



PUPIL PREMIUM

AND THE SUPPORT FOR DISADVANTAGED PUPILS

EVIDENCE INFORMED STRATEGY & PRACTICE BASED AROUND **EEF** RESEARCH



THE WAY WE DO THINGS AT
UPPINGHAM COMMUNITY COLLEGE

KEY GUIDANCE AND INFORMATION FOR PARENTS



PUPIL PREMIUM STRATEGIC PLAN LOCATED ON THE SCHOOL WEBSITE

CURRICULUM OFFER

OUR APPROACH AND **INTENT**



“ At Uppingham Community College we want all our students to achieve the best they possibly can and aim high. We seek to ensure that all students, regardless of prior attainment or current performance, 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. ”

EXCELLENCE AND EQUITY FOR ALL

OUR PUPIL PREMIUM OBJECTIVES

- To provide quality first teaching to all students which will also benefit PP students.
- To use evidence based targeted academic support to raise attainment and progress for PP students.
- To employ a range of wider school strategies to address non-academic barriers to success for PP students.

Further breakdown of these objectives and their implementation can be found in the Pupil Premium Strategic Plan located on the school website.

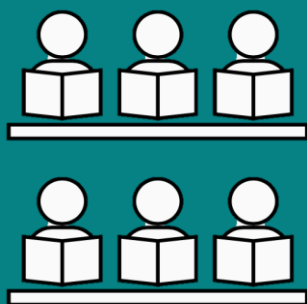
If you have a specific pupil premium enquiry please email studentservices@ucc.rutland.sch.uk or contact reception.

OUR SCHOOL COHORT

FUNDING AND BREAKDOWN FOR THE 2022 –2023 COHORT



To be eligible for the pupil premium the student must satisfy one of the following criteria: be currently in receipt of free school meals (**FSM**), have been in receipt of free school meals within the last 6 years (**FSM Ever6**), be currently looked after in care (**LAC**) or have left care (**Post-LAC**). There is also a **service** child premium for children with parents who are currently serving in the military. For each FSM and FSM Ever6 student the school receives £985 per academic year. For each LAC and Post-LAC student the school receives pupil premium plus of £2,410 per academic year. This funding is allocated to schools to improve the academic outcomes of disadvantaged students of all abilities and to help close the attainment gap between disadvantaged students and their peers across the country. How this funding is spent by student is outlined in our strategic plan. For each service child we receive £320 which is primarily for Pastoral Support.



We have **161** students that qualify as pupil premium students, on role from Y7-Y11. This figure fluctuates marginally throughout the year.



This equates to **17%** of our school population.



This will attract approximately **£144,000** funding for the 2023-2024 academic year as funding is retrospective.



There are **117 FSM/FSM Ever6** students; **9 LAC/previously LAC** students; and **35 service** students.

PUPIL PREMIUM STRATEGY

THE IMPLEMENTATION OF OUR PROVISION



LEADERSHIP STRUCTURE - The school has a senior leader (Mr Rhodes, Assistant Principal) who is accountable for PP spend and provision. In addition, we have 5 Progress Leaders (PLs) responsible for a year group each along with 3 Personal Development Coaches (PDCs) who oversee the emotional well being and academic performance of our students. The PDCs spend a significant amount of their time supporting our disadvantaged students; monitoring their academic performance, extra-curricular involvement, emotional wellbeing, behaviour, attendance and building home/school relationships. PP spend and academic/pastoral progress is appropriately challenged and supported through governor committee meetings.

SUPPORT PACKAGE

As detailed in our 3 year strategic plan, approximately two thirds of the school's PP funding is used to support quality first teaching, smaller group teaching in English and Maths, academic intervention strategies, teaching resources, vocational provision, careers advice and student access to mentoring and emotional support through the team of PDCs. By ensuring all students receive an excellent education we are also improving our disadvantaged students' experiences (our approach is guided by the best practice endorsed by the Education Endowment Foundation PP Guide).

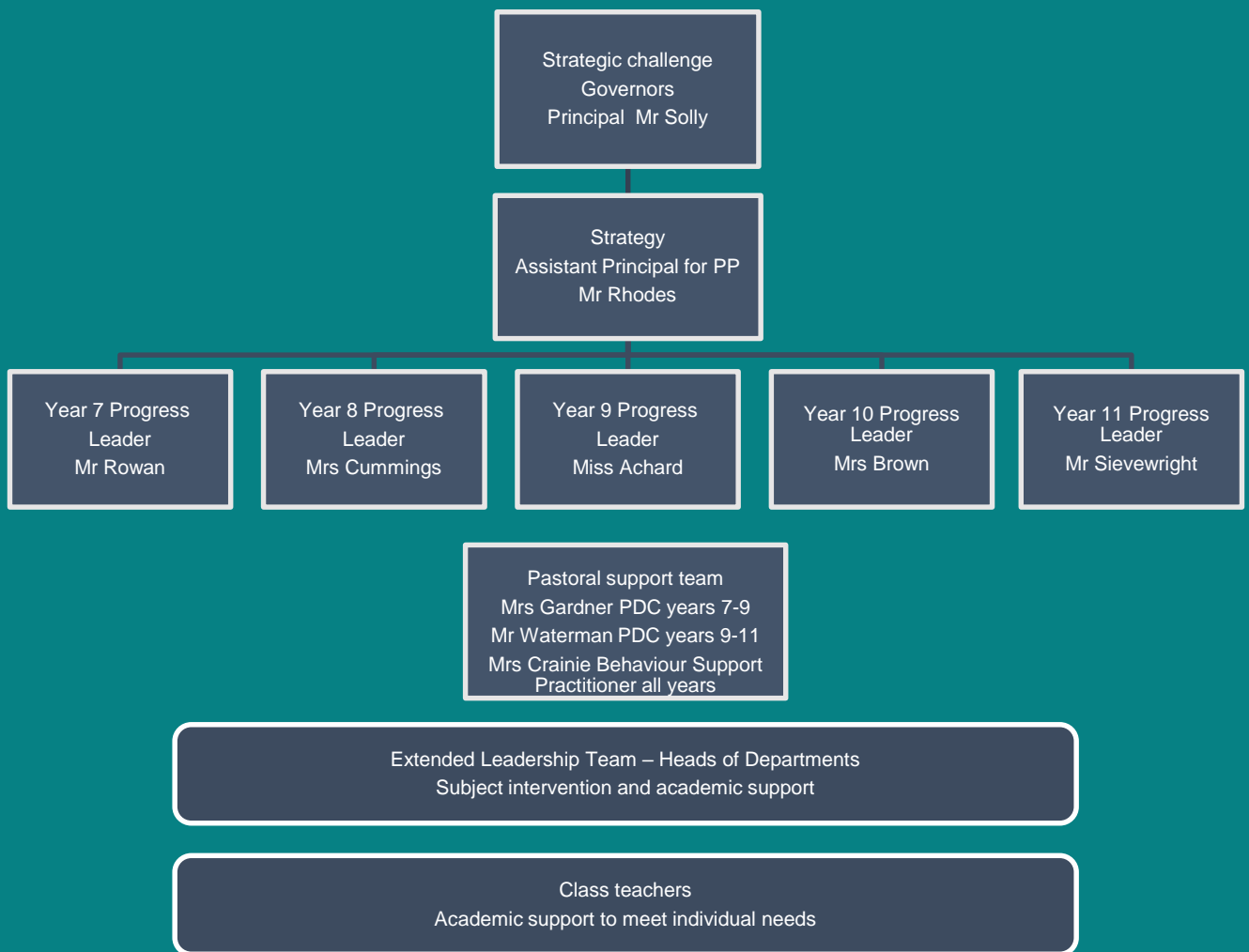
FINANCIAL - Students receive approximately one third of their allocation for financial aid although this is not ring-fenced by student, unless in the care of the LA. This is to support costs such as academic resources and to encourage involvement in enrichment opportunities to widen cultural capital as well as other ad hoc costs as needed by individuals.

ACADEMIC PROGRESS MONITORING – The Assistant Principal for PP has oversight of all PP students' academic performance at each data capture point (2 times per academic year). Where students are identified as underperforming in certain subjects intervention strategies are discussed and implemented.

EMOTIONAL SUPPORT – Our 3 PDCs meet with all PP students at least once a term to check in on how they are coping with the demands of school. Each student has their own Pupil Profile form which is updated during these meetings and then shared with their teachers. These forms include academic performance, attendance, behaviour, barriers to learning, what helps them learn, future plans and targets. Students are also encouraged to rate how they are currently feeling in school on a scale of 1-10. These profiles are used to better understand the pupils, to support the PDC mentoring process and to allow teachers to scaffold effectively for individual need. Students with more complex needs receive more regular mentoring from the PDCs with bespoke programmes of support and use of external agencies where required.

PUPIL PREMIUM STRATEGY

THE IMPLEMENTATION OF OUR PROVISION



STUDENTS' BARRIERS TO LEARNING AND FUTURE ACHIEVEMENT

- Some of our PP students enter UCC with a lower literacy and/or numeracy profile from KS2.
- Some PP families struggle to engage with school events.
- PP families may struggle financially to support their child's learning.
- PP student attendance is typically lower than other student groups and the national average.

TIERED SUPPORT

- In class support with quality first teaching.
- Targeted subject interventions based on current educational research and student need.
- Bespoke Careers guidance.
- Regular mentoring from Personal Development Coaches with contact home and support from external agencies as needed.
- Personalised pupil profiles regularly updated.
- Progress, attendance and behaviour monitoring by Year Progress Leader with parental meetings as needed.
- Strategic intent and implementation driven by Assistant Principal with overall progress monitoring.
- Strategic scrutiny from governors and Principal.

PUPIL PREMIUM STRATEGY

THE **IMPACT** OF OUR PROVISION



2021-2022 ACHIEVEMENT

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.

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%.
- Attainment 8 data for our PP cohort is 4.3 which is a slight increase from 2019 which was 4.1.
- 40% achieved at least 5 GCSE passes at grade 4 or above

POST UCC DESTINATIONS DATA

- We are currently awaiting our destination data and will update this section.

Our students generally progress onto destinations which include: Harington, Uppingham School New College Stamford; Tresham College; Brooke Weston; MV16; Brooksby Melton College and varied apprenticeships.