



Self-evaluation template – Pupil Premium Strategy Statement SECONDARY

New College Leicester's Pupil Premium Profile 2018/19

Headteacher:	Mrs Jane Brown
PPR:	
Date:	September 2018

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	New College Leicester				
Academic Year	18/19	Total PP budget	£437,580	Date of most recent PP Review	June 18
Total number of pupils	932	Number of pupils eligible for PP	468	Date for next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving a strong pass 5+ in English and Maths (2017/18)	36%	Non-PP Nat 71%
% achieving a standard pass 4+ in English and Maths (2017/18)	16%	Non-PP Nat 49%
Progress 8 score average	-0.54	Non-PP Nat 0.11
Attainment 8 score average	3.5 (nat 3.6 in 2017)	Non-PP Nat 4.9

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A.	Literacy/numeracy skills entering Year 7
B.	Aspirations/Resilience of students
C.	Social skills/behaviour issues
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance of PP students
E.	Engagement of PP parents in child's learning
F.	Low aspirations/low expectations of success

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Rapid improvement in literacy and numeracy progress in KS3	Data show accelerated progress
B.	Improved rates of progress across the college for PP students	Data meets national benchmarks
C.	Reduced behavioural issues/exclusions for PP students	Students engaged in learning and successful outcomes
D.	Increased attendance for PP students to meet National non-PP attendance rates	Data shows improvement and walkthroughs show improved engagement
E.	Raise aspirations for PP students by increasing opportunities and broadening student experiences	Career pathways appropriately chosen and worked for. Reduced NEET figures. Improved Outcomes

5. Planned expenditure

Academic year	2018/19
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost and When will you review implementation?
Improve results in English; Maths; Science; Humanities; PE and MFL	<ul style="list-style-type: none"> Employ additional teaching staff in En/Ma/Hu/Sc/PE and MFL to decrease class sizes and improve teacher/student ratio and separately to provide specific EAL interventions via MFL 	<p>Try to improve staff turbulence/turnover as stable staffing has the highest impact on achievement of PP students</p> <p>EEF Toolkit: Reducing class size +3 months</p>	All students data is monitored 5 times a year. Students who are falling behind are discussed in the Progress Improvement Team and interventions are put into place.	JBR/CWI	<p>£125,016</p> <p>Autumn 1 data Autumn 2 data Spring data Summer 1 data Summer 2 data</p>
Increase the number of Good and Outstanding teachers across the college	<ul style="list-style-type: none"> Provide individual coaching for staff (internal and external coaches) Support staff through informal capability procedures 	<p>EEF Toolkit: Effective Feedback +8 months</p> <p>EEF Toolkit: Meta-cognition and self-regulation +8 months</p>	<p>SLT walkthroughs</p> <p>Teaching typicality maps monitored</p> <p>Lesson observations</p> <p>Work scrutinies</p>	SHB	<p>£4,000</p> <p>Termly</p>

<p>Development of effective quality first teaching and interventions through differentiated CPD offer and targeted appraisals</p>	<ul style="list-style-type: none"> • Provide a comprehensive targeted CPD programme with a focus on middle ability and catch up strategies to increase results for middle ability PP students • Teaching Expectations modified • Engage with external CPD providers eg OTP • Link quality assurance outputs to the individual appraisal documents for staff 	<p>EEF Toolkit: Effective Feedback +8 months EEF Toolkit: Meta-cognition and self-regulation +8 months EEF Toolkit: Early Intervention +6 months</p>	<p>Focused walkthroughs based on CPD input</p> <p>Data monitored for middle ability</p> <p>Teaching typicality maps moving towards Outstanding</p> <p>CPD Feedback analysis</p> <p>CPD toolkit shared with teaching staff</p>	<p>SHB</p>	<p>£8,000</p> <p>Data points</p>
<p>Accelerate the progress of the Middle/High ability students</p>	<ul style="list-style-type: none"> • Whole college focus on Middle/High ability – Middle ability toolkit developed and embedded • Whole college focus on revision strategies – development of the NCL way to revise • Implement Reciprocal Reading strategies 	<p>EEF Toolkit: Homework +5 months EEF Toolkit: Effective Feedback +8 months EEF Toolkit: Meta-cognition and self-regulation +8 months EEF Toolkit: Reading Comprehension strategies +5 months</p>	<p>Walkthroughs</p> <p>Data analysis</p> <p>Reciprocal Reading CPD delivered to English and Humanities staff</p> <p>Staff and student feedback re the NCL way of revision</p>	<p>RAN/SHB/ SWH</p>	<p>Director of Learning – termly review</p>
<p>Total budgeted cost</p>					<p>£137,016</p>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost and When will you review implementation?
Improve numeracy levels	Numeracy Co-ordinator (HLTA and TA co-ordinating and delivering: <ul style="list-style-type: none"> • Small group numeracy sessions • Numeracy tutor groups 	EEF Toolkit: Effective Feedback +8 months EEF Toolkit: Social and Emotional Learning +4 months EEF Toolkit: Small Group Tuition +4 months EEF Toolkit: Meta-cognition and self-regulation +8 months EEF Toolkit: Reducing class size +3 months EEF Toolkit: Early Intervention +6 months	Data monitoring each data point Director of Learning – Inclusion monitoring the Numeracy data Lesson observations Walkthroughs Work Scrutinies	KSI/AHA	£48,000 Termly review of impact by KSI
Improve Literacy levels	<ul style="list-style-type: none"> • Deputy SENDCo co-ordinating and delivering with team: <ol style="list-style-type: none"> (a) Small group literacy sessions (removed from MFL) (b) Literacy intervention tutor groups in Y7 (c) 1:1 Paired reading programme (d) Y7 reading rampage (e) Use of Doodle in English lessons (f) Implement Accelerated Reader in Y7 and Y8 across the school 	EEF Toolkit: Effective Feedback +8 months EEF Toolkit: Social and Emotional Learning +4 months EEF Toolkit: Small Group Tuition +4 months EEF Toolkit: Meta-cognition and self-regulation +8 months EEF Toolkit: Reducing class size +3 months EEF Toolkit: Reading Comprehension strategies +5 months EEF Toolkit: One to One tuition +5 months EEF Toolkit: Early Intervention +6 months EEF Toolkit: Phonics +4 months	Data monitoring each data point Director of Learning – Inclusion monitoring the Literacy data Lesson observations Walkthroughs Work Scrutinies	KSI/DMA	£115,000 Termly review of impact by KSI
Early identification of Dyslexic tendencies and testing for exam concessions	<ul style="list-style-type: none"> • Testing by external consultant for exam concessions • Testing internally to identify dyslexic tendencies 	EEF Toolkit: Effective Feedback +8 months EEF Toolkit: Early Intervention +6 months	Used as required	KSI	£2,500

<p>Improve English skills quickly for EAL students</p>	<ul style="list-style-type: none"> • Employ additional MFL capacity to dedicate to EAL acceleration • EAL students tested on entry using non-verbal test • EAL students placed in appropriate sets • EAL students placed in dedicated tutor group to learn English led by EAL Co-ordinator • EAL students given intervention lessons by MFL specialist to accelerate their acquisition of English • Whole College CPD (multiple) on meeting the needs of the EAL learner 	<p>EEF Toolkit: Effective Feedback +8 months EEF Toolkit: Social and Emotional Learning +4 months EEF Toolkit: Small Group Tuition +4 months EEF Toolkit: Reducing class size +3 months EEF Toolkit: Reading Comprehension strategies +5 months EEF Toolkit: Early Intervention +6 months EEF Toolkit: Oral Language interventions +5 months EEF Toolkit: Phonics +4 months</p>	<p>Data monitoring each data point</p> <p>Director of Learning – Inclusion monitoring the progress data for EAL students</p> <p>Lesson observations</p> <p>Walkthroughs</p> <p>Work Scrutinies</p>	<p>KSI/EMA</p>	<p>£15,000</p> <p>Termly Review by KSI</p>
<p>Improve attendance of identified students in KS3</p>	<ul style="list-style-type: none"> • Partnership Development Team co-ordinating attendance intervention sessions. 	<p>EEF Toolkit: Social and Emotional Learning +4 months EEF Toolkit: Small Group Tuition +4 months EEF Toolkit: Mentoring +1 month EEF Toolkit: Early Intervention +6</p>	<p>Monitoring of specific students attendance data as part of the project</p>	<p>ECO</p>	<p>£3,000</p> <p>Review at end of programme by ECO</p>
<p>Raise aspirations with a focus on life after school</p>	<ul style="list-style-type: none"> • Careers provision run by middle leader and Connexions Advisor • Targeted students have careers support meetings. • Careers fairs • P16 Providers fair • Skills Show trip • Mock interviews (Careers/Attendance) • Aim Higher Programme • Able but not Aspiring programme of HE visits/workshops 	<p>EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)</p>	<p>Student Feedback following trips</p> <p>Monitoring of UCAS applications for suitability</p> <p>Feedback from Mentors</p> <p>Feedback from Interviewers</p>	<p>FRO</p>	<p>Termly monitoring by FRO</p>

<p>Improve behaviour of identified students in KS3</p>	<ul style="list-style-type: none"> • L3 TA runs the KS3 BOOST group – 6 week programme (2 hours per day) which focuses on behaviour modification • Behaviour mentoring for individual students 	<p>EEF Toolkit: Effective Feedback +8 months EEF Toolkit: Social and Emotional Learning +4 months EEF Toolkit: Small Group Tuition +4 months EEF Toolkit: Meta-cognition and self-regulation +8 months EEF Toolkit: Reducing class size +3 months EEF Toolkit: Mentoring +1 month EEF Toolkit: Behaviour Interventions +3 months EEF Toolkit: Early Intervention +6 months</p>	<p>Behaviours data monitoring each week and the start and end data</p> <p>Director of Learning – Inclusion monitoring the impact data for the identified students</p> <p>Walkthroughs</p>	<p>KSI/JBE</p>	<p>£9,000</p> <p>Review at end of programme by KSI</p>
<p>Improve Self-Worth of identified students in KS3</p>	<ul style="list-style-type: none"> • L3 TA runs the KS3 BOOST group – 6 week programme (2 hours per day) which focuses on boosting self-confidence 	<p>EEF Toolkit: Effective Feedback +8 months EEF Toolkit: Social and Emotional Learning +4 months EEF Toolkit: Small Group Tuition +4 months EEF Toolkit: Meta-cognition and self-regulation +8 months EEF Toolkit: Reducing class size +3 months EEF Toolkit: Mentoring +1 month EEF Toolkit: Behaviour Interventions +3 months EEF Toolkit: Early Intervention +6 months</p>	<p>Behaviours data monitoring each week and the start and end data</p> <p>Director of Learning – Inclusion monitoring the impact data for the identified students</p> <p>Walkthroughs</p>	<p>KSI/JBE</p>	<p>£9,000</p> <p>Review at end of programme by KSI</p>

<p>Re-engagement of students in KS3</p>	<ul style="list-style-type: none"> L3 TA runs the KS3 BOOST group – 6 week programme (2 hours per day) which focuses on re-engaging KS3 students who are at risk of disengagement 	<p>EEF Toolkit: Effective Feedback +8 months EEF Toolkit: Social and Emotional Learning +4 months EEF Toolkit: Small Group Tuition +4 months EEF Toolkit: Meta-cognition and self-regulation +8 months EEF Toolkit: Reducing class size +3 months EEF Toolkit: Mentoring +1 month EEF Toolkit: Behaviour Interventions +3 months EEF Toolkit: Early Intervention +6 months</p>	<p>Behaviours/attendance data monitoring each week and the start and end data</p> <p>Director of Learning – Inclusion monitoring the impact data for the identified students</p> <p>Walkthroughs</p>	<p>KSI/JBE</p>	<p>£9,000</p> <p>Review at end of programme by KSI</p>
<p>Improve confidence and therefore results through the use of faculty intervention</p>	<ul style="list-style-type: none"> Partnership Development Manager brings in HE students to work in faculties across the college to boost results 	<p>EEF Toolkit: Effective Feedback +8 months EEF Toolkit: Small Group Tuition +4 months EEF Toolkit: Reducing class size +3 months EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)</p>	<p>Feedback from HoD</p> <p>Feedback from students</p> <p>Walkthroughs</p>	<p>ECO</p>	<p>£2,000</p>
<p>Improve confidence and exam results of identified vulnerable students</p>	<ul style="list-style-type: none"> SLT and identified staff mentor the Y11 students who are in the bottom 40 for P8 scores 	<p>EEF Toolkit: Effective Feedback +8 months EEF Toolkit: Meta-cognition and self-regulation +8 months EEF Toolkit: Mentoring +1 month EEF Toolkit: Behaviour Interventions +3 months EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)</p>	<p>Data monitored for specific mentored</p>	<p>CWI</p>	<p>£2,000</p>
<p>Reduce anxiety of identified students through mentoring and mindfulness</p>	<ul style="list-style-type: none"> Partnership Development Manager to deliver sessions on mindfulness Partnership Development Manager to mentor/coach individual students Education Psychology service to deliver sessions on reducing exam anxiety 	<p>EEF Toolkit: Effective Feedback +8 months EEF Toolkit: Social and Emotional Learning +4 months EEF Toolkit: Meta-cognition and self-regulation +8 months EEF Toolkit: Mentoring +1 month EEF Toolkit: Behaviour Interventions +3 months EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)</p>	<p>Number of students who refuse to sit exams reduced</p> <p>Increase in confidence of identified students</p>	<p>ECO</p>	<p>£2,000</p>

<p>Reduce the number of PP students who become NEET</p>	<ul style="list-style-type: none"> • Employment of Connexions advisor to provide support and challenge to PP students • Employment of a dedicated Careers Leader • Run Mock interview programme via Leicestershire Cares • Trips to universities and employers to raise aspirations of PP students • Identification of “able but not aspiring” PP students and provide them 	<p>EEF Toolkit: Effective Feedback +8 months EEF Toolkit: Mentoring +1 month EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)</p>	<p>Connexions data</p> <p>100% of Y11 students making appropriate pathway choices on UCAS</p>	<p>FRO</p>	<p>£25,000</p>
Total budgeted cost					£241,500

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost and When will you review implementation?
Students identified for early intervention	<ul style="list-style-type: none"> • Data manager provides data analysis of student performance to allow targeted interventions • Implement SISRA data system • Progress Improvement Team (PIT) run weekly (focus on specific year groups in a rotation) led by Assistant Principal 	EEF Toolkit: Early Intervention +6 months	<p>Effective Progress Improvement Team will monitor the impact of the interventions on the identified students</p> <p>HoD and HoY confident on using the data system to start early interventions</p>	CWI	£25,000
Improve attendance of PP students	<ul style="list-style-type: none"> • Employ Assistant Heads of Year/Pastoral Support Officers to support students and to chase attendance and support behaviour • Re-focus data onto PP students for Heads of Year • Run School Attendance Panel Meetings with EWO to offer support to individual parents and students • Prosecution via EWO service • Continue to employ Admin Assistant to chase attendance • Continue to text parents daily • 3 weekly Attendance meetings with Principal to focus on improving procedures • Continue to run punctuality detentions for 1 hour each evening 	<p>EEF Toolkit: Effective Feedback +8 months</p> <p>EEF Toolkit: Mentoring +1 month</p> <p>EEF Toolkit: Behaviour Interventions +3 months</p> <p>EEF Toolkit: Early Intervention +6 months</p>	<p>Attendance and punctuality data improves</p> <p>PP attendance data and SEN attendance data improves</p> <p>3 weekly Attendance meetings with JBR to monitor impact</p> <p>Governors monitor attendance data in monthly meetings</p>	ERU	£85,000

<p>Improve behaviour</p>	<ul style="list-style-type: none"> • Strong whole college behaviour policy remains in place with the addition of the Short Stay Reflection Room and the Long Stay Reflection Room • CPD on behaviour management • Train NQTs in behaviour management • SLT/Middle Leader on “walk” every lesson • SLT/Middle Leader to staff the Short Stay Reflection Room and Long Stay Reflection Room • Enhance college rewards system • Strong college uniform policy remains in place • Reducing Barriers Panel (SENDCo; HoY; EWO) meet weekly to review individual students and the impact of the individual strategies in place • Intervention via the LA behaviour modification programmes at Carrisbrooke etc • Referral to Educational Psychology Service • Referral to GP/ CAMHS • Referral to School Nurse 	<p>EEF Toolkit: Mentoring +1 month EEF Toolkit: Behaviour Interventions +3 months EEF Toolkit: Early Intervention +6 months</p>	<p>Behaviours data monitoring each half term</p> <p>8 am Behaviour meeting each morning</p> <p>Director of Learning – Inclusion monitoring the college data for all aspects of behaviour</p> <p>HoY monitor data half-termly and direct interventions via the tutor or the Referral Panel</p> <p>Walkthroughs</p> <p>Governors monitor exclusion data monthly in Governors meetings</p> <p>Governor monthly behaviour walkthroughs/uniform check</p> <p>Governor Student Disciplinary Panels</p> <p>Weekly monitoring of rewards data</p> <p>Weekly reports from Carrisbrooke via CLM for students placed there</p>		<p>£15,000</p> <p>£50,000 Carrisbrooke provision</p>
<p>Improve attendance and improve concentration rates</p>	<ul style="list-style-type: none"> • Provide uniform/ PE kit • Provide supervised daily breakfast club with free tea/toast • Provide Y11 with free water/cereal bar/banana prior to exams 	<p>EEF Toolkit: School Uniform (very low or no impact for very low cost based on very limited evidence)</p>	<p>Overview of breakfast club uptake by Director of Learning – Inclusion</p> <p>Number of students with uniform issues declining</p>		<p>£3,000</p>
<p>Improve life chances for</p>	<ul style="list-style-type: none"> • Provide alternative curriculum offer for students who are unable 	<p>EEF Toolkit: Behaviour Interventions +3 months</p>	<p>Engagement monitored via Director of Learning - Inclusion</p>	<p>KSI</p>	<p>£8,000</p>

disengaged students	to cope in mainstream setting				
Improve the homework completion rates	<ul style="list-style-type: none"> • Homework detentions centralised • Staffed Homework club runs every night 	EEF Toolkit: Homework +5 months EEF Toolkit: Extending school time +2 months	Half-termly monitoring of the homework completion data by the Director of Learning – Inc Weekly monitoring by HoY	KSI	
Improve revision ability and therefore results	<ul style="list-style-type: none"> • Exam skills/Revision workshops (External provider) 	EEF Toolkit: Effective Feedback +8 months EEF Toolkit: Meta-cognition and self-regulation +8 months	Student feedback Staff in the sessions	FRO	
Improve access to revision materials for PP students	<ul style="list-style-type: none"> • Provide reduced cost revision guides • Provide internally produced revision materials for all subjects free to students • Bring in theatre groups as part of English revision • Provide reduced cost calculators to students • Allow students to “buy” revision materials or equipment using their reward points • Use Twitter to send out revision materials to students and parents • Purchase of MyMaths 	EEF Toolkit: Homework +5 months EEF Toolkit: Effective Feedback +8 months EEF Toolkit: Meta-cognition and self-regulation +8 months EEF Toolkit: Extending school time +2 months	Student feedback Exam results	JBR/HoD	£12,000
Improve exam results through providing additional revision sessions after school, weekends and in the holidays	<ul style="list-style-type: none"> • Evening revision sessions • Holiday revision sessions run in each subject 	EEF Toolkit: Homework +5 months EEF Toolkit: Effective Feedback +8 months EEF Toolkit: Small Group Tuition +4 months EEF Toolkit: Meta-cognition and self-regulation +8 months EEF Toolkit: Reducing class size +3 months EEF Extending school time +2 months	Student feedback Overview of the schedule by Head of Health and Wellbeing Exam results	KFI	£12,000
Run extra-curricular programme across the school	<ul style="list-style-type: none"> • Publicise extra-curricular offer to students and parents 	EEF Toolkit: Extending school time +2 months EEF Toolkit: Arts participation +2 months	Overview by Head of Health and Wellbeing	KFI	

to give students the opportunities to join clubs and develop skills	<ul style="list-style-type: none"> • Enter teams for competitions in sports/STEM etc across the city and region • Analyse participation and target under-engaged groups 	EEF Toolkit: Sports participation +2 months	Monitoring of take-up data and use this to offer further opportunities		
Implement Health and Wellbeing Strategy to improve physical and mental health of students and staff	<ul style="list-style-type: none"> • Health and Wellbeing strategy developed by the newly appointed Head of Health and Wellbeing • Implementation of Mental Health First Aiders • Development of Resilience toolkit 	EEF Toolkit: Effective Feedback +8 months EEF Toolkit: Social and Emotional Learning +4 months EEF Toolkit: Behaviour Interventions +3 months EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)	Strategy in place Strategy dovetailed with LA strategy Students and staff talking about mental health Mental Health First Aiders in place	KFI	£5,000
Reduce staff turnover	<ul style="list-style-type: none"> • Provide an extra free lesson to staff to allow them to better meet the needs of their classes and to carry out role as tutor effectively by building home/school contact • Provide a full range of staff benefits to encourage staff to stay 	EEF Toolkit: Effective Feedback +8 months	Timetable set Monitoring by HoY of effective use of Tutor Time Uptake of benefits Staff feedback via staff welfare group and staff survey	JBR	£50,000 (partial cost) £5,000
Increase parental understanding of exams/assessment system and skill them to be able to support their child	<ul style="list-style-type: none"> • Run parents evening presentations on how to help your child to revise 	EEF Toolkit: Parental involvement +3 months	Uptake numbers Parental feedback	ERU/HoY	

Increase parental skills on how to keep their child safe on-line	<ul style="list-style-type: none"> • Refine materials for parents to access on the website • Run parent evening presentation session on How to keep your child safe on-line 	EEF Toolkit: Parental involvement +3 months	Uptake numbers Parental feedback	ERU	
Total budgeted cost					£270,000

TOTAL SPEND: £648,516