memory re-call is being</p>
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<p>Leadership & Management</p> <ul style="list-style-type: none"> ❖ Interview with Headteacher (HT) and Chair of Governors (CoG) ❖ Interview with PPCo ❖ Scrutiny of pupil premium policy documents ❖ Scrutiny of SEF / development plan ❖ Most recent OFSTED report Published and current data 	<p>How well does the school make use of evidence including the EEF toolkit?</p> <p>Do evidence-based systems for evaluation of impact exist?</p> <p>How effectively does the school identify priorities for pupil premium funding?</p>	<p>The school makes good use of evidence including the EEF toolkit and pupil progress data to identify priorities for pupil premium funding and so maximise the impact on disadvantaged pupils.</p> <p>The school uses a rigorous, in house, assessment/ data management system which ensures thorough evaluation of interventions for pupil premium students. The use of EDUKEY was used to track and monitor all provisions for SEN students up until the end of the 2016 academic year and has now been utilised for all students, for every intervention across the college. This has been made a priority this academic year. A member of the admin team is responsible for keeping this up to date. It tracks specific interventions, the costings of intervention alongside frequency. A report can be pulled for the whole college, any individual student, year group or teaching group accordingly.</p> <p>The use of MINT class is used to support staff in delivering appropriate quality first teaching to PP students. This allows teachers to identify who the PP students are and in turn focus on ensuring their needs are being met. Effective PP strategies are listed on Mint Class for staff to refer to and regular evaluation of interventions are carried out by heads of subjects.</p> <p>Quality marking and constructive feedback were evident throughout the visit. The Senior Leadership Team conducts a rolling programme of work scrutiny to maintain these standards.</p> <p>In addition to this, immediate feedback to students both verbal and written – impact being students know what they need to do to progress and they are able to make corrections there and then rather than having to go back to it. Class teachers continually evaluate the impact and</p>	

	<p>How well matched are the school's strategies with the perceived barriers to learning for disadvantaged pupils?</p> <p>How ambitious are the targets for disadvantaged pupils?</p> <p>How does the school divide its use of funding between activities which have a clear and direct impact on pupil progress and those which focused on providing wider opportunities or meeting social/emotional needs?</p> <p>How effective are the strategies used and how does the school evaluate them?</p>	<p>report back to line managers via the assessment windows. Gaps are identified through question level analysis; questioning; marking and feedback; assessments; homeworks etc. Gaps are addressed in a number of ways eg Close the gap lessons; Yellow boxes; Targeted homeworks; Intervention sessions.</p> <p>Students who are underperforming are discussed at the Raising Achievement Panel chaired by an Assistant Principal and attended by the HoY and HoD's/Key Stage Co-ordinators.</p> <p>The school's pupil premium strategy outlines the barriers to learning and strategies are extremely well matched to these barriers. Interventions are given careful consideration both in terms of whole school priorities and individual students' specific needs. The college Improvement Plan also acknowledges these barriers and interventions.</p> <p>The school sets ambitious targets for all pupils. All targets are set one grade above the national progress rate of the student.</p> <p>Careful consideration has been given to the allocation of pupil premium funding, as displayed on the school website, to ensure that the school is able to both target pupil progress and provide wider opportunities to meet its students' social and emotional needs.</p> <p>Careful consideration has been given to timetabling to ensure that disruption to the learning of pupils accessing pupil premium funded interventions is minimised. The Senior Leadership Team meet half-termly with the leadership team of each faculty, for faculty performance dialogue meetings to monitor students' progress and achievement.</p> <p>The strategies being used by the school, appear to be working extremely effectively. The school evaluates them by means of formal lesson observations, the LOT files, learning walks, work</p>	
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<p>Teaching, Learning and Assessment</p> <ul style="list-style-type: none"> ❖ Lesson observation/learning walks, to include work scrutiny and discussion with teachers ❖ Observation of out of class interventions and tracking of intervention ❖ Current progress data ❖ Work scrutiny and lesson observation records ❖ Moderation of assessment ❖ Assessment and homework policies ❖ CPD records/programme 	<p>How well do class teachers plan for disadvantaged pupils within lessons and for targeted interventions?</p>	<p>All teachers follow the New College Leicester non negotiables which are presented to new staff on induction and current staff are aware of them. In addition to this, lesson observations use the assess, plan, teach format and evidence forms reflect this. This consistent approach to teaching and learning clearly aids teachers in their planning for PP students.</p> <p>Every teacher observed has an extremely detailed annotated MINT seating plan which clearly identifies which students are PP and they highlight the recommended strategies</p> <p>Staff are using SISRA to analyse the progress of their PP and non-PP students to ensure gaps are closing. Also, in some folders, particularly English, there are clear interventions labelled as wave 1,2 and 3.</p> <p>Learning Over Time –LOT folder Every teacher has a LOT folder which documents learning over time. Therefore, staff are able to identify disadvantaged students and which clearly shows how teachers are planning for disadvantaged students. The LOT folder is always out on the teacher's desk and of the lessons that were observed every teacher could articulate the progress of the PP students.</p> <p>In addition to this, many of the LOT folders contain the DFE seven building blocks pupil premium strategies and the majority of staff have highlighted strategies they are using. A common strategy has been marking PP books first and sending letters home for homework club/ revision and intervention groups targeting the PP students first.</p>	

	<p>How effective are teaching assistants in implementing strategies and raising attainment and progress of disadvantaged pupils?</p> <p>Are parents/carers and multi professionals involved in these discussions?</p>	<p>The use of homework to promote and extend the learning process is a key priority for the school. Book scrutinies show that differentiated Practise, Recall, Extend and Think (PRET) homework is being set regularly and paper/booklets are also given to PP students to complete homework on. PP students are responding to feedback being set by teachers through yellow box marking and closing the gap intervention lessons.</p> <p>The school employs a fully trained SENCo and provides learning support assistants with targeted continuing professional development opportunities relating to specific programmes of intervention.</p> <p>Senior leaders encourage extensive liaison between the classroom teacher (at least once a week) and the TA in order to ensure that Teaching Assistants are able to identify the PP students and target their support. Teaching Assistants all have their own LOT folder containing annotated MINT seating plans, SISRA and PP strategy data.</p> <p>Most of the teaching assistants are level 3 and 4 and often teach small groups of students. This can vary from catch-up work, reading/writing skills, numeracy intervention, stretch and challenge. PP students are identified within the sub groups. Teaching assistants follow the same pattern of lesson observations and appraisal process as teaching staff. This has been very effective in lesson planning as evident in LOT folders. On the learning walk, there was a maths and English intervention observed. Both of which were led by highly skilled level 3 and level 4 teaching assistants. Progress was accelerated and with such interventions, in English, it is helping to improve progress across the whole curriculum.</p> <p>Parents/carers are invited in for particular sessions such as: helping your child to revise at home, e-safety and understanding reports. Teachers communicate with parents via letters, text, email and the website to promote intervention sessions and homework clubs.</p>	
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	<p>How well does the school plan for and achieve quality first teaching for disadvantaged pupils?</p> <p>Where out of lesson interventions take place, how does the school evaluate impact?</p> <p>How effective is assessment?</p>	<p>Faculties offer free revision guides to disadvantage students and stationary packs Teachers meet parents to discuss the progress of their child via Progress Meetings; Parents Evenings and in Tutor evenings.</p> <p>In year 11, the HOY has ensured that disadvantaged students are able to attend the prom without extra cost eg staff have discretely provided a range of prom outfits for students. The HOY is extremely knowledgeable about the disadvantaged students and this disseminates to the staff through regular briefings.</p> <p>Quality first teaching has been a priority for the past two years. The college has produced the 'Teaching Expectations' handbook for staff to ensure quality assessment and planning to allow for quality teaching. Senior leaders have a set of four non-negotiables that are expected to be seen in every lesson and these are also recommended strategies from the DFE <i>Supporting the Attainment of Disadvantaged Students</i> document.</p> <p>The school runs a range of assessments to measure students' progress and understanding. Tests; exams; questioning; homework; work scrutiny etc etc allows the teacher to Close the Gap for students. Catch-up sessions and interventions are run as needed by staff across the college. Progress is accelerating in all year groups due to more stable, good teaching and the rewritten curriculum. The school recognises that more work needs to be completed to ensure that the curriculum is structured in a way that helps students to remember the greatly increased content of the new GCSE's.</p> <p>All teachers follow the NCL assessment policy using a range of strategies. Assessment is one of the non -negotiables. The impact is measured on walkthrough, observation sheets and book scrutiny forms. Many teachers mark disadvantage students' books first and book scutinies show effective feedback – giving students clear, constructive</p>	
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	<p>How effective are wave 1, 2 and 3 interventions?</p>	<p>feedback about their work and how to improve and ensuring it improves eg Close the Gap, Yellow box.</p> <p>Wave 1 – teaching has improved across the college due to targeted CPD and coaching and staff who were not suitable, leaving the college. The progress of students is accelerating which shows that the improvement in Wave 1 is having an impact on outcomes. Wave 1 interventions are noted by the teacher in the LOT folder and strategies to tackle underperforming students include clear targets, letters home, invites to revision/Easter revision and homework club etc</p> <p>Wave 2 – targeted support across the curriculum is helping to accelerate the progress of the students (as seen in the data). Identified students/classes are supported either by teaching assistants or additional qualified teachers where needed and additional deployment is based on need. This can be seen in differentiated worksheets and personalised targets.</p> <p>Wave 3 – Small group interventions across the college are measured for impact (seen in the tracking data/behaviour data etc). Y11 subject specific interventions will be evaluated in terms of impact when the Y11 results are available. Staff personally mentoring identified students has also been a key approach to ensure that PP students are prioritised</p>	
<p>Behaviour & safety</p> <ul style="list-style-type: none"> ❖ Learning walk and discussion with PPCo ❖ Scrutiny of behaviour records ❖ Scrutiny of attendance data 	<p>What does attendance and exclusion data show and what strategies are in place?</p>	<p>The schools behaviour for learning strategy is reducing the number of fixed term exclusions this academic year. This is due to the graduated response of the SSRR, LSRR and 2.30-4.30 provisions.</p> <p>Currently there have been 58 students excluded once or more, in comparison to 122 students by the end of the last academic year. Of these 42 are PP and 13 were repeat offenders.</p> <p>Exclusions have increased for PP students due to the rising number of students entering NCL this is also due to multiple exclusions for some students. The college have involved all staff in their efforts to</p>	<p>Senior leaders have now identified which year groups the issues lie in and there are strategies in place to make the relevant improvements in relation to exclusions.</p> <p>Senior leaders have identified, from the data that PP boys need to be, a focus going forward and they have a strategic plan for this. Aspects of this plan have already been implemented and we discussed plans for full</p>

	<p>How well is the school using Pupil Premium funding to support pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts?</p> <p>Where support is focused on wider issues in pupils' and their families' lives and / or to widen opportunity, is there evidence that this support is improving engagement and contributing to closing performance gaps?</p>	<p>reduce fixed term exclusions with tutors and year heads playing a leading role.</p> <p>Any students that receives a FTE will have a work pack sent home for them to complete and bring back in upon their return. Students must have a return to school meeting with their HoY and parent before returning to college.</p> <p>During my visit, discussions with senior leaders and observations of interactions between staff and students, all demonstrated that students have an extremely positive attitude to learning across all of the contexts that I observed.</p> <p>The students spoken to, as part of the Pupil Panel, were all extremely proud of the school and their learning. They were able to give clear examples of interventions that the school had put in place to support them in raising their achievement and to provide them with wider opportunities and experiences that they would otherwise have been unable to access, e.g. residential trips and educational visits.</p> <p>Senior leaders acknowledge the importance of engaging parents and families in wider opportunities within the school to close performance gaps.</p> <p>The college are in the early stages of developing a partnership with Leicester Adult Education Services. The college has piloted a 6 week Family Health, First Aid course as this was the main area of interest for parents/carers. The aim was that both parents and students, during the final sessions, would work together to increase their skills and knowledge.</p> <p>The college are in the early stages of working alongside Fun and Families. Fun and Families make up part of the Early Intervention for low to moderate mental health needs and is funded by Future in Minds (Leicester City Council). They are currently offering two parallel programmes: one for students and one for parents of young people with</p>	<p>implementation by September 2018.</p> <p>Despite conducting parental interest surveys, sending letters, using social media as a vehicle for publishing this opportunity uptake was poor. We discussed working with the provider again in the future and leaders are keen to engage parents in more opportunities like this. We discussed maybe taking the course into the local community centre a strategy that Groby Community College used to improve parent evening uptake.</p>
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		<p>anxiety. The programmes are 2 hour sessions over 8 weeks. Fun and Families will visit families at home to check for any barriers to attending/taking part and to build up a relationships. HoY have been provided with this information and with referral forms.</p> <p>There are a number of workshops and presentations delivered to parents throughout the academic year. Parents have attended an E-safety evening which the parental survey demonstrated was greatly appreciated by the parents as they were given information as to how they could support their child to stay safe on line.</p> <p>Workshops have been delivered to parents during parent's evenings as to how they can support their child with homework. This has had a positive impact as homework detentions are slowly reducing.</p> <p>This year the college put on a "How to understand your child's report and how to support your child to study" evenings (One for Key stage 3 and one for key stage 4 parents). Parents who attended the evenings, within the parental survey, found them of great use and indicated that they now had a better understanding of how they could support their child to study.</p> <p>New College students have access to Kooth.com which is a free online counselling service with qualified staff. Obviously, monitoring of impact is difficult but the college advertise the service extensively.</p> <p>The college is implementing a Health and Wellbeing strategy to tackle the inequalities in the area. The focus of the strategy is initially – Mental Health; Healthy Lifestyles (to tackle obesity) and Health Relationships (to tackle domestic violence). The college has started an Arts and Cultural strategy to further engage the community on-site. This is being conducted in the same way as the college's successful Sports strategy</p>	<p>We discussed training a member of staff in order for them to deliver the Fun and Families agenda within the college. The member of staff was identified and this training was in the process of being disseminated at the end of the review.</p> <p>We discussed the funding of musical instrument lessons in relation to this strategy and we discussed similar programmes of interventions that have been implemented by Castle Rock High School in Coalville Leicestershire where all Year 7 students attend at least one weekly after-school club as part of the school's Personal Challenge programme and all Year 8 students and their parents are invited to attend weekly after-school music sessions as part of the school's Music Maestro programme, in which students are given a choice of instruments to learn to play, free of charge including weekly tuition.</p>
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<p>Evaluation of impact, drafting action plan and next steps</p> <p>❖ Discussion with HT/ CoG/ PPCo</p>	<p>How well is pupil premium funding used to:</p> <ul style="list-style-type: none"> • Ensure quality first teaching and above expected progress? • Support effective interventions? • Widen opportunity? • What support can the reviewer offer for action planning and ongoing monitoring of the plan? 	<p>The school has predominantly focused its current Pupil Premium spending on improving progress for disadvantaged students in English, Mathematics, Science and Humanities. This has resulted in a significant narrowing of the gap between PP and other pupils.</p> <p>The school has implemented a range of interventions to ensure quality first teaching and accelerated progress. These include but are not inclusive to: the New College non- negotiables; the LOT folders and a consistent approach to lesson planning. Interventions being led by Level 3 and 4 teaching assistants also ensure progress.</p> <p>Senior leaders have a strategic approach to interventions and ensure that they are targeted, focused and well led. Interventions take into account the data but an immense focus is placed on the individual and their whole educational needs when planning, implementing and evaluating impact.</p> <p>The college has used the Pupil Premium to ensure that eligible students have access to a plethora of opportunities that would not be available to them without the funding and the college knowing and understanding the needs of their students,</p> <p>Further support is available from the reviewer in future should the school wish to request advice or guidance for future action planning.</p>	
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Executive summary

It was clear from my visit to the college that disadvantaged students' progress is a priority and all staff work extremely hard to ensure all students progress and achieve. Senior leaders and teachers are dedicated to all groups of students and have committed time and effort to the progress and achievement of disadvantaged students. The college spend more of the allocated budget for PP students to ensure that they are receiving everything that they need to enjoy a fulfilling education. In addition to this, The school has an excellent awareness of its students and quality first teaching is a priority and staff are made aware of this when they come to interview and this clear focus on teaching is reducing the gaps within the school data. Furthermore, integral to the curriculum is the concept of developing all students, including the disadvantaged students, into well rounded individuals, who are confident, ambitious and have an appetite for success. To this end, New College Leicester has a curriculum that supports and stretches all students and at new College, all students including disadvantaged pupils embrace a curriculum which is broad, flexible and appeals to all learners' interests and aptitudes. There is a good mix of academic and work related courses and the college works tirelessly to prepare students for their chosen career path. Finally, there is far more that could be written in the review about the excellent work that takes place, in relation to the PP students, and the school sent through several supporting documents which provides further evidence to substantiate this report.

When reviewing special schools reviews may also wish to consider the area of 'enrichment', and the following question: How will pupil premium eligible pupils benefit from the funding and how is its impact monitored as far as enriching their opportunities is concerned? What is the impact of this on their attainment?

Signed: _____ **PPR**