

Ullswater Community College



Pupil Premium Strategy Review of outcomes 2017-2018

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)

Academic year		2017–18			
The 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?	Staff lead	Outcomes
A. Improved KS3 literacy progress	Targeted intervention by SENCO for those pupils who require urgent support with Reading & Spelling.	<p>Our pupil premium groups in each year contain a small number of lower ability pupils whose literacy skills are weak on entry to UCC. Reading ages for this group range from 5years 6months to 8 years so urgent action is needed to accelerate their abilities in reading & spelling to ensure that these pupils are able to access the curriculum throughout KS3 & 4 successfully.</p> <p>In KS3 there are currently 20 pupils whose reading and spelling ages place them in this group.</p>	<p>All PP pupils are tested on entry to the school to check their levels of literacy. Pupils with a Standard Age Score of 85 or less in Reading will undertake a programme a 1 hour a week programme on guided reading under the supervision of the SENCO. Pupils with a Standard Age Score of 70 will undertake 2 hours a week on this programme.</p> <p>Those pupils with a Standard Age Score of 80 or less in spelling will undertake a 1 hour a week programme called Launch the Lifeboat under the direction of the SENCO. Launch the Lifeboat is a spelling scheme recommended to the school by the LA specialist teacher for literacy.</p>	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.
A. Improved Year 7 literacy progress	Targeted support by teachers in English & mathematics in KS3 to support	Core subjects do well at GCSE for Upper Ability PP pupils with rates above the rest of the cohort.(2016 results in maths & English) The progress of Middle	Pupils eligible for Pupil Premium funding who fall behind in progress measures in English & mathematics will undertake a Catch-Up	Asst Head Intervention £8000	2018 results showed that 45% (against 42.59% last year) of PP students in year 7 made expected progress in English and 59% (55.55%

	rapid improvement in core subjects.	and Lower Ability pupils remains, however lower than the remainder of their cohort. There is an urgent need to close the gap in performance at KS3 rather than waiting until KS4 to implement intervention strategies.	programme in English, mathematics and/or science for 1 hour a week until they regain progress levels expected for their age.		last year) made expected progress in mathematics.
A. Improved Year 7 literacy progress	Focused intervention through the Paired Reading Scheme in Year 7	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.	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. 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.	Rachel Hope £5000	Average Reading Ages for those PP pupils involved in this 15 week programme showed improvements from 6- 28 months. Of the 64 students who took part in review at the end of Year 7: <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
Improve progress in English for our upper ability students	Introduce a mentoring and report scheme for a group of targeted upper ability PP students.	Historically intervention has focussed on lower ability students. Data shows that our upper ability PP students are lagging behind their non-disadvantaged counter parts. This pilot programme will be to address the whole school priority.	Letters to parents. Led by HoY in 8 and 9. Close liaison with English dept. Student voice at start and end of process.	HOY time Assistant Head Mentor time £800	Outcome 24 students on the 6 week trial. 62% of students' increased their CPGs by 1 grade or more. Half of the students with improved grades moved up by 2 levels.

			Review of progress through end of year grades.		<p>31 % maintained the same CPG</p> <p>1 students CPG declined during the trial.</p> <p>ATL grades</p> <p>ATLs 54% of students maintained the same CPGS.</p> <p>23% of students improved CPGs</p> <p>22% of students CPGs declined.</p> <p>Reviews of the mentoring folders shows that discussions between mentors and students were positive. Mentors picked up on a raft of issues for example; HW, attendance, lack of challenge, limited reading at home, a student who had limited time due to being a carer and other barriers to achievement.</p>
Improved engagement and progress in Year 11 for disengaged vulnerable PP students	Mentoring and intervention focus through Year 11	Our most vulnerable KS4 pupils often lack the confidence to plan appropriate futures beyond school and this limits their progress at KS4 because they are not confident in taking the risk of success at GCSE in order to achieve appropriately ambitious futures. Our experience of	Vulnerable PP pupils eligible for Pupil Premium funding will be allocated a mentor from the Senior Team/Pastoral managers. Regular meetings between mentor and mentee will be scheduled. Discussions to include progress data and career plans in addition to	Asst Head Intervention Heads of Year 11 SMT	<p>8 students identified.</p> <p>In terms of progress. 5 students (62.5%) had overall positive increases in CPG from January to the summer results.</p>

		mentoring in the school has been extremely positive and outcomes for students reflect this.	Access requirements for exams if appropriate.		<p>3 students (37.5%) data stayed broadly the same from January through to the summer results</p> <p>In terms of Attitude To Learning (grades which reflect students engagement), 3 students improved average ATLS (37.5%) and 5 were static (62.5%).</p> <p>In terms of attendance 6 students (75%) had improved attendance whilst 2 were static.</p> <p>For this cohort of students mentoring has had a positive impact.</p> <p>All students have been written to asking for feedback. 4 replies received and all were positive about the scheme and felt the input from mentors supported them.</p> <p>100% have gone on to 6th form or employment and training</p>
Improved engagement and progress of PP students through the provision of a broad	Provide for PP students access to a range of courses at KS4 which reflect the diverse nature of	PP students are a diverse group of students. The more bespoke the IAG process is for PPP students, the better they progress through KS4.	PP students IAG is overseen by the Lead teacher with responsibility for IAG. Student retention on courses is monitored closely and swift	Lead teacher IAG £55,000	Retention of PP students on courses was 100% for both Years 10 and 11 last year. Student satisfaction with courses was high (evidence student voice)

and balanced curriculum at KS4.	their aspirations. Including Motor Vehicle, Land Based sciences, Construction, Hair and Beauty.		intervention is used when issues arise.		
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	Class sizes for PP students in Year 11 ranged from 7 students in one English class (4 of which were PP), through to a class of 7 in maths (3 of whom were PP).
Improved aspirations for KS3-4 students	<p>Introduction of KS3-4 "Horizon widening days" for PP students across year 7-9</p> <p>We will conduct student voice to get a clearer picture on students' background and aspiration.</p> <p>We will canvas departments within school to bid to run these days.</p>	<p>Some PP students come from families where aspirations have historically been low. Families in our catchment often are from 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.</p> <p>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.</p>	<p>Trips last year included;</p> <p>Year 10 Boys Cumbria University trip. 16th March</p> <p>Year 9 science focus for upper PP visit to Newcastle university (March 20th)</p> <p>KS3/4 Trip to Northumbria University for Upper ability students. 27th April 2018</p> <p>Year 8 trip for Upper ability to Northumbria University (June)</p> <p>Year 9, 10, 12 Dance and Drama at LIPA (Liverpool Institute for Performing Arts).</p>		<p>Quantifying the impact of this work can be challenging. Student voice is conducted before and after the events. Students have been uniformly positive about the trips.</p> <p>The data below was compiled following a Year 10 trip for lower ability Pupil Premium Boys to Northumbria University led by School lead for PP and head of Year 10</p> <ul style="list-style-type: none"> • Has the day made you think about attending college, or university?

	<p>We will target using our very best teaching and pastoral staff to lead these trips and conduct student voice on the impact it has.</p> <p>Trips ran this year</p>		<p>Wednesday June 13th, all day 45 students</p> <p>KS3 PP Art trip to Unthank gallery. Mask making with David Griffith of the National Theatre.</p>		<p>85% Yes 13% A bit 2% No</p> <p>At the start of the day 45% were not inclined to consider HE/ University. The trip had an impact on student perception of university.</p> <ul style="list-style-type: none"> • Has the day changed the way you think about College or university? 60% Yes 10% A bit 30% No <p>40% of students at the start of the day indicated that they were not interested in HE / Uni. Between 60-70% now have changed their opinion of HE/ Uni and 85% now have a positive view of HE/ Uni.</p>
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