

## Pupil Premium Planned Spend for 2018-19

### Introduction

**We received £176,510 for pupil premium in 2018-19.**

The college prioritises development activities ensuring every lesson is well planned, well delivered and students receive outstanding feedback. We do this through a focus in our joint professional learning sessions every Monday (1.5hours) on planning outstanding lessons and developing excellent PIN (Positive, Improvement, Now) feedback for learning assessments. Excellent classroom teaching and feedback for all is our main pupil premium strategy.

### Barriers to Learning for our PP Cohort in 2018-19

<b><i>Barrier to Learning</i></b>	<b><i>How we measure impact</i></b>
<i>Behaviour and Engagement for Learning</i>	<b>Exclusion rates (internal and external)</b> Behaviour / Achievement points Engagement for learning grades No. of student leaders No. of students receiving celebration certificates, emails No. of students in Extended Learning sessions
<i>School Attendance</i>	<b>Attendance rates</b> Persistent absence rates Attendance prizes award
<i>Low prior attainment and progress</i>	<b>Progress 8 outcomes;</b> Attainment 8 outcomes Reading ages; Expected progress percentages;
<i>Parental Engagement</i>	<b>Attendance at parents meetings</b> Read receipts for reports Parent voice feedback Attendance at meetings to discuss progress Support for college policies

<i>Wider curriculum and resources</i>	<b>% engagement with extra-curricular opportunities</b> Attendance on trips Attendance to clubs and activities
---------------------------------------	--

**Barriers to Learning Actions and Interventions for 2018-19**

<b><i>Barriers to Learning</i></b>	<b><i>Action or Intervention</i></b>	<b><i>Projected spend</i></b>
<i>Behaviour and engagement in lessons;</i>	<i>Wave 1 Teaching</i> <i>Parent Support Programme</i> <i>Counselling</i> <i>1:1 mentoring and report cards</i> <i>Homework support</i> <i>Extended Learning Sessions</i> <i>Restore</i> <i>Raising Achievement for all tracking</i> <i>Adapted and regularly reviewed flexible timetables and individualised programmes for our most vulnerable learners</i> <i>Prince William Award</i>	<b>£88,248</b>
<i>School Attendance</i>	<i>Attendance groups - 25 hours a week pastoral support for 12 PP students in each year group</i> <i>Social skills support - 2 hours a week social skills and resilience intervention groups with 10 students each term in KS3 and KS4.</i>	<b>£45,787</b>

	<p><i>High profile mentoring - Every PP student receiving mentoring</i></p> <p><i>Attendance prizes and celebration</i></p> <p><i>Primary liaison and transition support - All at risk Y6/7 students attend additional transition activities and information sessions for parents and carers of vulnerable students</i></p> <p><i>Support for access to activities for vulnerable learners</i></p>	
<i>Lower Prior Attainment and progress</i>	<p><i>Raising Achievement of For All Programme - involving every teacher of a PP student, 100% of RAFA focus on pupil premium students. 3 meetings every week focusing on 6 students. (KS3, KS4 and KS5)</i></p> <p><i>Interventions in English and Maths to accelerate progress and build and drill skills 1:1, 1:2, 1:4 through Flexible Learning and our En and Ma team</i></p> <p><i>Reading age intervention</i></p> <p><i>Reading support groups</i></p> <p><i>Lexia programme</i></p> <p><i>Period 6 Supported Study for students who have fallen behind</i></p> <p><i>Staff CPD for working specifically with disadvantaged students (sharing strategies, using joint professional learning time)</i></p>	£36,402
<i>Parental engagement;</i>	<p><i>Together to Achieve evenings</i></p> <p><i>Special-focused support evenings for specific subjects and groups of students</i></p> <p><i>Support for parents to engage with school and teachers through ongoing pastoral support</i></p> <p><i>Daily phone calls to disadvantaged students to chase up attendance concerns</i></p>	£14,088

	<i>Attendance support plans for students whose attendance is a cause for concern</i>	
<i>Wider curriculum and resources</i>	<i>Chrome-books</i> <i>Uniform</i> <i>Text-books</i> <i>Visits and trips</i> <i>Access to activities</i>	<b>£11,013</b>

### **How did we use our Pupil Premium in 2017-18**

#### **Q: What is pupil premium?**

*A: Pupil premium is additional money schools receive for students who are in receipt of free school meals (FSM) any time in the last six years. We receive £935 per student.*

#### **Q: How many FSM students does Uckfield College have?**

*A: In 2017-18 UCTC had 196 students eligible for FSM or on our Ever 6 list (students who have been recipients of FSM anytime during the last six years).*

#### **Q: How much money did UCTC receive for Pupil Premium last year?**

*A: 167450*

#### **Q: How was the money spent?**

*A: We used our Pupil Premium resources in a variety of Wave 1, Wave 2 and Wave 3 interventions to support our students. These interventions were designed in response to the identified needs of the Pupil Premium cohort.*

**Strategic Developments and Interventions focused on Raising Standards in 2017-18 for students in receipt of Pupil Premium**

Interventions	Cost	Activity and Impact
<b>Wave 1</b>		
<p>CPD for Wave 1 Quality First Teaching Incl;</p> <p>(i) High quality lesson plans for all staff from a shared bank of rich resources                      (ii) Classroom seating plans identifying PP and including prior performance data to better structure learning through electronic mark sheets                      (iii) Development of questioning techniques                      (iv) Uckfield Outstanding Ten and associated INSET and supporting CPD through 15 Minute Forums                      (v) Department reviews looking at quality of teaching, feedback, differentiation                      (vi) Full scheme of learning review and department feedback</p>	10,341	<p><b>Impact on PP cohort:</b>  <b>2016:</b> 35.3% of PP students achieved En and Ma at Level 4 and above (35% Gap between PP and Non-PP)  <b>2017:</b> 50% of PP students achieved En and Ma at level 4 and above (29% Gap between PP and Non-PP). Gap closing by 6%  <b>2018:</b> 50% of PP students achieved En and Ma at level 4 and above (24% Gap between PP and Non-PP) gap closed by 5%)</p> <p><b>2016:</b> % of outstanding lessons 12%  <b>2017:</b> % of outstanding lessons 26%  <b>2018:</b> % of outstanding lessons 23%</p>
<p>CPD and ongoing support for differentiation after full review of schemes of learning</p>	7,386	<p><b>Activity:</b> Every department scheme of learning reviewed and team given action list of development activities to improve quality of materials during 2017-18 college year.</p> <p><b>Impact on PP Cohort:</b>  <b>2016:</b> 35.3% of PP students achieved En and Ma at Level 4 and above (35% Gap between PP and Non-PP)  <b>2017:</b> 50% of PP students achieved En and Ma at level 4 and above (29% Gap between PP and Non-PP) Gap closing by 6%  <b>2018:</b> 50% of PP students achieved En and Ma at level 4 and above (24% Gap between PP and Non-PP) gap closed by 5%)</p> <p><b>2016:</b> % of outstanding lessons 12%  <b>2017:</b> % of outstanding lessons 26%</p>

		2018: % of outstanding lessons 23%
CPD for use of New Digital Technologies	12,409	<p><b>Activity:</b> Improvement in quality of teaching and learning experience for students</p> <p><b>Evidence:</b> Climate Walks, Lesson Observations</p> <p><b>Impact on PP Cohort:</b></p> <p>2016: % of outstanding lessons 12%</p> <p>2017: % of outstanding lessons 26%</p> <p>2018: % of outstanding lessons 23%</p>
All students are screened for literacy, with a particular focus on disadvantaged students (PP, SEN, LAC)	4,431	<p><b>Activity:</b> Every child in Y7, Y8 and Y9 screened for literacy to identify cohort for interventions, a focus on PP for ongoing 1:1 and 1:4 sessions</p> <p><b>Impact on PP Cohort:</b> 100% of students in Y7 screened for literacy, all SEN, LAC as well. All students not on target given intervention in En, Ma or Literacy and Numeracy.</p> <p>70% of target thresholds achieved by PP students in Y7</p> <p>83% of target thresholds achieved by PP students in Y8</p> <p>70% of target NC levels achieved by PP students in Y9</p>

<p>Sharpening of focus on behaviour in lessons with application of developed systems</p>	<p>4082</p>	<p><b>Impact on PP cohort:</b></p> <p><b>2016:</b> 35.3% of PP students achieved En and Ma at Level 4 and above (35% Gap between PP and Non-PP)</p> <p><b>2017:</b> 50% of PP students achieved En and Ma at level 4 and above (29% Gap between PP and Non-PP) gap closed by 6%</p> <p><b>2018:</b> 50% of PP students achieved En and Ma at level 4 and above (24% Gap between PP and Non-PP) gap closed by 5%)</p> <p>Fixed Term Exclusions fell from 99.5 days FTE in 2017 to 42 days FTE in 2018.</p>
<p><b>Wave 2</b></p>		
<p>1:4 and 1:1 intervention in Maths  1:4 and 1:1 intervention in English  Lexia programme for poor readers  All vulnerable learners tracked every term to monitor progress and achievement and interventions scheduled if student is behind target</p>	<p>10,341</p>	<p><b>Activity:</b> Every PP student behind in English and Maths given access to 1:1 and 1:4 sessions.</p> <p><b>2016:</b> 53% of PP students achieved A*-C in En  82% of Non-PP (Gap: 29 )  38% of PP students achieved A*-C in Ma  75% of Non-PP (Gap: 37 )</p> <p><b>2017:</b> 67 of PP students achieved Grade 4 and above in En  91 for Non-PP  (Gap: 24) 5% Gap closing  50 of PP students achieved A*-C Grade 4 and above Ma</p>

		<p>81 for Non-PP  Gap: (31) 6% gap closing  2018: 50% of PP students achieved En and Ma at level 4 and above (29% Gap between PP and Non-PP) gap closed by 6%</p>
Withdrawal for reading support through Flexible Learning	3739	<p><b>Activity:</b> 1:1 and 1:4 support with Flexible Learning staff for PP and SEN students, all students engaged in programme made progress</p> <p><b>Impact on PP cohort:</b> 80% of PP students across the college received an intervention in En, Ma or in a subject they were below target in.</p>
Exam access arrangements	13,235	<p><b>Activity:</b> Where appropriate students are screened for exam access arrangements. PP students identified for access arrangements to improve exam standards.  Y8 5 students  Y9 15 students  Y10 18 students  Y11 18 students</p>
Tier 3 mentoring 1:2 & 1:4 with SLT and pastoral colleagues	19,739	<p><b>Activity:</b> Pastoral leaders and all SLT with a group of High Profile mentoring PP students in Y11 and Y10. Meetings with parents and students to focus on key goals and habits for learning success.</p> <p>Together to success evenings and revisions materials for students in Y10 and Y11.</p> <p><b>Impact on PP Cohort:</b> 100% of PP students provided with free core revision materials</p> <p>100% of PP behind target students received intervention in En</p>



		<p>and Ma</p> <p>Fixed Term Exclusions fell from 99.5 days FTE in 2017 to 42 days FTE in 2018.</p>
Counselling	11,665	<p><b>Activity:</b> Ongoing counselling for PP students running over several cycles.</p> <p><b>Impact on PP cohort:</b> Increase in attendance and Engagement in Learning grades for students involved in the counselling.</p> <p>Attendance 2016 PP 86.7% Attendance 2017 PP 89.3% Attendance 2018 PP 91%</p> <p>2018 Attendance for PP students and PA figures were all better than national averages.</p>
Learning Assistants as Mentors for Key PP Students	4,500	<p><b>Activity;</b> Learning assistants as mentors for pupil premium students</p> <p><b>Impact on PP cohort:</b> 100% of students receiving mentoring if they were behind in relation to target</p>
Attendance groups	14,239	<p><b>Activity:</b> Pastoral Leaders running 18 attendance groups through 2016 with a focus on Pupil Premium students,</p> <p><b>Impact of PP cohort:</b></p> <p>Attendance 2016 PP 86.7% Attendance 2017 PP 89.3% Attendance 2018 PP 91%</p> <p>2018 Attendance for PP students and PA figures were all better than national averages.</p>

		50% of students in attendance groups were PP students, any PP student below 95% was targeted for attendance
Homework study support after-school sessions	15,960	<p><b>Activity:</b> After school study support sessions for students in Flexible Learning and the whole school homework deadline detentions saw an improvement in homework completion rates towards the end of 2017/18</p> <p><b>Impact on PP Cohort:</b></p> <p>Homework sanctions set for missed deadlines decreased during the last three terms of 2017/18</p>
Pastoral Support, meetings and feedback	29,219	<p><b>Activity:</b> High Profile PP students given ongoing support daily through report cards, time-outs, 1:1 support and student focus discussions.</p> <p><b>Impact on PP Cohort:</b></p> <p>Fixed Term Exclusions fell from 99.5 days FTE in 2017 to 42 days FTE in 2018.</p>
Restore - internal exclusion	20,893	<p><b>Activity:</b> Staffing and resources for an internal exclusion to reduce external exclusions amongst PP students. Exclusion rate is now dropping after a rise during 2015-16 as new procedures are implemented.</p> <p><b>Impact on PP Cohort:</b></p> <p>Fixed Term Exclusions fell from 99.5 days FTE in 2017 to 42 days FTE in 2018.</p>
Study Support	321	<p><b>Activity:</b> PP families receiving financial support to receive textbooks and other learning materials</p>

		<p><b>Impact on PP Cohort:</b></p> <p>100% of our pupil premium families receive the opportunity for additional support for revision guides, uniform, access to activities or Chrome Books through</p>
IT Support	£3,216.05	<p><b>Activity:</b> PP families receiving financial support to receive Chrome books to a value of £3,216.05</p> <p><b>Impact on PP Cohort:</b></p> <p>100% of students have purchased Chromebook</p>
Trip/Uniform Support	593	<p><b>Activity:</b> PP families receiving financial support to purchase uniform</p> <p><b>Impact on PP Cohort:</b></p> <p>75% of Y7 PP attended school trip  63% in Y8 PP attended school trip  73% in Y9 PP attended school trip  41% in Y10 PP attended school trip  70% in Y11 PP attended school trip</p>
Admin Support	2,512	
Total	186,987	

### **Barriers to Learning for our PP Cohort in 2017-18**

The key issues for our PP cohort in 2017-18 were as follows - from student voice activities focused on exploring their individual barriers to learning;

- *Literacy and numeracy progress;*
- *Motivation, self-organisation and self-control;*
- *Homework support and resources to aid progress outside the classroom;*
- *Mental health and personal resilience;*
- *Access to activities;*

- *Opportunities for learning-centred coaching conversations to ensure that progress.*

### **Pupil Premium & Narrowing the Gaps - Our rationale and approach 2018-19**

We believe that it is only through an ongoing process of evidence-based practice and evaluation, derived from both local, regional, national and international data and research analysis, that will ensure Pupil Premium is deployed effectively to raise standards at UCTC. All interventions used to improve learning and progress outcomes for our students are rigorously planned, implemented and evaluated.

Our aim is, through the use of Pupil Premium and other inclusion resources, to close the attainment and achievement gap for all of our disadvantaged learners at Uckfield College

Our rationale for deploying Pupil Premium is informed by the following models for co-ordinating our work on inclusion.

(1) *The Plan, Do, Review Cycle* - This is an ongoing process reflected in meeting structures and the cycle of the college diary. Interventions are planned, implemented and evaluated using a range of data, both qualitative and quantitative, to measure their effectiveness.

(2) *Using a Series of Nested, Prioritised Interventions as follows;*

*Wave 1 interventions* - Supporting quality first teaching

*Wave 2 interventions* - In-house bespoke interventions

*Wave 3 interventions* - Multiagency work involving specialists in attendance, behaviour, mental health

National research and our evidence from our own practice suggests that the point of maximum leverage and impact for all students, including those disadvantaged by circumstance, is, as much as possible, Wave 1 interventions with direct impact inside the classroom. These have the added advantage of supporting all learners as well. Where Wave 2 and 3 interventions are used it is in concert with and to complement strategies for effective whole class teaching, for example, by enabling a student to access the curriculum more effectively.

(3) *Using Evidence-Based Practice* - Taking account of national research data on the effectiveness of different types of intervention using the Education Endowment Fund and Sutton Trust Toolkit.

This toolkit is used to help our team of staff plan and develop appropriate interventions, triangulated with our own evaluations.



We will review our **Pupil Premium strategy** again in July 2019-20.