Pupil Premium Strategy Statement

UNIVERSITY COLLEGIATE SCHOOL, BOLTON

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	610
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022 – 2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	James Inman
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£234,150.00
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	**£234,150.00**

Part A: Pupil premium strategy plan
Statement of intent

At UCS we place a strong emphasis on ensuring a high quality of education so that every student has equitable access to Quality First teaching, equitable exposure to experiences and equitable access to the curriculum. This includes the Health Science, Digital, and Engineering pathways which are developing at the UTC. We also intend that all students take advantage of the Quest attributes of professional, responsible and loyal aspects of their learning thereby creating a sense of belonging and raised expectations.

- Disadvantaged students are treated with the same respect as are non-disadvantaged students, including when considering destinations. Exposure to destinations choices comes through a variety of interventions.
- Our pupil premium strategy is an all-encompassing plan that includes: students from yr 7 to yr 13 fully engaging with the curriculum in school; teachers developing reading strategies and specific interventions to improve literacy in all subjects; disadvantaged students engaging with outside agencies and potential employers.
- Therefore, the plan includes Quality First teaching of an interleaved curriculum that uses conceptual connections to develop thinking. A curriculum that builds in time to retrieve information from prior learning and time to reteach misconceptions is one that targets gaps for all students. Teams are aware of how to guide the thinking so that everyone is successful and when to target disadvantaged students first to give feedback. Additionally, the curriculum is being tailored this year towards the UTC specialisms from KS3 onwards so that choices at KS4 and 5 are destination focused.
- The plan includes a reading commitment with form time books meaning an increase of three books read a year that the whole year group can read, talk about and enjoy together. It includes specific reading interventions for all students diagnosed with a lower than average reading score and reading age. These initiatives are supported by vocabulary tests and reading within subjects every fortnight.
- In addition, a personal SLT mentor and champion for year 11, breakfast club, a school wide reading commitment ensuring three extra books a year are read by year 7-10 to support literacy standards and thereby full access to the curriculum.
- Alongside this are out-of-school interventions with The Brilliant Club and GM Higher, which branch out beyond the interventions for a particular key stage, in order to stretch and challenge students assigned pupil premium, to reaching their potential.
- At UCS, our key principles are: Professional, Responsible, Loyal.

Challenges

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

Challenge number	Detail of challenge
1	Lack of resilience towards challenging examination expectations
2	Poor literacy levels exposed in reading ages that are lower than chronological age and vocabulary retention lower than the professional level required, make access to the curriculum more challenging
3	Poor attendance creates challenge in relationships with peers and with learning
4	Limited exposure to experiences that ensure the curriculum is accessible
5	Behaviour issues impacting on learning for pupil premium students are identified and supported
6	Access to digital devices to support independent study and classroom practice
7	Limited experience of many staff as 50% ECT

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
Literate, reading community with confident access to any professional or academic document and increased success in examinations and destination, therefore	Increase in PP students entering their next year/phase with their reading age in line with their chronological age and having full access to their chosen destination.
Literate writing community with confident access to any professional or academic document and increased success in examinations and destination, therefore	All Disadvantaged students fully access lesson content, assessment tasks and respond to their examinations and to applications using appropriate vocabulary to communicate effectively thereby increasing grades/scores and interviews.
Increased resilience to lengthy examinations.	Students write more and for longer in examination conditions, leading to increased grades/scores
Engagement with employers leading to successful outcomes and connections between students and potential employers	All Disadvantaged students engage with potential employers before leaving school.
Attendance is a priority for all learners so that they are loyal and responsible towards their peers and their learning	Attendance improves and outcomes improve for all Disadvantaged students

Students are presented with a range of activities that build their knowledge and understanding of experience and its relation to learning	Trips and visits are planned across year groups and are evidenced in books or in learning.
Internal Alternative Provision ensures students are given space and time to improve their focus in learning while in school and under guidance	Improved wellbeing and attendance and students re-integrate into lessons and learning successfully and do not re-enter the I.A.P.
Increased awareness of pathways available at the UTC and that all students can look at and consider for themselves and with support their own destinations.	KS3 and 4 curriculum is tailored towards the UTC pathways and all Disadvantaged students are guided to successful and aspirational outcomes
The digital access is equitable throughout the school	Students are all able to access an ipad where necessary in lessons to complete their learning, including homework
Confident and successful staff delivering effectively on the curriculum and wider support	Curriculum, interventions and support all have impact that teachers and students can articulate and become improved grades/outcomes

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £106,122.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mathematics and Reading HLTAs	Small group support tailored to individuals using rigorous data checkpoints	1
Training teachers in their specialist areas for developing the three UTC pathways	New T-Levels training and equipment that needs servicing and training of staff to use it	1, 4, 7
UCS teaching framework strategies developed in all lessons and teachers supported	The large impact a good teacher can make on a student's academic outcome is now well established: "For poor students [disadvantaged students] the difference between an excellent and a bad teacher is a whole years learning". (Hanushek, 1992). The EEF Guide to the Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for disadvantaged students.	1, 2, 4, 7

with high quality CPD	https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-student-premium The work and research of Paul Bambrik-Santoyo (leverage leadership) and Doug Lemov (Teach Like a Champion) shows a marked improvement in outcomes where these strategies have been developed and fully integrated. We have purchased the Teach Like a Champion package to provide strategies and to support the design of CPD. Disadvantaged students with SEND have the greatest need for quality teaching. Specific approaches to support these students may include: explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources: The EEF guidance report on Special Educational Needs in Mainstream Schools includes evidence based recommendations to support students with SEND Special Educational Needs in Mainstream Schools	EEF (educationendowmentfoundation.org.uk)	
Diagnostic testing used effectively to accurately identify gaps in knowledge and craft appropriate re-teach lessons. Developing curriculum work around assessment to identify gaps in knowledge. Low stakes – Do now, quizzes etc NGRT/GL assessments CATS	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/ The work and research of Paul Bambrik-Santoyo (leverage leadership, Driven by Data 2.0) shows a marked improvement in outcomes where these strategies have been integrated in the UK and USA	1, 2,
Reading programme in tutor period to improve literacy and cultural capital	Reading Reconsidered – Doug Lemov et Al EEF Blog: Reading aloud with your class – what does the research say? (And accompanied references) https://educationendowmentfoundation.org.uk/news/eefblog-reading-aloud-with-your-class-what-does-the-research-say Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1, 2

	Visit to Eden Boys School where read aloud strategies were having positive impact on reading age and P8.	
CPD to ensure explicit teaching of Tier 2 and Tier 3 vocabulary	It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. A wide range of strategies and approaches can be successful, but for many students they need to be taught explicitly and consistently. It is crucial to support students to apply the comprehension strategies independently to other reading tasks, contexts and subjects.	1, 2, 7
NPQ	All staff given the opportunity to join an NPQ	7
Exam Marking	All staff given the opportunity to take exam marking and have protected time to support the initiative	7

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £*16,496.00*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early morning Mathematics intervention – small group	PP students not making required progress in maths and in need of being in school on time	1, 3
Tutor Trust tutoring	Specific tuition targeting specific needs can be an effective method to help close gaps. One to one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition or small group: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1, 2
The Brilliant Club	Challenging work with PHD students in a particular subject at a level above their key stage so that students are challenged and learning new skills in academia. PHD community working with disadvantaged students – 3 in 100 chance of going to University compared to 1 in 3 in other groups. Least advantaged more likely to drop out or less likely to gain a 2:1. The Brilliant Club builds relationships between PHD students and Disadvantaged students. 80% of Brilliant Club students apply for competitive university places and 48% progressed.	1, 4

Reading Interventions: Lexia, Lexonic Leap, Lexonic Advanced, Toe By Toe	Only 47% of Yr 7 on or above their chronological reading age. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having potentially been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. Essentially, effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Students can struggle with decoding words, understanding the structure of the language used, or understanding vocabulary, which may be subject-specific. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-student-premium	2, 6
English, mathematics, science Form Time intervention and extended day assessment cycle	Exams officer reporting that students are heads on desks in exam conditions and lack of extended written answers. The use of Data Driven Instruction to inform teachers of progress is supplemented with formal assessment alongside the formative assessments in lessons synonymous with Quality First teaching	1, 2, 3, 4,
Unifrog	Low aspirations and lack of knowledge of choices. The CDI has many case studies demonstrating the link between high quality careers advice and successful post 16 transition for disadvantaged students: https://www.thecdi.net/write/CDI_86-Framework-Guidance_in_Secondary_Schools-webFINAL.pdf https://committees.parliament.uk/writtenevidence/5757/pdf/	3, 4, 5, 6

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

Budgeted cost: *£135,880*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider non-teaching pastoral support for SEMH support and attendance strategies through a multi-disciplinary approach: Nurturing excellent attendance through competition and an attendance tutor group	Working together across the school to improve attendance through a targeted approach specific to the needs of the student is the UCS approach in 2024-2025. The DFE paper: Working Together to Improve Attendance, supports this approach.	*3.*
Internal Alternative Provision	This provision allows all students to be in a nurturing and responsible environment while still learning the curriculum. Currently 92% of those who have been in the provision have been Disadvantaged students who have successfully been re-integrated back into the mainstream school	5
Breakfast Club	1. Students very hungry by lunchtime as there was no break. 2. Students outside the gates for a long time prior to school starting. There is some evidence that providing free, universal, before-school breakfast clubs can benefit students, by preparing children for learning or supporting behaviour and school attendance. The EEF has independently evaluated the Magic Breakfast programme. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	1, 4
Counsellor	Numbers of SEMH students in need of support to access lessons	1, 3, 5

Total budgeted cost: £258,498.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2024 to 2025 academic year and explain how their performance has been assessed.

Secondary schools should include 2024 key stage 4 performance data, and any other pupil evaluations carried out in the 2024 to 2025 academic year.

Number of pupils at the end of Key Stage 4	51
Number of key stage 4 pupils who are non-mobile	48
% key stage 4 pupils who are non-mobile	94%
Number of disadvantaged pupils	30
% of disadvantaged pupils	59%
Low prior attainment band: number of pupils	17
Low prior attainment band: % of pupils	49%
Middle prior attainment band: number of pupils	11
Middle prior attainment band: % of pupils	31%
High prior attainment band: number of pupils	7
High prior attainment band: % of pupils	20%
umber of pupils with English as an additional language	2 6
of pupils with English as an additional language	51%
umber of KS4 pupils who have SEN with an EHC plan	3
of KS4 pupils who have SEN with an EHC plan	6%
umber of KS4 pupils who have SEN without an EHC plan	7
of KS4 pupils who have SEN without an EHC plan	14%

Readline measures

progress 8 score after adjustment for extreme pupil scores	-0.86
progress 8 lower confidence interval for adjusted score	-1.33
progress 8 upper confidence interval for adjusted score	-0.39
average attainment 8 score per pupil	33.68
of pupils entering the English Baccalaureate	3.90%
average EBacc APS score per pupil	2.92
achieving grade 5 or above in the English Baccalaureate	0%
achieving grade 5 or above in English and maths	27.45%

Additional measures

achieving grade 4 or above in the English Baccalaureate	2%
achieving grade 4 or above in English and maths	53%
entering more than one language	2%
entering three single sciences	45%

Progress 8 metadata

umber of pupils included in the Progress 8 score	35
of pupils included in the Progress 8 score	69%
umber of pupils who have had P8 score adjusted in measure	0
adjusted Progress 8 score	-0.86
adjusted Progress 8 lower 95% confidence interval	-1.34
adjusted Progress 8 upper 95% confidence interval	-0.38

progress 8 score for English element (all Progress 8 elements are unadjusted)	-0.67
progress 8 score for maths element (all Progress 8 elements are unadjusted)	-0.47
progress 8 score for English Baccalaureate element (all Progress 8 elements are unadjusted)	-0.64
progress 8 score for Open element (all Progress 8 elements are unadjusted)	-1.47

Attainment 8 metadata

attainment 8 score for English element	7.25
attainment 8 score for maths element	7.53
attainment 8 score for English Baccalaureate element	10.38
attainment 8 score for Open element	8.51
pen element - GCSE only	5.34
pen element – non-GCSE only	3.17
umber of disadvantaged pupils in the Progress 8 score	24
progress 8 score for disadvantaged pupils	-1.06
progress 8 lower 95% confidence interval for disadvantaged pupils	-1.62
progress 8 upper 95% confidence interval for disadvantaged pupils	-0.49
adjusted Progress 8 score for disadvantaged pupils	-1.06
adjusted Progress 8 lower 95% confidence interval for disadvantaged pupils	-1.63
adjusted Progress 8 upper 95% confidence interval for disadvantaged pupils	-0.48
progress 8 score for disadvantaged - English element	-1.08
progress 8 score for disadvantaged - maths element	-0.51
progress 8 score for disadvantaged - Ebacc element	-0.84
progress 8 score for disadvantaged - open element	-1.63
average Attainment 8 score per disadvantaged pupil	28.64
English element	6.07
Mathematics element	6.53
Bacc element	8.88
pen element	7.16
pen element - GCSE only	4.58
pen element - non-GCSE only	2.58
of disadvantaged pupils entering the English Baccalaureate	3.33%
average EBacc APS score per disadvantaged pupil	2.5
of disadvantaged pupils achieving grade 5 or above in the English Baccalaureate	0.00%
of disadvantaged pupils achieving grade 5 or above in English and maths	20.00%

% attendance for 2023-24 % attendance 2024-24 to date
Y11 cohort: Yr11 Cohort:
All 90.1%   92.7%
          PP 90.4%

The approach to tutoring has been reviewed for 2024/25. This academic year

We are using interventions at an early stage to ensure the gap between disadvantaged and non-disadvantaged students reduces and closes.

The wider strategies for both wellbeing and behaviour have shown a holistic improvement in the support students have had. Attendance is still a challenge and the strategy amendments reflect this with an updated model to ensure we support students with regards to their attendance

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
N/A

The impact of that spending on service pupil premium eligible pupils
N/A