

# Uplands Community College Pupil Premium (PP) Strategy Statement 2018-2019

1. Summary information					
<b>School</b>	Uplands Community College				
<b>Academic year</b>	2018-19	<b>Total PP budget</b>	£92,585	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>		<b>Number of pupils eligible for PP</b>	126 (incl. 9 students within the Sixth Form)	<b>Date for next internal review of this strategy</b>	

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>Progress 8 score average</b>	<b>-0.03</b>	0.12
<b>Attainment 8 score average</b>	<b>4.3</b>	52

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Behavioural issues and lack of positive attitude to learning tend to affect the progress of a large proportion of the schools PP students.
<b>B.</b>	Lack of progress in specific subject areas.
<b>C.</b>	Lack of motivation and engagement have led to a lose in learning time and as such progress is limited.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance to school, specific student's individual social and emotional needs, lack of parental support.

4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	Increase in the progress and attainment of PP students, which will be developed through a consistent approach to teaching across the school curriculum.	Increase in the outcomes for the majority of PP students in various subject areas.
<b>B.</b>	Improvement in the overall attendance of PP students including a reduction in truancy from lessons and an increase in punctuality.	Higher percentage attendance of PP students compared to previous years and a reduction in truancy and being late to lessons.
<b>C.</b>	Increase in the quality and consistency of Behaviour Management (in particular learning environments) across the school.	Reduced behavioural transfers from lessons and a decrease in the number of FTE and PEX for PP students.

## 5. Planned expenditure

**Academic year**

**2018-2019**

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.

### i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase in the progress and attainment of PP students, which will be developed through a consistent approach to teaching across the school curriculum.	Work with subject teachers to ensure a consistent approach to teaching and learning are implemented to enhance attainment of PP students. Member of staff has specific responsibility for PP students across the whole school.	Sharing outstanding practice from colleagues (e.g. English has a very successful track record with PP outcomes).	Use of Head of Faculty (HoF) meetings, providing CPD to colleagues during INSET days.  A specific member of staff to take the lead for mathematics.	A teacher of mathematics	After mock examinations to gauge a level of progress with a full review to be completed at the end of the examination series in August/September 2019.
	Develop a process of workbook/assessment reviews to ensure consistency and rigour is experienced. A teacher of mathematics to scrutiny of work produced by PP students in comparison to non-PP students.	Evidence suggests that regular assessments, various methods of teacher feedback are vital strategies to ensure student progress.	Regular workbook/assessment reviews, looking at feedback, guidance and support from the teacher. Led by a teacher of mathematics with support from HoF.	A teacher of mathematics	Half-termly workbook/assessment reviews.
	Enhance and develop the effectiveness in using Heads of Year (HoY) to have a rigorous focus on tackling underachievement of PP students.	SEL interventions have a significant impact of students attitude to learning, social relationships, parental support and consequently overall attainment and progress.	Produce a clear strategic overview and report that allows HoF and HoY to collaborate and tackle underachievement.	A teacher of mathematics	January 2019.
	Deploy Higher Level Teaching Assistant (HLTA) to offer intervention sessions to small cohorts in Key Stage3.	Evidence indicates that small group support sessions are effective and have a good level of impact for knowledge, skills and understanding.	Through mathematics faculty, where students will be suggested to HoF and they will liaise with a teacher of mathematics to implement sessions.	A teacher of mathematics with support from the mathematics faculty	Ongoing throughout the year, half-termly review of students and adjustments made accordingly.
<b>Total budgeted cost</b>					<b>£51,843</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved attendance of PP students and a reduction in truancy and lateness.	Continuation of the work commenced by the school's Student Support Manager (SSM), working alongside the Attendance Officer to access support for the young people and to work with the hard to reach families.	In general, the higher the overall absence rate across a Key Stage the lower the likely outcome of attainment at the end of the same Key Stage. Students with little or no absences are 2.2 times more likely to achieve 5+ GCSE's at grade 4 and above when compared to students that miss 15-20% of their KS4 lessons.	The SSM and attendance officer will report regularly to appropriate colleagues (teacher of mathematics, HoY and the DSL) with current attendance data. This data will be reviewed and actions put into place.	DSL with support from a teacher of mathematics	Half-termly review of PP student's attendance data.
Develop positive relationships with all hard to reach parents.	A teacher of mathematics to lead school with support of the Behaviour and Safeguarding Manager and HoY to engage with all parents to ensure support, through attendance to meetings, parents evenings, various methods of communication.	Historically, we have seen that student's poor behaviour and limited academic progress is a potential consequence for a lack of involvement and support from home.	HoY to liaise with a teacher of mathematics in preparation for parents' consultation evenings to ensure high levels of attendance. Use of different strategies (communication) to involve parents.	A teacher of mathematics	Attendance figures will be analysed after every Consultation Evening and discusses will take place fortnightly during PP attendance meetings regarding Parental Involvement.
<b>Total budgeted cost</b>					<b>£29,599</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Focus on improving the social and emotional well-being of PP students through the development of behaviour for learning.	Continue to train, manage and coordinate the Student Support Team (SST) to enhance and develop strategies that will positively impact early interventions with PP students who present challenging and dis-engaging behaviour.	Evidence has suggested that on average interventions for behavioural reasons can produce moderate improvements to academic performance with a decrease in problematic	Continue to rigorously monitor behaviour data. Comparisons made between PP on non-PP students.	DSL with support from a teacher of mathematics	Half-termly review of data to check performance and academic progress of vulnerable groups and consequently strategy meetings to plan actions moving forward.

		situations with those individual students.			
<b>Total budgeted cost</b>					<b>£10,560</b>

## 6. Review of expenditure

<b>Previous academic year</b>	<b>2017-2018</b>
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### i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Reduction in the inconsistency in approach and attitude across subjects leading to more consistent attainment and progress.	Working with Heads of Subject (HoS) on teaching approaches used in English that could boost progress of Pupil Premium students. DSL will have PP as a specific responsibility.	Across Key Stage 4 English continued to have the highest VA score when compared to the core subjects (mathematics and science). Optional subjects varied in performance with humanities, PE and languages performing well.	Still a greater level of consistency is required across the school. The sharing of good practice will need to be identified and promoted. A high level of scrutiny is needed to positively impact progress of PP students in the core subjects.	£53,302
	Deploy HLTA to offer small group mathematics intervention in Key Stage 3.	Some progress was made with individual students, where HLTA was able to work with the student for a sustained period of time. Grades on average increased by one level with these students. Furthermore, students' attitude and confidence towards mathematics improved and this has had a positive impact in students' ability and performance at the start of the 2018-19 academic year.	A greater structure to the organisation of the groups is required with an increased level of testing needed to measure the impact and ensure that the work is having a positive effect on student's attainment but furthermore the student's attitude towards the subject. Students need to be withdrawn from mathematics lessons rather than other subjects, to minimise impact on other colleagues. Next academic year, a group of Key Stage 3 students will be selected and initially tested, then taught for the half-term before being re-tested to measure progress. Students will be reintegrated into lessons and new students will be selected.	

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved attendance and reduced truancy and lateness	Appointment of a member of staff with experience in accessing support for young people and training the Attendance Officer in working with hard to reach families.	<p>Overall Attendance Figures</p> <p>Year 7 = 94.77%    PP students only = 92.02%</p> <p>Year 8 = 93.04%    PP students only = 87.30%</p> <p>Year 9 = 94.21%    PP students only = 84.20%</p> <p>Year 10 = 92.63%    PP students only = 92.30%</p> <p>Year 11 = 86.02%    PP students only = 86.32%</p>	<p>There has been an overall improvement in the attendance of PP students, but several individual students per year group are causing the overall percentages to drop. These individuals must be a focus for the new academic year.</p> <p>We will need to continue to focus on attendance of PP students next academic year. The review of attendance data must be completed more regularly (fortnightly) to ensure we identify potential student's early and put actions in place to maintain high levels of attendance.</p>	£29,307
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improved management of behaviour for learning that takes into account social and emotional needs of students.	Train and manage Student Support Team to enable better interventions with disadvantaged students who present challenging behaviour.	<p>Average Behaviour Points</p> <p>Year 7 = 6.3            PP students only = 8.5</p> <p>Year 8 = 12            PP students only = 15</p> <p>Year 9 = 10            PP students only = 16</p> <p>Year 10 = 6.8            PP students only = 10.4</p> <p>Year 11 = 8.9            PP students only = 13.9</p> <p>Average Achievement Points</p> <p>Year 7 = 101            PP students only = 83</p> <p>Year 8 = 92            PP students only = 90</p> <p>Year 9 = 55            PP students only 49</p> <p>Year 10 = 38            PP students only = 35.5</p> <p>Year 11 = 25.7            PP students only = 24.1</p>	<p>There has been a decrease in the amount of behaviour points accumulated by PP students but several individual students per year group are causing concern. These individuals must be a focus for the new academic year and as a school we must attempt to provide earlier intervention and apply various approaches to support the student depending on their individual needs.</p> <p>We will need to continue to reduce the amount of behaviour points accumulated by PP students, but also look to positively reinforce good behaviour through the use of achievement points. The DSL has introduced 'star students' and 'class champion' as an initiative to develop a positive classroom environment. The approach is in the early stages and a review will be needed in due course.</p>	£10,456

## 7. Additional detail

- In this section, you can annex or refer to **additional** information that you have used to inform the statement above.



