

Pupil Premium Strategy Statement: Unity College



This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Unity College
Number of pupils in school	1360 (October 2022) 1457 (October 2023)
Proportion (%) of pupil premium eligible pupils	33.8% (October 2022) 34.3% (October 2023)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	November 2022
Date this statement was updated	November 2023
Date on which it will next be reviewed	November 2024
Statement authorised by	Jane Richardson Headteacher
Pupil premium lead	Wendy Gerrard Deputy Headteacher
Governor lead	John Wilkinson Governor

Funding overview (2023/2024)

Detail	Amount
Pupil premium funding allocation this academic year	£496,800
Recovery premium funding allocation this academic year	£132,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for the 2023/2024 academic year	£ 629,280

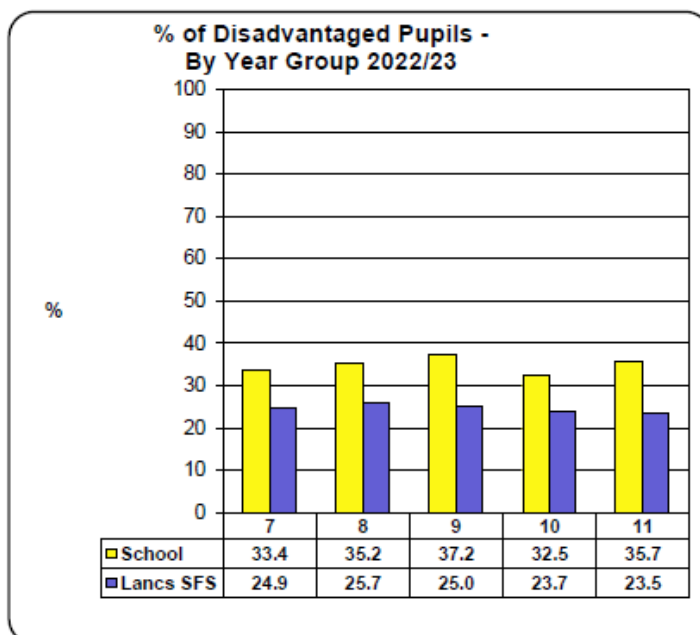
Pupil Premium Strategy Plan

Statement of intent

It is our intention that all students, irrespective of background or socio-economic disadvantage, make good progress across the curriculum. All students should attain well to ensure they are able to move to the next phase of their education or training.

Burnley is an area with significant levels of social deprivation. In 2022/2023, 67.3% of Unity College students came from areas with E/E* overall multiple deprivation indices. The challenges of this are manifest in the College and this is one of the reasons that we place such emphasis on excellent pastoral care to remove barriers to achievement for all students.

In 2022/2023 the percentage of disadvantaged students in all year groups exceeded the average for Lancashire SFS:



Source: Lancashire School Information Profile 22/23 Version V1.1)

Through our pupil premium strategy, it is our intention that all students, irrespective of background or socio-economic disadvantage, make good progress across the curriculum and in their preparedness for future success in their lives beyond our school.

At the centre of our approach to achieving this lies high-quality teaching of a broad and rich curriculum which is proven to have the greatest impact on closing the disadvantage attainment gap. Alongside a consistent drive for maintaining high quality teaching across all curriculum areas, this strategy also places a strong emphasis on reading development, especially for those students who have fallen behind during the disruption caused by the pandemic. We also recognise that learning and achievement across a full curriculum is contingent high expectations of students' attendance and conduct and a sense of belonging. Our pupil premium strategy, therefore, focuses on creating a climate in which teachers can teach and students can learn free from disruption.

The focus of our strategy is to support disadvantaged students to make good progress across the full curriculum. The strategy also aims to support other vulnerable students at risk of underachievement, including those open to social care, regardless of whether or not they are in receipt of pupil premium funding.

Our whole college strategy for education recovery will also be supported by this pupil premium strategy, providing targeted support for students whose education has been most negatively affected. This support will take many forms, from academic intervention to reading recovery, alongside additional support to improve levels of attendance and to strengthen emotional wellbeing and resilience. Whilst this support will be provided for all students, we recognise that disadvantaged students have been particularly adversely affected in these areas and thus will benefit from more targeted strategies.

Our approach aims to respond to the specific needs of students at the College and is rooted in effective assessment. The approaches taken to deliver this strategy will be based on both the diagnostic assessments that have been introduced across the College following the periods of school closure and high-quality national research such as that undertaken by the Education Endowment Foundation.

Challenges

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

Challenge number	Detail of challenge
1	Attendance data over the last five years demonstrates that attendance amongst disadvantaged students has been lower than their peers. Similarly, disadvantaged students are significantly more likely to be persistently absent.
2	<p>The attainment and progress that disadvantaged students make across the majority of the curriculum is lower than that of their non-disadvantaged peers. Disadvantaged students join our college in Year 7 with lower prior attainment levels than their non-disadvantaged peers and this gap widens over time. As such, the gap in P8 outcomes for disadvantaged students is too wide at the end of Year 11 and must be reduced.</p> <p>The attainment of disadvantaged students in English and Mathematics when they arrive in Year 7 is generally lower than that of their peers. The academic gap in these subjects widens over time such that, by the end of Year 11, the proportion of disadvantaged students attaining Grade 5 or better in both subjects is much smaller than their peers.</p>
3	Student and parent voice, as well as attendance and behaviour data, evidence an increasing prevalence of social and emotional challenges for both students and their families. These include anxiety and depression (often medically diagnosed), low self-esteem , low self-confidence and low levels of emotional resilience . Referrals for additional support with social and emotional needs increased during and since the pandemic.

4	<p>The aspirations of some disadvantaged students wane as they get older. This can be seen in change in goals and ambitions from Year 7 to Year 11.</p> <p>Parents do not always share the College's high expectations and aspirations for their children. A significant minority of parents do not know how to effectively support their children's learning, behaviour and attendance. Parental engagement, for example with Parents' Evenings, is lower for disadvantaged students than their non-disadvantaged peers.</p>
5	<p>Disadvantaged students have lower levels of literacy on entry than their non-disadvantaged peers and this is further evidenced by reading assessment data. The number of students in Years 7 and 8 that have lower than average reading ages is disproportionately high.</p>
6	<p>Observations and behaviour data suggest that a proportion of students are unable to regulate their behaviours in the classroom and that their attitude to learning is adversely affected by this. Following the reopening of schools post-lockdown, there has been an increase in incidents of poor behaviour that appears to be linked to the extended period without the boundaries and routines that school usually provides. The lack of socialisation caused by lockdowns has resulted in some students struggling to socialise in positive ways and refusal to comply with instructions both within and beyond the classroom.</p>
7	<p>Fewer disadvantaged students take advantage of the College's extra-curricular and student leadership opportunities than their non-disadvantaged peers.</p>
8	<p>A deficit in cultural capital and cultural literacy is evident in many disadvantaged students' work. This becomes more apparent as students get older and are required to demonstrate independent thought.</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
1. To improve the attendance and punctuality of disadvantaged students.	<ul style="list-style-type: none"> Improved attendance through the course of this academic year and sustained high attendance by 2024/2025 demonstrated by: <ul style="list-style-type: none"> The overall absence rate for all students being no more than 4% and the gap between disadvantaged students and their peers being reduced to 2% in both key stages The percentage of students who are persistently absent being better than national averages for all students, including the disadvantaged cohort Students are punctual to college. Punctuality to lessons is the norm and instances of lateness are very rare.

<p>2. To improve the progress and attainment of disadvantaged students.</p>	<ul style="list-style-type: none"> • By the end of our current plan in 2024/2025, KS4 outcomes demonstrate that disadvantaged students achieve a P8 score of 0 with a reduced gap to peers. • By the end of our current plan in 2024/2025, KS4 outcomes demonstrate that disadvantaged students achieve paired 5+ in English and Maths in line with at least the national average for this cohort.
<p>3. To raise the aspirations and self-esteem of disadvantaged students.</p>	<ul style="list-style-type: none"> • Percentage of NEET students continues to reduce • Rapid improvement in self-esteem and wellbeing for those students identified as most in need of post pandemic support are evident. Effective systems of identification and intervention lead to this then being maintained throughout the timescale of this plans and beyond so that: <ul style="list-style-type: none"> ◦ Qualitative data from student voice, student and parent surveys and lesson monitoring demonstrates improved student engagement in learning ◦ Achievement monitoring data identifies students at risk of failing to progress through GCSE courses and the challenges are resolved ◦ An increased proportion of students complete a full-programme of qualifications
<p>4. To improve parental engagement with the College and the support offered to disadvantaged families.</p>	<ul style="list-style-type: none"> • Attendance to parent engagement opportunities increases for disadvantaged families.
<p>5. To improve levels of literacy of disadvantaged students through targeted academic support.</p>	<ul style="list-style-type: none"> • Reading ages increase in line with age related expectations. • Students accessing targeted support will show improved literacy levels.
<p>6. To improve the behaviour and attitude to learning of disadvantaged students.</p>	<ul style="list-style-type: none"> • Improved behaviour and attitude to learning through the course of this academic year and sustained high improvement by 2024/2025 demonstrated by: <ul style="list-style-type: none"> ◦ Reduction in sanctions recorded in Synergy ◦ Attitude to Learning data recorded in Synergy ◦ Reduced suspensions and no permanent exclusions ◦ Improved attainment and progress (as detailed above)

<p>7. To improve participation at extra-curricular activities and in student leadership opportunities by disadvantaged students.</p>	<ul style="list-style-type: none"> • Improved attendance of disadvantaged students to a range of extracurricular activities in line with non-disadvantaged peers: <ul style="list-style-type: none"> ○ At least 35% representation at all extra-curricular activities ○ 90% of disadvantaged students to have attended at least one extra-curricular activity per year • Improved participation of disadvantaged students in student leadership opportunities: <ul style="list-style-type: none"> ○ At least 35% representation in student leadership roles
<p>8. To reduce the deficit in disadvantaged students' cultural capital and cultural literacy so that their academic confidence increases and they are more able to demonstrate independence of thought</p>	<ul style="list-style-type: none"> • Attainment of high-prior attaining disadvantaged students improves so that an increased % of students achieve grades 7+ in their GCSE examinations. • The gap between the achievements of high-prior attaining disadvantaged students and their non-disadvantaged peers is reduced.