New College Leicester's Pupil Premium Strategy 2023/2024

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year. Please note: the impact of 2022/23 Pupil Premium strategy can be found on our website.

Principles:

- All members of staff and governors accept responsibility for 'socially disadvantaged' students and are committed to meeting their pastoral, social and academic needs within the school and the local community. 0
- As with every student in our care, a student who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need. 0
- We will ensure that teaching and learning opportunities meet the needs of all of our students. 0
- We will ensure that appropriate provision is made for students who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged students are adequately assessed and addressed 0
- In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals (FSM) will be socially disadvantaged. For the purpose of this policy FSM children will 0 include past as well as current recipients.
- We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. 0

Objectives:

- 1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these students.
- 2. The funding will be used to close the gap between the achievement of our students and their peers both nationally and within the school.
- As far as its powers allow, the college will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others. 3.
- We will ensure that the additional funding reaches the students who need it most and that it makes a significant impact on their education and lives. 4.
- 5. The school recognises Pupil Premium students who have a SEND (Special Educational Need or Disability), Pupil Premium students who have no SEND need and LAC (Looked after Children). Therefore, all provision is tailored slightly differently for these identified sub-groups.

Activity in 2023-2024 academic year is based on the DfE menu of approaches:

- 1. Delivering High Quality Teaching
- 2. Providing Targeted Academic Support
- 3. Using wider strategies to tackle barriers to academic success

Principal:	Mrs Jane Brown
Date:	September 2023

1. Summary information							
Academic Year 2023/24		Total PP budget	£487,485	Date of most recent PP Review	June 2018		
Total number of pupils	994	Number of pupils eligible for PP	481	Date for next internal review of this strategy	June 2024		

2. Current attainment

	Pupils eligible for PP (your school)	Pup			
% achieving a strong pass 5+ in English and Maths (2022/23)	22.1% (34.0% for students with attendance of 90% or above)				
% achieving a standard pass 4+ in English and Maths (2022/23)	34.9% (51.1% for students with attendance of 90% or above)				
Progress 8 score average	-0.72 using SISRA data collaboration (+0.42 for students with attendance of 90% or above)				
Attainment 8 score average	35.6 (48.39 for students with attendance of 90% or above)				

3. Key Challenges

Based on the context of the school, we have identified a number of challenges which could affect the success of Pupil Premium students:

3.1 In-so	1 In-school barriers (issues to be addressed in school)				
A.	A. Literacy/numeracy skills entering Year 7				
В.	B. Aspirations/Resilience of students				
C.	Social skills/behaviour issues				
3.2 Exte	rnal barriers (issues which also require action outside school)				
D.	Attendance of PP students				
E.	E. Engagement of PP parents in child's learning				
F.	F. Low aspirations/low expectations of success				

4. Intended Outcomes						
	Desired outcomes	Success criteria				
A.	Rapid improvement in literacy and numeracy progress in KS3	Data show accelerated progress				
В.	Improved rates of progress across the college for PP students	Data meets national benchmarks/Gaps closed				
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/Gaps clos				
E.	Raise aspirations for PP students by increasing opportunities and broadening student experiences	Career pathways appropriately chosen and worked for. Reduced NEET figures. Imp				

Pupils not eligible for PP (national average 2021)

Non-PP Nat 59.2%

Non-PP Nat 79%

Not Published

Non-PP Nat Att 8 54.7

closed
Improved Outcomes

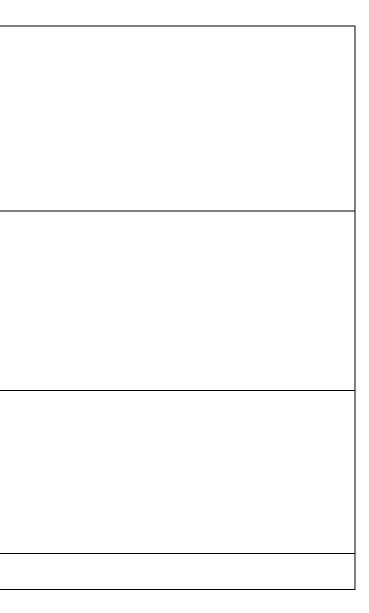
Activities for 2023-2024

1. Delivery High Quality Teaching

Desired outcome	Chosen action / approach	What is the evidence that supports this approach?	How will you ensure it is implemented well?	Staff lead	Cost and When will you review implementation?	Impact
Improve quality of teaching and results in EBac subjects	 Employ additional teaching staff in En/Ma/Hu/Sc and MFL to decrease class sizes and improve teacher/ student ratio and separately to provide specific EAL support Use extra resource to implement Mastery Learning in Maths 	EEF Toolkit: Reducing class size +2 months EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Mastery Learning +5 months	All student's data is monitored 3 times a year. Students who are falling behind are discussed in the Progress Improvement Team and interventions are put into place.	JBR/CWI	£130,016 All data review points	
Increase the number of Good and Outstanding teachers across the college	 Provide individual coaching for staff (internal and external coaches) Support staff through informal capability procedures Provide a comprehensive support package for ECTs (Y1 and Y2) to move them to Good in terms of quality of teaching 	EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Meta-cognition and selfregulation +7 months	SLT walkthroughs Teaching typicality maps monitored Lesson observations Work scrutinies	SCU	£50,000 (partial cost) Termly	
Reduce staff turnover	 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 +6 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 End of the academic year	
Development of effective quality first teaching and interventions through differentiated CPD offer and targeted appraisals	 Provide a comprehensive targeted CPD programme with a focus on metacognition and catch up strategies to increase results for high ability PP students New College Way modified Engage with external CPD providers eg OTP/NPQs Link quality assurance outputs to the individual appraisal documents for staff Develop online CPD offer for staff 	EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Meta-cognition and selfregulation +7 months	Focused walkthroughs based on CPD input Data monitored for middle ability Teaching typicality maps moving towards Outstanding CPD Feedback analysis CPD toolkit shared with teaching staff	SCU	£8,000 Data points	

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Accelerate the progress of the High ability students	 Whole college focus on Middle/High ability – Middle ability toolkit developed and embedded Whole college focus on revision strategies –the NCL way to revise 	EEF Toolkit: Homework +5 months EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Meta-cognition and selfregulation +7 months EEF Toolkit: Reading Comprehension strategies +6 months	Walkthroughs Data analysis Reciprocal Reading CPD delivered to English and Humanities staff Staff and student feedback re the NCL way of revision	SCU	Director of Learning – termly review	
Review and refine curriculum	 Knowledge and skills identified in all department's curriculum Refine the curriculum to identify clearly all end points Rewrite assessment plans Integrate PSHE/Careers/ Citizenship/#ThisIsUs into all SoWs Embed clearly the #ThisIsUs skills 	EEF Toolkit: Effective feedback +6 months EEF Toolkit: Meta-cognition +7 months	Deep dives focusing on the curriculum	DoLs	Time Reviewed annually	
Refine and extend the oracy strategy	 Employ additional Perf Arts teachers to allow Oracy Lead time to develop and implement strategy Implement into English/Humanities/drama and science Then spread to other subjects Whole school focus on the physical 	EEF Toolkit: Social and emotional learning +4 months EEF Toolkit: Meta-cognition +7 months EEF Toolkit: Oral language interventions +6 months	Monitored via Oracy Hub/Voice 21	ESH/LLE	£5,000	
			То	tal budgeted cost	£243,016	

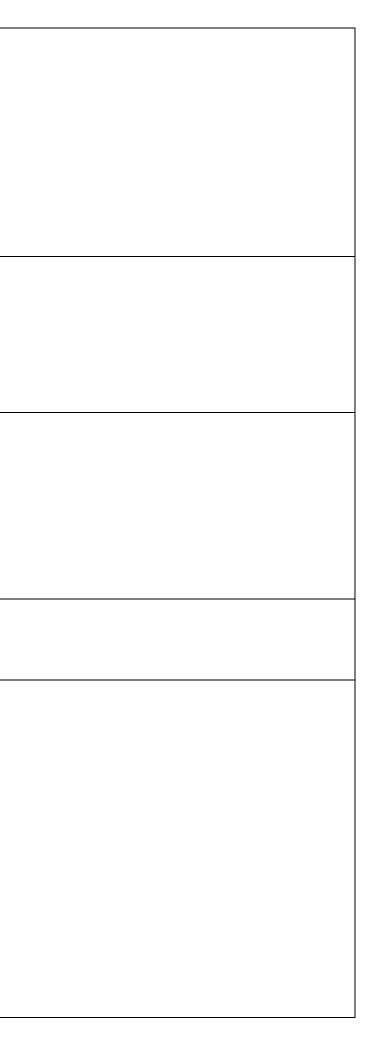


2. Providing Targeted Academic Support

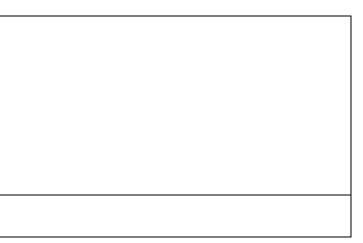
Desired outcome	Chosen action / approach	What is the evidence that supports this approach?	How will you ensure it is implemented well?	Staff lead	Cost and When will you review implementation?	Impac
Students identified for early intervention	• Data manager provides data analysis of student performance to allow targeted interventions	EEF Toolkit: Early Intervention +6 months	Effective Progress Improvement Team will monitor the impact of the interventions on the identified students	CWI	£30,000	
	• Use of SISRA data system		HoD and HoY confident on using			
	• Progress Improvement Team (PIT) run weekly (focus on specific year groups in a rotation) led by Assistant Principal		the data system to start early interventions			
Improve numeracy levels	Numeracy Co-ordinator (HLTA co-ordinating and delivering:	EEF Toolkit: Effective Feedback +6	Data monitoring each data point	KSI/AHA/MFG	£70,000	
	 Small group numeracy sessions in Years 7 - 10 Numeracy tutor group 	months EEF Toolkit: Social and Emotional Learning +4 months	Director of Learning – Inclusion monitoring the Numeracy data		Termly review of impact by KSI	
	targeted intervention to	EEF Toolkit: Small Group Tuition +4 months	Lesson observations			
	reconvene – AHA Employment of Strategy Lead	EEF Toolkit: Meta-cognition and selfregulation +7 months	Walkthroughs			
	for Numeracy	EEF Toolkit: Reducing class size +2 months	Work Scrutinies			
		EEF Toolkit: Early Intervention +6 months				
Improve Literacy levels	SENDCo coordinating and delivering with	EEF Toolkit: Effective Feedback +6 months	Data monitoring each data point	KSI/DMA	SEND Spend Plan	
	team:	EEF Toolkit: Social and Emotional	Director of Learning – Inclusion		Termly review of impact by KSI	
	(a) In class support L3 TA English lessons – Yr7	Learning +4 months EEF Toolkit: Small Group Tuition +4	monitoring the Literacy data			
	and 8 with responsibility	months EEF Toolkit: Meta-cognition and	Lesson observations			
	for the progress of targeted students	selfregulation +7 months	Walkthroughs			
	(b) 1:1 Paired reading programme	EEF Toolkit: Reducing class size +2 months	Work Scrutinies			
	(c) Y7 reading rampage	EEF Toolkit: Reading Comprehension	work Scrutinies			
	(d) Accelerated Reader in Y7, Y8 and Y9 across	strategies +6 months EEF Toolkit: One to One tuition +5				
	the school (e) 1:1 targeted literacy	months EEF Toolkit: Early Intervention +6				
	intervention as	months				
	appropriate (Toe by Toe)	EEF Toolkit: Phonics +5 months				
To improve the acquisition of	 MFL capacity dedicated to ensuring students learning 	EEF Toolkit: Effective Feedback +6 months	Data monitoring each data point	KSI/EMA	£26,220	
English language skills, quickly, for	EAL undertake GCSE exams	EEF Toolkit: Social and Emotional	Director of Learning – Inclusion		Termly Review by KSI	
students learning	in their First language.Rigorous induction process	Learning +4 months EEF Toolkit: Small Group Tuition +4	monitoring the progress data for EAL students			
EAL to enable full access to the	and baseline assessments	months EEF Toolkit: Reducing class size +2	Torrest land discussion			
curriculum.	conducted for students learning EAL including use	months	Lesson observations			
	of non-verbal reasoning	EEF Toolkit: Reading Comprehension strategies +6 months	Walkthroughs			
	 Students learning EAL are 	EEF Toolkit: Early Intervention +6 months	Work Scrutinies			
	placed in appropriate setsSelected students learning	EEF Toolkit: Oral Language interventions	Student voice /parent /carer			
	EAL identified following	+6 months	feedback			
	baseline testing placed in dedicated Language School	EEF Toolkit: Phonics +5 months				

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	 Tutor Group to enhance their acquisition of the English Language, led by our EAL Coordinator Whole College CPD (multiple) on meeting the needs of students learning EAL and those students eligible for the PP Ongoing monitoring and in class support for students learning EAL and those eligible for the PP 					
Improve results across performing arts and increase Cultural Capital for PP students	 Peripatetic Music Lessons – 1:1 or group sessions to learn instruments Curve – drama workshops – 2 hours per week – free access to shows at the Curve/students perform at the Curve Moving Together Dance and Arts Award – 2 hours per week 	EEF Toolkit: Social and Emotional Learning +4 months EEF Toolkit: Extending school time +3 months EEF Toolkit: Arts participation +3 months	Monitoring of take-up data Feedback from students and providers	KBR/ESH	£23,900 End of the academic year	
Improve confidence and exam results of identified vulnerable students	• SLT and identified staff to mentor these Y11 students	EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Meta-cognition and selfregulation +7 months EEF Toolkit: Mentoring +2 months EEF Toolkit: Behaviour Interventions +4 months EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)	Data monitored for specific mentored	CWI	£4,000	
Improve revision ability and therefore results	• Exam skills/revision workshops (External provider)	EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Meta-cognition and selfregulation +7 months	Student feedback Staff in the sessions	CWI		
Improve access to revision materials for PP students	 Provide reduced cost revision guides Provide internally produced revision materials for all subjects free to students Bring in theatre groups as part of English and History 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 Maths Watch 	EEF Toolkit: Homework +5 months EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Meta-cognition and selfregulation +7 months EEF Toolkit: Extending school time +3 months	Student feedback Exam results	JBR/HoD	£15,000 End of the academic year	



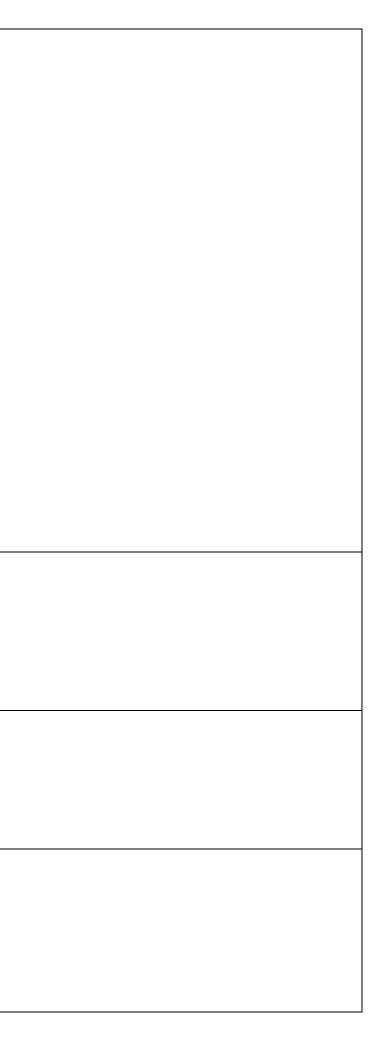
Improve exam results through providing additional revision sessions after school, weekends and in the holidays	 Evening revision sessions Holiday revision sessions run in each subject 	EEF Toolkit: Homework +5 months EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Small Group Tuition +4 months EEF Toolkit: Meta-cognition and selfregulation +7 months EEF Toolkit: Reducing class size +2 months EEF Extending school time +3 months	Student feedback Overview of the schedule by Head of Health and Wellbeing Exam results	CWI	£15,000 End of the academic year	
			Το	tal budgeted cost	£184,120	



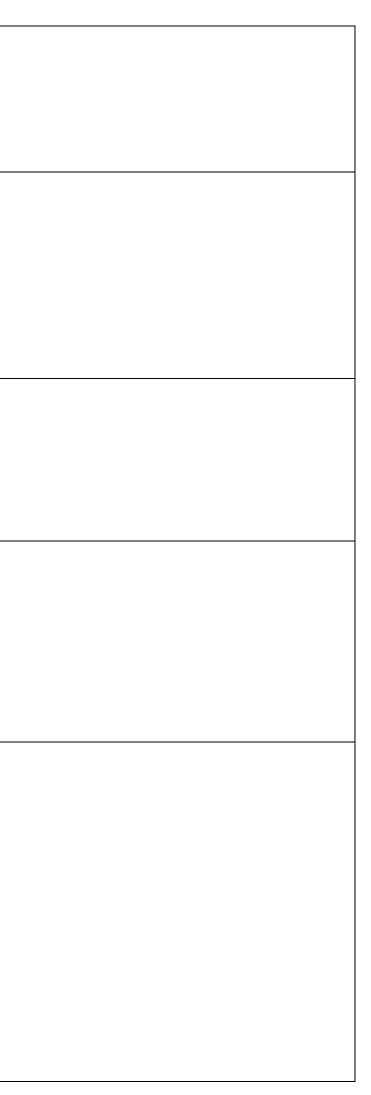
Desired outcome	Chosen action / approach	What is the evidence that supports this approach?	How will you ensure it is implemented well?	Staff lead	Cost and When will you review implementation?	Impac
Students identified for early intervention	 Data manager provides data analysis of student performance to allow targeted interventions Use of 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	Effective Progress Improvement Team will monitor the impact of the interventions on the identified students HoD and HoY confident on using the data system to start early interventions	CWI	£25,000	
Improve attendance of PP students	 Employ Assistant Heads of Year/Pastoral Support Officers to support students and to chase attendance and support behaviour Focus data onto PP students for Heads of Year Run School Attendance Panel Meetings with Attendance manager to offer support to individual parents and students Prosecution via EWO service Continue to employ Admin Assistant to chase attendance Attendance Manager in place to ensure we implement latest research 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 	EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Mentoring +2 months EEF Toolkit: Behaviour Interventions +4 months EEF Toolkit: Early Intervention +6 months	Attendance and punctuality data improves PP attendance data and SEN attendance data improves 3 weekly Attendance meetings with JBR to monitor impact Governors monitor attendance data in monthly meetings	ERU	£90,000 Termly	
Improve behaviour		EEF Toolkit: Mentoring +2 months EEF Toolkit: Behaviour Interventions +4 months EEF Toolkit: Early Intervention +6 months	Behaviour data monitored each half term 8am Behaviour meeting each morning Director of Learning – Inclusion monitoring the college data for all aspects of behaviour including FTE's HoY monitor data half-termly and direct interventions via the tutor or the Referral Panel Walkthroughs Governors monitor exclusion data monthly in Governors meetings	KSI	£15,000 £70,000 LPS provision including transport of students and buy in of EP – 25 days per academic year Termly and at the end of the academic year	

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	 Strong college uniform policy remains in place Removing Barriers Panel (DoL; HoY) meet on a 1:1 (5-week rota) to review individual students and the impact of the individual strategies implemented. Interventions via the LA behaviour modification programmes at LPS EP bought into school as a traded service – 25 days a year Re-establishment of the Calm Clinic, piloting a small group intervention Referral to LA Educational Psychology Service for formal assessments which may lead to an EHCP Local Authority Educational Psychologist (6 days per year) to complete assessments of individual students as required Referral to GP/Early Help/MHST Referral to School Nurse 		Director of Learning – Inclusion produces an annual governors report on all areas of behaviour Governor monthly behaviour walkthroughs/uniform check Governor Student Disciplinary Panels Weekly monitoring of rewards data Weekly communication via email from Carisbrooke Daily attendance monitored via CLM EPS caseload directed by KSI. Group work to have impact measurements identified prior to group commencing			
Improve attendance and improve concentration rates	 Provide uniform/ PE kit/food as required Provide supervised daily breakfast club with free tea/toast/cereal 8.00am – 8.40am daily Provide Y11 with free water/cereal bar/banana prior to exams 	EEF Toolkit: School Uniform (very low or no impact for very low cost based on very limited evidence)	Overview of breakfast club uptake by Director of Learning – Inclusion Number of students with uniform issues declining	KSI	£3,000	
Improve the homework completion rates	 Homework detentions centralised Staffed Homework club runs Monday to Thursday in 2 venues (KS3 and KS4) Homework club now open every morning from 8 – 8.45 in the LRC 	EEF Toolkit: Homework +5 months EEF Toolkit: Extending school time +3 months	Half-termly monitoring of the homework completion data by the Director of Learning – Inc Weekly monitoring by HoY	KSI	End of the academic year	
Run extracurricular programme across the school to give students the opportunities to join clubs and develop skills/self- confidence	 Publicise extra-curricular offer to students and parents Enter teams for competitions in sports/STEM etc across the city and region Analyse participation and target under-engaged groups Arts groups come in to enhance offer 	months EEF Toolkit: Sports participation +1 month	Overview by Head of Health and Wellbeing Monitoring of take-up data and use this to offer further opportunities	SKO	End of the academic year	



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Improve Cultural Capital for PP students	 Audit opportunities to develop cultural capital Cultural Capital opportunities built into SoW Trips and visits to enhance Cultural capital CPD for staff on developing cultural capital in students 	EEF Toolkit: Social and Emotional Learning +4 months EEF Toolkit: Extending school time +3 months EEF Toolkit: Arts participation +3 months	Feedback from students via Student Parliament Monitoring of SoW by DoLs	KBR/JHP	End of the academic year	
Embed Health and Wellbeing Strategy to improve physical and mental health of students and staff	 Health and Wellbeing strategy reviewed based on latest area data Relaunch of Mental Health First Aiders Refinement of Resilience toolkit Additional PE theory lessons in the curriculum focusing on health/wellbeing to break the cycle 	EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Social and Emotional Learning +4 months EEF Toolkit: Behaviour Interventions +4 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	SKO	£5,000 End of the academic year	
Increase parental understanding of exams/assessment t system and skill them to be able to support their child	• Run parents evening presentations on how to help your child revise	EEF Toolkit: Parental Engagement +4 months	Uptake numbers Parental feedback	ERU/HoY	End of the academic year	
Increase parental skills on how to keep their child safe on-line	 Refine materials for parents to access on the website Appoint Head of Digital Learning to post with responsibility for E-Safety Run termly parent evenings presentation session on How to keep your child safe online Implement system of informing parents weekly or E-safety issues/concerns/advice 	EEF Toolkit: Parental Engagement +4 months	Uptake numbers Parental feedback Reduction in referrals to safeguarding team re E-safety	ERU/SMS	£5,000 End of the academic year	
Raise aspirations with a focus on life after school	 Careers provision run by middle leader, Connexions Advisor and Pathways Advisor Targeted students have careers support meetings. Careers fairs P16 Providers fair Skills Show trip Mock interviews (Careers/Attendance) Aspire Programme Programme of HE visits/workshops Pathways Advisor delivering 1:1/assemblies /events Careers audit across the school based on the CDI framework and careers embedded into SoWs 	EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)	Student Feedback following trips Monitoring of UCAS applications for suitability Feedback from Mentors Feedback from Interviewers Monitoring of positive steps@16 applications for suitability Monitoring of the curriculum by DoLs/Assistant Principal	MPE/SKO	Termly monitoring by MPE £5,000	



	• Refer to specialised services if required	EEF Toolkit: Behaviour Interventions +4 months	Effectiveness monitored by ERU Student voice/parent or carer/School Nurse feedback			
School Nurse	• Work with individual students on health issues or concerns	EEF Toolkit: Social and Emotional Learning +4 months	Referral via Removing Barriers Panel	ERU	£0	
Kooth – online counselling service	 Ensure that all students are aware of service Ensure that Kooth is on "How to Keep Safe" cards issued to students 	EEF Toolkit: Social and Emotional Learning +4 months	Student voice/Parent or carer feedback	ERU	£0	
Love4Life – 1:1 mentoring and support and small groups (Girls only)	 Charity group working with vulnerable girls Mentoring 1:1 Small group sessions 	EEF Toolkit: Mentoring +2 months EEF Toolkit: Behaviour Interventions +4 months	Behaviour data monitored by Director of Learning Referral to service via the Removing Barriers Panel	KSI	£0	
Reduce the number of PP students who become NEET	 Careers lessons in Y10 and Year 11 Employment of Connexions advisor to provide support and challenge to PP students Employment of a Careers Leader Run Mock interview programme via Connexions Trips to universities and employers to raise aspirations of PP students Identification of "able but not aspiring" PP students and provide them opportunities which will raise their aspirations 	EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Mentoring +2 month EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)	Connexions data 100% of Y11 students making appropriate pathway choices on UCAS Positive Steps@16	MPE	£25,000	



TOTAL SPEND: £ 670,136