

Ullswater Community College



Pupil Premium Strategy Statement 2018

Pupil premium Impact Statement 2017-18: Ullswater Community College

The trend over the last five years at UCC shows PP student progress has been a key focus at UCC. The gap between pupils eligible for PP funding and pupils not eligible in our school has shown a reduction from 29% to 16% on 5+A*CEM measures. This year has seen a rise in the gap between PP students and non-disadvantaged in terms of 9-4 E/ Maths (a gap now of 20.8%).

GCSE results 2018

2014	5+A*-C E/m Non Pupil Premium 66% Pupil Premium 37% Gap -29%	A*-C in English 77% 56% Gap -21%	A*-C in mathematics 77% 41% Gap-37%	Cohort 30 students
2015	Non Pupil Premium 63% Pupil Premium 36% Gap -27%	85% 68% Gap -17%	75% 50% Gap -25%	Cohort 29 students
2016	Whole Cohort 59.5% 5+A*-C E/m Pupil Premium 43.2% Gap 16.3%	75.2% 61.4% Gap -13.8%	69.5% 52.3% Gap -17.2%	Cohort 43 students
2017	Whole cohort 65.1% 9-4 E/m Pupil Premium 54.3% Gap 10.8%	9-4 in English 76.6% 74.3% Gap -2.3%	9-4 in mathematics 72.9% 54.3% Gap -18.6%	Cohort 35 students
2018	Whole cohort 62.6 % 9-4 E/m Pupil Premium 40.7% Gap 21.9%	9-4 in English 79.1% 66.7% Gap -12.4%	9-4 in mathematics 67.5% 40.7% Gap -26.8%	Cohort 26 students

P8 Gap between Nat Non PP (0.14) and UCC PP P8 (-0.87) is (-0.1.01)



Pupil Premium Strategy 2018-19

Due to the relatively small number of students (26 students) who were PP in year 11, drawing statistical conclusions from last year's Year 11 data and comparisons with previous years cohorts, needs to be carefully handled. However the gap between PP and non PP is still negative (and has increased) and as a response to this the school has developed a range of new initiatives to try to reduce this gap further. The College's approach historically has been an interventionist model-g geared towards accelerating progress through interventions throughout KS3 and 4. The school recognises there is need to move to a more bespoke/personalised strategy to address the needs of all PP students with a five/seven year focus giving greater longer term impact. The model also needs to move to one where high quality teaching, and a greater grasp of the needs of PP students is evident from all teaching staff.

Following a review of PP provision in October 2017 involving the Headteacher, the AHT responsible for PP, and external advice, a raft of whole school strategies have been introduced to ensure a progressive and consistent academic and pastoral journey is experience by all of our PP students. This will include:

- A whole school focus on Teaching and learning strategies to support PP students
- The introduction of PP Hubs for all year groups led by HOY and Lead responsible for PP.
- PP Support Plans for all PP students.
- Personal mentor for all PP students and 5 mentoring sessions per year
- Annual reviews of PP statements with PP parents.
- Raising aspirations through use of bespoke educational experiences such as visits to Art Galleries, Universities and visits from leaders in Business and education.
- Pared reading and numeracy in year 7 for PP students of all abilities.
- Literacy and numeracy support for PP students in year 7-9 whose literacy / numeracy levels prevent access to the mainstream curriculum.
- Mission Control support for Year 11.

1. Summary information					
School	Ullswater Community College				
Academic Year	2018/19	Total PP budget	£178,850	Date of most recent PP Review	Feb 2018
Total number of pupils	1354	Number of pupils eligible for PP	183 (170 PP, 5 serv, 8LAC)	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
Year 11 2018-19	<i>Pupils eligible for PP (your school) Data is for Sept 2018</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Level 9-5 E and M	25.8%	39.9%
% achieving Level 9-4E and M	41.9%	65.2%
% achieving 9-4 in English / Maths	58.1 / 58.1%	80.1% / 71.3%
Progress 8 score Eng/ Maths	-0.484/ -0.001	-0.09/ -0.08
Attainment 8 score average	32.26	43.49

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Literacy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.
B.	Middle/Low attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3. This prevents sustained high achievement through KS4.
C.	Middle/Low and higher attaining pupils who are eligible for PP are making less progress than other attaining pupils across KS4. This prevents high achievement at the end of the KS.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible are currently 87.7% (89.6% in 2017) and below the target for all children of 95%. This reduces their school hours and causes them to fall behind on average.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress.
B.	Improved rates of progress across KS3 for middle/low and higher attaining pupils eligible for PP.	Pupils eligible for PP identified as middle/low / high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as middle/low attaining, across English and Maths at Key Stage 3, so that 85% or above are on track for expected levels of progress by the end of KS4. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and senior team.
C.	Improved engagement and progress at KS4 for Middle / Low and high attaining PP pupils	Pupils eligible for PP identified as middle/low/ high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as middle/low attaining, across Key Stage 4, so that 85% or above are on track for positive P8 scores by the end of KS4. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and senior team.
D.	Increased attendance rates for pupils eligible for PP at all key stages.	Reduce the number of persistent absentees (PA) among pupils eligible for PP from 74.25% to 10% or below. Overall attendance among pupils eligible for PP improves from 88.9 % to 95% in line with 'other' pupils.

Planned expenditure	
Academic year	2018/19
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.	
Targeted support	

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well? Success criteria / Milestones.	Staff lead/ Costings	When will you review implementation?
<p>Improved strategic approach to PP students' academic and pastoral support</p> <p>Introduction of mentoring for all PP students</p>	Creation of PP Hubs across all year groups.	The school is rich in hard data for PP students. Soft data that includes the specific barriers that students face in their day to day schooling often go unnoticed. This soft data can vary from the student being a carer for someone at home, living with parents who are not present when they go to school etc etc. This soft data allows schools to tailor their approach to supporting students. Our mentoring programme at UCC has proven effective at driving improvements for students in Year 11. We are rolling this out for all PP students from September.	<p>CPOMs will be the vehicle to log all meetings. Half termly checks in place. Meetings completed.</p> <p>CPD with all staff each half term.</p> <p>Communication between mentors, teachers and tutors.</p>	<p>GMW</p> <p>Support tutors</p> <p>SMT</p> <p>HOY</p> <p>Cost £37,903</p>	Each half term
Introduction of support plans for all PP students in years 11-13	Creation of PP support plans to improve stretch and challenge of all PP students.	There is a need to raise the profile of the issues PP students face, and the strategies teachers can use to support PP students. The introduction of PP plans should raise the profile of PP students within the teaching body, and create a learning culture where best practice is shared	<p>Support plans and in place for Sept for 7s,8s and 11s.</p> <p>Plans for 9s, 10s and 12-13 to be written in Spring term.</p>	<p>GMW £1500</p> <p>Teaching staff/LSAs (£5000)</p> <p>Admin support (£1000)</p>	Each half term

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		in strategies that have impact with these students.			
Introduction of PP Handbooks	Staff training through the use of PP handbook.	Awareness of what constitutes mentoring and how best to support PP students is still in its infancy. The handbook will be the central point of record for mentors and leaders of PP students.	Handbooks in place and reviewed and updated annually.	GMW/ (£700) HOYs	Summer 2019
Whole school CPD on PP and how to improve progress and support for pp STUDENTS	Whole school Teaching and learning briefings specific to PP students.	Following CPD on the roots of poverty and the typical barriers PP students face, there has been a real appetite amongst staff to tackle underperformance of PP students. They see the moral imperative behind this work.	Staff increase in stretch and challenge for PP students. Students narrow the gap.	GMW/ JT (£400) CPD time £20,000	Each half term.
Improved reading and spelling progress for pupils well below national on entry to year 7 so that more pupils are in line with national by the end of Year 7. On entry 37% of PP pupils are at or above expected national standard in reading. On entry 11% of PP pupils are at or above	Targeted intervention by SENCO for those pupils who require urgent support with Reading & Spelling. HLTA deliver spelling and reading programmes PP Students with significant difficulties with reading and/ or	Pupils eligible for catch up funding often have weak literacy scores on entry to UCC, as well as low scaled scores. We look at Standardised Reading and Spelling scores that are below 80 to target this intervention in order to accelerate their literacy skills so that they are able to access the curriculum throughout Key Stage 3 and 4 successfully. All pupils (therefore this includes Pupil Premium students) are tested on entry to the school to check their levels of literacy. This is a scheme that was recommended to us by the specialist teacher for literacy to support a	The SENCO meets with literacy staff each half term, and meets with the HLTA for literacy at least once every two weeks to discuss impact. The programmes are reviewed early in the spring term, and again at the end of the term. We have been monitoring results over time. Students end of Year English grades will be analysed at the end of the year, as well as reading and spelling scores. The school works alongside parents to generate support and liaise on out comes via reports to parents and attendance / meetings with the SENCO at parents evenings.	SENCO (£5000)	Progress from last year was reviewed in July/ September. 2018 outcomes were good with reading ages improving by an average of 20 months and spelling ages by 12 months as a result of intervention.

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<p>expected national standard in spelling.</p> <p>By the end of year 7 all students below national standards in reading and writing to be in line with Chronological age testing.</p>	<p>writing work with a Higher Level Teaching Assistant on guided reading activities and follow a spelling programme based around Launch the Lifeboat for one hour per week.</p> <p>PP students with reading difficulties only will either have guided reading with an HLTA for 1 hour per week or will read regularly during registration with a Learning Support Assistant and their reading will be closely monitored. Students with spelling difficulties only will work with a Senior Teaching Assistant on Launch the Lifeboat Activities which are tailored to the needs of the student</p>	<p>Structured Reading and Spelling programme for students with significant difficulties.</p>	<p>Parents are also provided with information on how to help their children's literacy skills develop at home.</p> <p>Scrutiny of literacy is part of the whole school MER process and there is a focus on the pupils that have had intervention</p>		
<p>Improved Year 7 progress in core subjects</p>	<p>Targeted support by teachers in English & mathematics in KS3 to support rapid</p>	<p>The progress of Middle and Lower Ability pupils remains lower than the remainder of their cohort. There is an urgent need to close the gap in performance at KS3 rather than</p>	<p>Pupils eligible for Pupil Premium funding who fall behind in progress measures in English & mathematics will undertake a Catch-Up programme in English, mathematics</p>	<p>Asst Head Intervention £8000</p>	<p>October 2017 with follow-up reviews in December 2017 and March 2018</p>

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<p>On entry 24% of PP pupils are at or above expected national standard in reading.</p> <p>On entry 18% of students are at national standard in maths. Both to improve from these bench marks.</p>	<p>improvement in core subjects.</p>	<p>waiting until KS4 to implement intervention strategies.</p>	<p>and/or science for 1 hour a week until they regain progress levels expected for their age.</p>		<p>2018 results showed that 45% (42.59% last year) of PP students in year 7 made expected progress in English and 59% (55.55% last year) made expected progress in mathematics.</p>
<p>Improved frequency of reading with the effect of improving reading ages and access to the curriculum</p> <p>Average reading age at start of programme to show improvement.</p>	<p>Focused intervention through the Paired Reading Scheme in Year 7.</p> <p>Using the Year 7 screening data for reading all PP pupils whose reading ages is 12 months below chronological age are allocated a Year 12 Paired Reader. All Paired Readers are trained on the required techniques and are prepared to give up 15 minutes a day, two days a week to work with their readers.</p>	<p>Regular reading for pleasure is an important way of improving the reading ages of all pupils but especially those whose reading has fallen behind that of their peers. Our paired reading scheme makes use of the enthusiasm of our Year 12 students who give readily of their early morning time to support pupils whose reading age is low. Results from this scheme have proved to be highly effective in driving up performance and generating warm and supportive mentoring relationships between mentor and mentee.</p>	<p>The programme lasts 15 weeks and pupils are tested at the beginning and end of the programme to measure progress. Parents will be invited to the initial training session to extend the effectiveness of the programme through paired reading at home.</p>	<p>Rachel Hope</p> <p>£5000</p>	<p>Programme to run from October 2017 until March 2018 with review of outcomes in April 2018.</p> <p>Of the 64 students who took part in review at the end of Year 7:</p> <ul style="list-style-type: none"> • 45 students made above expected levels of progress • 11 students made expected level of progress • 8 students were one level below their expected levels of progress

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ii. Quality of Teaching for all A. Improved progress of our pupils at KS3 & 4					
<p>Increased attendance rates for pupils eligible for PP at all key stages.</p> <p>Year 8 (88.8%) Year 10 (87.0%) Year 11 (83.7%) to improve from benchmarks in brackets.</p>	<p>Specific focus on disadvantaged pupils in the work of the Student Services team. This will include;</p> <p>From 2017:</p> <ol style="list-style-type: none"> 1. The Attendance and Student Support Manager identifies PP students alongside HOYs and the AHT (Pastoral) on “alert lists” and these students are prioritised for monitoring on a daily basis. 2. Mentoring of disadvantaged students by attendance team. 3 .Increase use of the Attendance Panels and LEA Inclusion Officer. 	<p>Overall Pupil Premium attendance in 2017-18 was 89.6% compared to 93.3% for the remainder of the cohort. (-3.7%) This beaks down as follows</p> <p>Y7 93.6% (up from 86.5%) compared to 94.8% Gap -1.2% Y8 88.8%(down from 94%) compared to 94.3% Gap - 6.7% Y9 90.3% (up from 89.1%) compared to to 93.5% Gap -3.2% Y10 87.0% (down from 87.1%) cp to 92.7% Gap -5.7% Y11 83.7 % (down from 90.7%) compared to 91.9% Gap -8.2%</p> <p>This means that identified students receive phone calls home and home visits with a view to bringing these students to school.</p> <p>The rationale of the Attendance Team is to provide support for disadvantaged students. This involves use of staff to mentor disadvantaged students and to initiate and contribute to multi-agency support as part of the Early Help Process.</p>	<p>This team is under the direct line management of the Assistant Head teacher (Pastoral) who will oversee the strategy and report back on progress in regular fortnightly line management meetings with the Head teacher.</p>	<p>Asst Head-teacher Pastoral £17000</p>	<p>October 2017, December 2017, And July 2018</p>

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Narrow the gap between PP students and non-disadvantaged in maths and english	Provision of a literacy and numeracy group for students for whom the EBacc suite is not appropriate.	For a small cohort of students the EBAC suite would lead to disaffection and poor outcomes at the end of KS4. These students will be supported with additional lessons in maths and English.	Monitoring data at each juncture and in intervention meetings.	HODs of maths and english	At each data input. HODs review with LM.
Maintain small group provision at KS3 & KS4 for pupils who require additional support to maintain good progress in all core subjects	Ensure that the school curriculum continues to provide small group provision for all pupils who require additional support to achieve expected levels of progress. small groups	Our curriculum provision is very broad to enable pupils of all abilities and interests to choose an area of study which suits their abilities and interests. The core subjects also provide small group provision with specialist teaching to ensure that these pupils make expected levels of progress.	Small group timetables in all core subjects across KS3 & 4. SENCO timetable for small groups in English and suitably trained staff timetabled for these groups in mathematics and science. Although this is an expensive provision it is essential if the school is to provide equitably for all pupils whether they qualify for PP funding or have multiple and profound learning difficulties.	Deputy Head Curriculum & School Performance £138,000	September 2018 – July 2019
Improved aspirations for KS3 students.	Introduction of KS3-4 “Horizon widening days” for PP students across year 7-9 We will conduct student voice to get a clearer picture on students’ background and aspiration. We will canvas departments within school to bid to run these days. We will target using our very best teaching	Some PP students come from families where aspirations have historically been low. Families in our catchment often are some of the lowest paid in the country and rural deprivation creates difficulties for low income families with transport and a host of other social issues. Our hope is that by broadening students’ horizons in terms of careers and opportunities for extended learning, we break the cycle of low expectation that some students experience.	Trips planned so far include; Year 9 science focus for upper PP visit to Newcastle university (March) Year 8 trip for Upper ability to Northumbria University (June) Year 10 Boys Cumbria University trip. Questionnaire/ Student voice before and after the trips.	GMW £1500	Sept 2019

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	<p>and pastoral staff to lead these trips and conduct student voice on the impact it has.</p> <p>Trips planned so far include;</p> <p>Year 9 science focus for upper PP visit to Newcastle university (March)</p> <p>Year 8 trip for Upper ability to Northumbria University (June)</p> <p>Year 10 Boys Cumbria University trip.</p>				
<p>Increase Senior Leadership focus on Upper ability PP progress through increase of MER on PP.</p>	<p>MER focus on Year 10 and work scrutiny</p>	<p>There is need to for the senior management team to gain a clearer picture of the progress PP students are making and the barriers within class and the curriculum to progress. MER focus on PP upper ability will increase our awareness of these aspects.</p>	<p>This will be the focus of discussions within SMT and feedback to middle leaders and teaching staff.</p>	<p>IYC and SMT £800</p>	<p>Autumn and Spring half term.</p>