

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 academic year) 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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Uppingham Community College
Number of pupils in school	908
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2025
Statement authorised by	Ben Solly
Pupil premium lead	Paul Rhodes
Governor / Trustee lead	Kim Stuart Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,955
Recovery premium funding allocation this academic year	£14,368
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£111,323

Part A: Pupil premium strategy plan

Statement of intent

At Uppingham Community College our aim is for all students to succeed regardless of background or circumstance. We have high aspirations for all students both with their academic success and their success beyond the classroom. We seek to ensure that all students have access to a broad and balanced curriculum with quality first teaching to help them succeed in their learning. This is enhanced by our curriculum enrichment opportunities available to all, with bespoke provision for Pupil Premium students. All of this is underpinned by an excellent pastoral support system within school geared to individual need and governed by our core values of respect, honesty and kindness.

Our use of the Pupil Premium and Recovery Premium is underpinned by diagnostic evaluation of our students' challenges, needs and strong educational evidence informed by the EEF (Educational Endowment Foundation). Using this evaluation, we aim to provide the right culture, to ensure excellence and equity for all.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	On average, 35% of Pupil Premium students enter UCC with a lower literacy and / or numeracy profile from KS2 which acts as a barrier to learning. Ensuring all students make good academic progress regardless of their background or starting point. In 2019, outcomes showed that the P8 score for disadvantaged students was -0.5 compared to their peers whose P8 score was +0.3. The challenge is to ensure disadvantaged students achieve at least a positive progress 8 score and that they continue to close the gap between them and their peers. Progress data for 2022 is pending but initial findings suggest a narrowing of the gap.
2	Student / parental engagement with school events and meetings is lower for PP families - therefore parents may not be as involved with their child's education and students may miss opportunities to develop their cultural capital. Encouraging and supporting disadvantaged students to access the same range of co-curricular activities and memorable experiences as their peers. School data shows that students in receipt of pupil premium are less likely to engage with the rich variety of co-curricular opportunities, trips and residential visits available and therefore miss opportunities to develop the cultural capital and the wider sense of belonging.

3	<p>Pupil Premium families may struggle financially to support the student’s learning and required resources are not always utilised. This can include not only classroom resources but also uniform, revision guides and access to extra-curricular opportunities that support and develop learning. These barriers can create a negative impact on learning and progress when students arrive for a school day already feeling unprepared. A recent student voice panel of PP students said that they <i>‘can arrive negatively at the school gates because they know they will get picked out for their uniform or not having the correct equipment’</i>. This has also been compounded by the pandemic as some parents have been unable to afford new uniform or equipment. They also said they were <i>‘less likely to participate in ACE Day opportunities or attend school as they couldn’t afford to do some of the trips’</i>.</p>
4	<p>Pupil Premium attendance at UCC for 2021-22 was 88.4% which is slightly lower than the whole school attendance figure of 91% and therefore a barrier to learning and school. The challenge is to re-establish routines, standards and achieve good levels of attendance for all disadvantaged students. Research (National and in-school) has shown that disadvantaged students were worst affected by partial school closures and ongoing disruption due to Covid-19. In particular with inconsistent attendance (to remote learning and generally) and also in returning to school routines and structure. https://epi.org.uk/publications-and-research/epi-research-for-the-department-for-education-on-pupil-learning-loss/</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Students in receipt of Pupil Premium make positive progress. This progress is relative to their individual starting points.</p>	<ul style="list-style-type: none"> • Positive Progress 8 Score. • Improved A2L scores across subjects showing consistent application and effort.
<p>Pupil Premium students access the same range of extra-curricular opportunities as their peers.</p>	<ul style="list-style-type: none"> • Increase of attendance on ACE Day activities and trips. • Attendance figures show an increase in the number of students accessing extra-curricular activities.
<p>Students’ literacy and numeracy skills are at an age expected level as they progress through KS3 and KS4.</p>	<ul style="list-style-type: none"> • All pupil premium students achieve ‘the basics’ of a grade 4+ in Maths and English in year 11. • Reading assessments show disadvantaged students make expected progress with reading at UCC.
<p>Year 11 to close the gap in missing knowledge in EBACC subjects following school closures, in</p>	<ul style="list-style-type: none"> • Improved Progress 8 Score in EBACC subjects.

preparation for exams. 6-week programme of study and intervention.	<ul style="list-style-type: none">• Improved percentage in Maths and English 4-9 grades.
Attendance for PP students continues to be above national average but also closing the gap between the rest of the school.	<ul style="list-style-type: none">• PP attendance to be to be inline with whole school attendance.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1.1 CPD to improve teaching. Five core strands have been identified:</p> <p>Explaining and Modelling Questioning and Feedback Practice and Retrieval Vocabulary Independent Learning</p> <p>This will involve internal CPD throughout the academic year.</p>	<p>Effective Professional Development Guidance Report</p> <p>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. (Sutton Trust)</p> <p>EEF – feedback has a high impact on learning outcomes, particularly formative assessment. Disadvantaged and lower prior attainers have a greater benefit</p>	1
<p>1.2 Child on Child Abuse training for staff, including Well-Being team. This will also include face to face delivery for students.</p> <p>Teacher CPD to include sessions on Diversity (homophobic bullying, protected characteristics) to provide a safe place for all to learn.</p>	<p>Improving Behaviour in Schools</p> <p>Bullying</p> <p><i>A key influence on a child's behaviour in school is being the victim of bullying. As well as causing stress for the pupil, being bullied is linked to lower attainment outcomes.</i></p>	1,2,3,4

<p>1.3 Improving Teaching Programme focused on best practice in the classroom, with a focus on disadvantaged students.</p>	<p>DfE – Delivering World-Class Teacher Development (June 2021)</p> <p>“Teachers are the foundation of the education system – there are no great schools without great teachers. The quality of teaching is the single most important in-school factor for improving student outcomes – and is particularly important for pupils from disadvantaged backgrounds”.</p> <p>This evidence also relates to 1.1 Effective Professional Development Guidance Report</p> <p>Mechanism 11 as part of embedding practice says ‘To ensure that teachers continue to alter and improve their practice, PD may choose to provide a series of prompts and cues that nudge and remind teachers to carry out certain behaviours’.</p>	<p>1,4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 55,830

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2.1 Smaller teaching groups in English and Maths to support students with a particular focus on PP students. Additional departmental adaptations for PP students based on individual barriers to learning identified.</p>	<p>EEF – small group tuition has an average impact of four months’ additional progress over the course of a year.</p> <p>Studies in England have shown that pupils eligible for free school meals 2, 3, 4 8 typically receive additional benefits from small group tuition.</p>	<p>1</p>
<p>2.2 Subject specific interventions and resources as needed to benefit PP students e.g. differentiated resources, 1:1 support, personalised homework, online learning packages etc. Departments can bid for resources as required.</p>	<p>Letting teachers ‘teach’</p> <p>For example, provision of ingredients for cooking, sets of books for class readers for tutor time, art and DT consumables and assistive technology for student use in the classroom. This might also include access to arts education which has an impact on cognitive and non-cognitive outcomes.</p>	<p>1,2,3,4</p>

	Development of student classroom resource pack on return from school closures.	
<p>2.3 Reading as a Priority. dedicated reading time in Form Times with resources provided for students. Supported by KS4 Reading Buddies training to support reading of Year 7 -9 students.</p> <p>Structured Reading Programme in KS3, developing specific reading lessons into the curriculum.</p> <p>Introduction of phonics course for Year 7 students to further improve their reading skills using a package from Read, Write Inc.</p> <p>KS3 specialist intervention through transition teacher.</p>	<p>EEF – peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months’ progress within one academic year.</p> <p>Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.</p> <p>Reading Comprehension Strategies</p> <p>The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	1,4
<p>2.4 Access to necessary revision resources for exam subjects for all KS4 students.</p>	<p>Parental Engagement</p> <p>EEF - First is the suggestion that there is a ‘culture of poverty’ in which working class families place less value on education than middle class parents and hence are less predisposed to participate. Second, families from more disadvantaged background often have less ‘social capital’ in terms of social networks and skills and thus are, or feel, less well-equipped to negotiate and deliver on the demands of schooling.</p> <p>Many parents are unsure about how to support their children learning particularly at key transitional times. They feel unsure about the knowledge and content of subjects.</p> <p>Having access to revision guides which they can use with their children enables them to play an active role in preparing for exams.</p>	1,2,3,4

<p>2.5 My Tutor Programme – Disadvantaged students are involved in either 1:1 tutoring or 3:1 tutoring through NTP Scheme. 12-week course.</p>	<p>EEF – small group tuition has an average impact of four months’ additional progress over the course of a year.</p> <p>Studies in England have shown that pupils eligible for free school meals 2, 3, 4 8 typically receive additional benefits from small group tuition.</p>	<p>1,2,4</p>
<p>2.6 Purposeful and timely Careers guidance and opportunities for students.</p>	<p>EEF Careers Education</p> <p>EEF - Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.</p> <p>In school identification of need for 2022 cohort to avoid NEET. Year 11 students have not had usual post-16 opportunities to visit provisions therefore feel unsure about their next steps. 1:1 careers guidance for all students.</p> <p>Year 9 students to receive 1:1 and small group sessions to support their option choices. With school closures they have not had the usual face to face to learning in all subjects. They remain unsure about what to choose. Aim to get students on the right courses for them.</p>	<p>1,2,3,4</p>
<p>2.7 SEND Assessments Bespoke Ed Psych reports for identified FSM students. Diagnostic of barriers to learning identified.</p>	<p>SEND Code of practice</p> <p>Remove a financial barrier to diagnosis for SEND</p>	<p>1,2,3,4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 47,123

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>3.1 Personal Development Coach (PDC) for each year group to</p>	<p>Parental Engagement</p>	<p>1,2,3,4</p>

<p>offer student centered mentoring for PP students and 1:1 support as needed. Key focus areas of attendance, behavior and readiness to learn.</p>	<p>EEF - First is the suggestion that there is a ‘culture of poverty’ in which working class families place less value on education than middle class parents and hence are less predisposed to participate. Second, families from more disadvantaged background often have less ‘social capital’ in terms of social networks and skills and thus are, or feel, less well-equipped to negotiate and deliver on the demands of schooling.</p> <p>Students and Families have a single point of contact in school who becomes a familiar face and voice. They can build a relationship with this contact. The PDC can support families in negotiating the demands of schooling and provide an important network, signposting to relevant and useful information as well as providing a source of motivation and aspiration.</p> <p><u>Improving Behaviour in Schools</u> ‘Good relationships matter’</p> <p><i>In settings where multiple adults frequently work with individual pupils, effective communication between those key adults is important. Information needs to be sought and willingly shared by pupils and parents. Understanding pupils better can be more effective than relying on a default response.</i></p>	
<p>3.2 PDCs to monitor PP students’ engagement with wider college life e.g. KS2/3 transition, trips, department extra-curricular events, careers advice, parents’ evenings etc.</p>	<p>See Evidence from 3.1.</p>	<p>1,2,3,4</p>
<p>3.3 Behaviour Support Practitioner to work across all year groups with a focus on Social Emotional Learning</p>	<p><u>Social and Emotional Learning</u></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p>	<p>1,2</p>

	<p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p>	
3.4 Activities and opportunities chosen to enhance and enrich students' outcomes.	<p>Arts Education Review</p> <p>All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>Research has shown that participation in enriching opportunities has a positive impact on student outcomes, particularly in their social development.</p>	1,2,3,4
3.5 Supporting those families identified with concerns about school attendance through travel arrangements. This is in relation to the change in transport offer and the continual rise in cost of living.	<p>Attendance and Attainment – Gov.UK</p>	1,2,3,4
3.6 Being Ready for School with the right equipment and uniform. Providing support for transition of new uniform.	<p>A Model for School Environment and Leadership</p> <p>Page 8 – Learning Supports Student fundamental needs Safety/Security/Freedom from Hunger; creating an environment of belonging.</p>	1,2,3,4

Total budgeted cost: £ 111,323

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

For 2022 students were once again awarded grades via exam boards. The data is most comparable to 2019 which was the last time students were graded by exam boards.

10 students formed our disadvantaged year 11 cohort for 2021-22.

Of these 10 students, 40% achieved at least 5 GCSE passes at grade 4 or above, however with this only a small group of 10 students, percentages are significantly impacted by small numbers. In this case 6 students from our disadvantaged group did not meet this target.

We are currently awaiting Progress Data for 2021-2022 cohort, but early indications suggest a narrowing of the gap. All progress data will be reported when received.

The gap between % of disadvantaged students at UCC achieving at least a grade 4 in GCSE pass in English compared to non-disadvantaged students at UCC is 11.8%. In 2019, the most comparable year, this was 1.7%. There has since been a whole school focus on literacy and the reading data suggests that if we continue to 'make reading a priority', this gap should narrow over the next couple of years.

The gap between the % of disadvantaged students at UCC achieving at least a grade 4 GCSE pass in Maths compared to non-disadvantaged students at UCC has increased to 48%. In 2019, the most comparable year, this was 3.5%. With the introduction of a transition teacher to work with smaller groups of students we hope to see this gap decrease significantly over the next few years.

Attainment 8 data for our PP cohort is 4.3 which is a slight increase from 2019 which was 4.1. The improvement in careers education across the school and the curriculum has seen students picking the subjects that are right for them to enable to make their next steps into post-16 and beyond. This has led to students continuing to be successful across more subject areas with higher levels of engagement.

Reading data shows that the disadvantaged students in Year 7, moving into Year 8, made on average 2 years increase in their reading ages for those students that received specialist intervention. This included access to Lexia and specialist reading lessons in their curriculum and some small group intervention. 11 PP students received the small group intervention for reading and of the 11 students, 10 made significant progress with 91% increasing their reading age by at least 2 years. The one student that made no progress, was not attending school.

Those year 7 PP students who did not receive the small group intervention still made on average 18 month increase in their reading age due to quality first teaching and the package of reading resources employed.

Research in October 2022 from the EEF has found that the ongoing issues with Covid-19 meant that the NTP was seriously affected. It shows that 0 months progress was made for students taking part (incorporating primary and secondary phases), however there was evidence that Year 11 students taking part in Maths and English tutoring made 2 months progress. We will target Year 11 PP students in 2022-2023. [EEF Research](#).

Strategies which have supported the outcomes of Pupil Premium students at UCC:

Use of Personal Development Coaches (PDCs) to support Pupil Premium students academically and pastorally, provide student centered mentoring, monitor attendance and be proactive in encouraging students to take part in extra-curricular opportunities. Individual student profiles are completed termly by the PDC and PP student and strategies to help the student are shared with all staff.

Close monitoring of all Pupil Premium provision by a dedicated member of SLT with increased whole school and parental awareness of the PP strategy (through staff training, website content, staff/parent information booklets, home liaison, events etc.)

Smaller group teaching in English and Maths with targeted department intervention as required with financial support for subject trips and resources for disadvantaged students.

Funding for well-being, behaviour and careers agencies to work with Pupil Premium students focusing on removing barriers through positive access to all areas of school life.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexia	Lexia UK

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none">• Contribution to retention of PDC's attached to each year group to provide on-going well-being support.
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none">• Personalised pastoral care available at all times of the day.• Identification of barriers to learning and personalised approach, which is monitored termly.

Further information (optional)

UCC have been working with Rutland County Council and have been fully involved in the 'Thriving Lives' project which looks specifically at the experiences of service children and their outcomes.

UCC are currently reviewing our procedures by completing the Thriving Lives Toolkit. We will begin to implement and embed our practice further from 2022-2023 academic year, onwards.