Activity in the 2022-2023 academic year

This details how we spent our pupil premium (and recovery premium funding) **in the 2022-2023 academic year** to address the challenges outlined in our Pupil Premium Strategy.

Funding overview (2022/2023)

Detail	Amount
Pupil premium funding allocation this academic year	£454,085
Recovery premium funding allocation this academic year	£127,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for the 2022/2023 academic year	**£ 581,000**

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £231,899

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve students' literacy across all subject areas, including appointment of a Director of Literacy	Young people who leave school without good literacy skills are held back at every stage of life. Their outcomes are poorer on almost every measure, from health and wellbeing, to employment and finance. The most recent estimates suggest that low levels of literacy cost the UK economy at least £20 billion a year. Last year, over 120,000 disadvantaged students made the transition from primary to secondary school below the expected standard for reading. The educational prospects for this group are grave. If their progress mirrors previous cohorts, we would expect 1 in 10 to achieve passes in English and maths at GCSE, and fewer than 2% to achieve the English Baccalaureate. EEF - Improving Literacy in Secondary Schools	2, 5
Improve students' oracy across all subject areas, including appointment of a Director of Oracy	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.	2, 5

	Given that oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. EEF - Oral Language Interventions	
Smaller class sizes	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Reducing class size has a small positive impact of +2 month, on average. The majority of studies examine reductions of 10 pupils. Small reductions in class size (for example, from 30 to 25 pupils) are unlikely to be cost-effective relative to other strategies. EEF - Reducing Class Size	2
Further improve the professional development of teaching staff through working with the Teacher Development Trust	Teachers have an important influence on pupils' academic progress, yet the quality of teaching varies widely (Lee, 2018). Policymakers, school leaders, and teacher educators therefore face the challenge of designing and commissioning professional development (PD) to help all their teachers become as effective as the best teachers. EEF - Characteristics of Effective Teacher Professional Development	2, 6
Purchase of standardised CATS assessments. Staff training to ensure the information is interpreted effectively.	Tests provide reliable assessment information to support teacher planning and wider improvement strategies. EEF - Standardised Tests Assessment (to help identify gaps and ascertain what learning has been remembered/forgotten) is essential in supporting disadvantaged students to achieve successful outcomes. EEF - Guest Blog: 'Back to School' - Meaningful and Manageable Assessment	2
Further development of the curriculum	The curriculum, and particularly what we choose to value, how we structure it and how we enact it, is the key lever and our best bet for disadvantaged learners. This long-term investment seeks to secure the irreversible conditions required to achieve attainment	2, 8

Activity	Evidence that supports this approach	Challenge number(s) addressed
	mobility for all children and prepare disadvantage to thrive in an uncertain world. Closing the disadvantage gap - Curriculum as the lever - Dan Nicholls. Ofsted Education inspection framework - Overview of research	
Establish a college library, including appointment of a full-time librarian	There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). • Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). • Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).	2, 5
Improve the effectiveness of homework through use of digital technologies: *Lexia, Hegarty Maths, GCSE Pod, Vocab Express, Method Maths, IDL*	Homework using digital technologies can provide +6 months of progress when used effectively. Homework	EEF (educationendowmentfoundation.org.uk)	2, 5

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

Budgeted cost: £85,282

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted reading intervention for students identified as being significantly below SAS in KS3. Director of Literacy to plan, implement and evaluate the effectiveness of literacy levels for identified students.	Reading comprehension strategies help improve curriculum engagement and student motivation. Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan. EEF - Reading Comprehension Strategies	5
Use of school-based tutors to provide targeted academic support and mentoring for students most	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind, both one-to-one:	2

impacted by the pandemic. The majority of students targeted are disadvantaged, however a proportion of non-disadvantaged students will also benefit.	EEF - One-to-One Tuition and in small groups: EEF - Small Group Tuition	
Resource GCSE intervention programmes (Period 7) for students who have been most affected by the pandemic. The majority of students targeted are disadvantaged, however a proportion of non-disadvantaged students will also benefit.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low-attaining pupils or those falling behind, both one-to-one: EEF - One-to-One Tuition and in small groups: EEF - Small Group Tuition	2
Continue with the provision of Homework Club	Removing barriers of learning at home and providing a safe space to complete homework and revise supports student progress. Barriers to participation in education and training - GOV.UK (www.gov.uk)	2

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

Budgeted cost: £307,870

Activity	Evidence that supports this approach	Challenge number(s) addressed
Under the leadership of a Deputy Headteacher and two Directors of Attendance, review, implement and evaluate the effectiveness of the College's Attendance Strategy, in line with good practice identified in DfE's *Improving School Attendance*.	The DfE guidance identifies principles underpinning an effective whole school strategy for attendance, which requires commitment from every member of the school community, under the following headings: • Leadership and management • Relationships and communication • Systems and data • Intervention DfE Guidance - Improving School Attendance	1
Develop strategies to further engage parents to effectively support their child's learning and improve attendance.	Parental engagement has a positive impact, on average 4 months' additional progress. There is also higher evidence that this provides greater impact for those with lower attainment.	1, 4

	EEF - Parental Engagement Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. EEF - Working with Parents to Support Children's Learning	
Further develop the College's on-site Alternative Provision and the College's Behaviour Team to further support specific students to regulate their behaviour.	The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average. EEF - Behaviour Interventions	6
Ongoing provision of the College's Inclusive Learning Room (ILR) to provide support for students who are not yet able to access the mainstream curriculum. This provision aims to provide interventions to remove non-academic barriers and ensure rapid re-engagement with the whole college curriculum.	'Wider strategies' support positive learning behaviours that enable schools to remove non-academic barriers to attainment and get pupils' learning back on track. The success of these strategies is strongly influenced by whether or not they are implemented with a focus on supportive relationships and strong routines. EEF - School Planning Support 2022-2023	1, 2, 3
Continued development of the College's provision to support students' mental health and wellbeing, including: • Youth workers (2) • Mental Health workers (2) • Freeflow Counselling	Wider approaches such as supporting students social and emotional needs are essential to improve attendance, aspirations and attitude to learning. EEF - The Tiered Model SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. A four-month gain in attainment is critical for pupils who have fallen behind during the pandemic. There is evidence to suggest that CBT can have high impact on risk behaviours and behavioural difficulties. Youth Endowment Fund - Cognitive Behavioural Therapy	1, 2, 3, 4

	EIF's report on adolescent mental health found good evidence that CBT interventions can support young people's social and emotional skills and can reduce symptoms of anxiety and depression: EIF - Adolescent Mental Health	
Targeted support to remove barriers to participation in the College's extra-curricular and student leadership opportunities and to raise aspirations, including the Duke of Edinburgh's Award Scheme and participation in music and the arts through the appointment of a Musician/Actor in Residence.	The Duke of Edinburgh's Award programme has an ethos of removing barriers for disadvantaged students: 'To help young people build a lifelong belief in themselves, support them to take on their own challenges, follow their passions and discover talents they never knew they had. Because when you prove that you are ready for anything nothing can hold you back.' Arts participation can lead to 3 months additional progress. This is also essential for developing cultural capital for disadvantaged students. EEF - Arts Participation	4, 7
Further development of the College's CEIAG Strategy, with a particular focus on raising the aspiration of KS4 disadvantaged students through: • Targeted careers advice • Employer engagement opportunities • Support with FE college visits and applications	Good career guidance helps inspire students towards further study and enables them to make informed decisions whenever choices are open to them. It helps them to understand enough about the world of work to know what skills and qualifications they need to succeed. It is critical for social mobility because it helps open students' eyes to careers they may not have considered. Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This raises aspirations and reduces the chance of becoming NEET through informing choices in regard to next steps. All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes, and learning in schools, colleges, universities and in the workplace.	4
Further develop the College's 'More Able' programme to raise aspirations and outcomes for high-prior attaining disadvantaged students	A 2018 research report from the DfE suggests that that: • 15% of highly able pupils who score in the top 10% nationally at age 11 fail to achieve in the top 25% at GCSE. • Highly able pupil premium pupils achieve half a grade less than other highly able pupils, on average, with a very long tail to underachievement.	2, 4

	Highly able pupil premium pupils are less likely to be taking GCSEs in history, geography, triple sciences or a language. Supporting these students must be a high priority to support with access to academic courses and routes through further education.	

Total budgeted cost: £

Review of outcomes in the 2022-2023 academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2022-2023 academic year.

Intended Outcome 1: To improve the attendance and punctuality of disadvantaged students

Attendance for disadvantaged students remains well below that of non-disadvantaged students. We have a clear attendance strategy and all staff are responsible for ensuring the highest levels of attendance for all students.

From 01.09.2022 to 21.07.2023, the overall attendance for Unity College was 87.4%. The overall attendance nationally was 90.7%. Our target for absence is 4%; last academic year our absence was 12.6%. The percentage of students who were classed as persistently absent was 39%. The national figure was 28%. The overall attendance for disadvantaged students was 80%, compared with 91.4% for non-disadvantaged students. This is a gap of 11.4% against our 2024/2025 strategy target of 2%. The attendance for disadvantaged students nationally was 85.3%. The percentage of disadvantaged students who were classed as persistently absent was 60.9%, compared with 28% of all students nationally. 56.5% of disadvantaged students had more than 10 late sessions last academic year, compared to 36.5% of non-disadvantaged students.

Pupil premium strategy activity in the 2023/2024 academic year must remain focused on improving the attendance and punctuality of disadvantaged students. We have a clear attendance strategy in place and all staff are responsible for ensuring the highest levels of attendance for all students. From September 2023, Deputy Heads of Year will work closely with the Attendance Team to make daily attendance calls for all students in their year group who are absent. Personal Development tutors will also refer students whose attendance continues to be a concern to their Head of Year or Deputy Head of Year. Heads of Year can seek additional advice and support from the Director of Attendance who meets with the local authority's attendance advisor to discuss individual student cases. Home visits will continue to prioritise disadvantaged students. The College has invested in a new communications system – School Synergy – which will allow parents to see live attendance for all sessions during the College week and staff to more quickly identify if there are any obvious patterns of absence. During this academic year we aim to embed these strategies and work further with families and students who continue to be presently absent.

Intended Outcome 2: To improve the progress and attainment of disadvantaged students

In 2022/2023 we had 228 students at the end of Key Stage 4. 83 students were classed as disadvantaged; this is 36% of the cohort. Disadvantaged pupils are those who were eligible for free school meals at any time during the last 6 years and children looked after (in the care of the local authority for a day or more or who have been adopted from care). 33.4% of Year 11 students were in receipt of free school meals, compared to 23.8% of students nationally. The cohort had an average KS2 scaled score of 102.4 on entry; the average scaled score for disadvantaged students was 100.2 compared with 103.6 for non-PP students. Attendance for the Year 11 cohort proved to be an issue throughout the year; the average attendance for disadvantaged Year 11 students was 77%.

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82 students were included in the **Progress 8 score for disadvantaged students, which was -0.69**. In comparison, Unity College non-disadvantaged students achieved a Progress 8 score of -0.07, local authority non-disadvantaged students achieved a Progress 8 score of 0.03 and non-disadvantaged students nationally achieved a Progress 8 score of 0.17.

The average **Attainment 8 score per disadvantaged student was 31.7** compared with Unity College non-disadvantaged students' score of 43.8, the local authority average for non-disadvantaged students of 49.0 and the national average of 50.2.

18% of disadvantaged students achieved **English and mathematics at grade 5+** compared to 34% of non-disadvantaged Unity College students, 50% of local authority non-disadvantaged students and 52% of non-disadvantaged students nationally.

27% of disadvantaged students achieved **English and mathematics at grade 4+** compared to 57% of non-disadvantaged Unity College students, 72% of local authority non-disadvantaged students and 73% of non-disadvantaged students nationally.

7% of disadvantaged students achieved **Ebacc at grade 5+** compared to 12% of non-disadvantaged Unity College students, 15% of local authority non-disadvantaged students and 20% of non-disadvantaged students nationally.

8% of disadvantaged students achieved **Ebacc at grade 4+** compared to 26% of non-disadvantaged Unity College students, 22% of local authority non-disadvantaged students and 28% of non-disadvantaged students nationally.

36% of disadvantaged students were **entered for Ebacc** compared to 51% of non-disadvantaged Unity College students, 35% of local authority non-disadvantaged students and 43% of non-disadvantaged students nationally.

The **EBacc average point score** for disadvantaged students was 2.77, compared to 3.86 for non-disadvantaged Unity College students, 4.25 for local authority non-disadvantaged students and 4.43 for non-disadvantaged students nationally.

English Element

The overall Attainment 8 score for the English element was 8.5: 7.0 for disadvantaged students and 9.4 for non-disadvantaged students. The overall Progress 8 score for English was -0.35: -0.73 for disadvantaged students and -0.12 for non-disadvantaged students. 40% of disadvantaged students achieved grade 5+ in English compared to 61% of non-disadvantaged students. 63% of disadvantaged students achieved 4+ in English compared to 73% of non-disadvantaged students.

Mathematics Element

The overall Attainment 8 score for the mathematics element was 7.3: 5.8 for disadvantaged students and 8.3 for non-disadvantaged students. The overall Progress 8 score for mathematics was -0.47: -0.81 for disadvantaged students and -0.25 for non-disadvantaged students. 20% of disadvantaged students achieved grade 5+ in mathematics compared to 38% of non-

disadvantaged students. 29% of disadvantaged students achieved a 4+ in mathematics compared to 64% of non-disadvantaged students.

EBacc Element

The overall Attainment 8 score for the EBacc element was 11.4: 9.3 for disadvantaged students and 12.7 for non-disadvantaged students. The overall Progress 8 score for the Ebacc element was -0.21: -0.53 for disadvantaged students and -0.03 for non-disadvantaged students.

Open Element

The overall Attainment 8 score for the Open element was 12.2: 9.7 for disadvantaged students and 13.7 for non-disadvantaged students. The overall Progress 8 score for the Open element was -0.25: -0.73 for disadvantaged students and +0.04 for non-disadvantaged students.

In terms of Intended Outcome 2, there remains substantial gaps between the attainment and progress of disadvantaged students and their non-disadvantaged peers. Although the gaps are beginning to close, it is imperative that this priority remains a focus of Unity College's 2023/2024 pupil premium strategy activity.

Intended Outcome 3: To raise the aspirations and self-esteem of disadvantaged students

The average number of **exam entries (all KS4 quals)** for disadvantaged students was 6.9, compared to 7.7 for non-disadvantaged Unity College students, 8.1 for local authority non-disadvantaged students and 8.2 for non-disadvantaged students nationally.

The average number of **exam entries (GCSEs)** for disadvantaged students was 6.4, compared to 7.1 for non-disadvantaged Unity College students, 7.6 for local authority non-disadvantaged students and 7.6 for non-disadvantaged students nationally.

In the 2023 Year 11 cohort, 32 students did not sit a full programme of qualifications. Of these, 22 were disadvantaged students:

- 14 students (of whom 11 were disadvantaged students) were only entered for core subjects (five qualifications in total)

- Nine students (of whom five were disadvantaged students) were entered for core subjects plus one other subject (six qualifications in total)

- Nine students (of whom six were disadvantaged students) had seven entries

A further 32 students (of whom 11 were disadvantaged students) students had only eight entries.

Many of the decisions for students to 'drop' qualifications were made before the timescale of this plan. Going forward, careful monitoring of the Key 4 cohort will identify, at an early stage, students that are at risk of failing to progress through their GCSE courses and ensure that any challenges are resolved. The culture of students 'dropping' qualifications will no longer exist and retention measures for choice subjects will be put into place. Heads of Department will liaise with their line managers when parents/carers/students express a wish to stop studying a subject and

ensure that appropriate strategies are put in place to ensure that all students complete all programmes of study.

Intended Outcome 4: To improve parental engagement with the College and the support offered to disadvantaged families

All parents and carers of disadvantaged students were telephoned if they had not booked appointments for Parents' Evenings to remind them of the event and to attempt to engage them. All Parents' Evenings took place online via School Cloud in an effort to remove barriers to attendance.

- The average attendance for all students was 74%
- The average attendance for disadvantaged students was 63%
- The average attendance for non-disadvantaged students was 80%

There still remains a gap in levels of parental engagement, and this will remain a focus for the next academic year.

Intended Outcome 5: To improve levels of literacy of disadvantaged students through targeted academic support

Phonics groups were established following baseline reading and spelling tests completed by the Year 7 students in their first term at Unity College. 30 students (of whom seven were disadvantaged students) with reading ages of 8.5 years and below were placed into two 'Phonics PD' groups. Identified students participated in a weekly phonics programme, on three consecutive days, to develop their reading skills. 74% of all students and 100% of disadvantaged students showed improvements in their reading age.

The Director of Literacy attended a Literacy Leaders course where part of the training looked at how to improve fluency within reading and also how schools could improve reading and comprehension by completing simple activities focusing on fluency. A pilot project was established with nine identified Year 9 students (of whom seven were disadvantaged students). After a term of weekly fluency lessons, 75% of all students and 71% of disadvantaged students showed improvements within reading fluency and scored 10 or above on the fluency rubric.

2023/2024 pupil premium strategy activity must expand our targeted support for literacy in Key Stage 3 and expand this support into Key Stage 4.

Intended Outcome 6: To improve the behaviour and attitude to learning of disadvantaged students

In 2022/2023, 3553 C4 and above sanctions were recorded for 268 disadvantaged students. This is 51% of the disadvantaged student cohort across the College. In comparison, 3034 C4 and above sanctions were recorded for 297 non-disadvantaged students. This is 34% of the non-disadvantaged student cohort across the College.

In 2022/2023, across all year groups, there were 247 suspensions of disadvantaged students, totalling 386 days, compared with 166 suspensions of non-disadvantaged students, totalling 270.5 days.

	Number of Suspensions (Dis)	Number of Days (Dis)	Number of Suspensions (Non-Dis)	Number of Days (Non-Dis)
Year 7	59	125	19	35.5
Year 8	57	75.5	27	30
Year 9	59	90.5	40	76.5
Year 10	34	35	53	86.5
Year 11	38	60	27	42
Total	**247**	**386**	**166**	**270.5**

19 students were permanently excluded; of these 14 were disadvantaged students.

The launch of the College's new Behaviour Policy and Behaviour Curriculum, restructured pastoral leadership, the College's newly formed Inclusion Team and the introduction of School Synergy will ensure that concerns about the behaviour and/or attitude to learning of disadvantaged students are quickly identified and interventions put in place to reduce the number of sanctions in 2023/2024.

Intended Outcome 7: To improve participation at extra-curricular activities and in student leadership opportunities by disadvantaged students

In 2022/2023 89 students took part in the Duke of Edinburgh's Award Scheme, of these 31% were disadvantaged students.

Whilst it is a priority to improve disadvantaged students' participation in all extra-curricular activities, our 2023/2024 activity will have a particular focus on improving disadvantaged students' engagement with the arts.

2022/2023 Activity	% disadvantaged students
Christmas Concert	27%
Stars in Their Eyes	25%
Matilda	18%
100 Years of Disney Concert	14%
Piano Lessons	15%
Guitar Lessons	29%
Vocal Lessons	14%
Drum Kit Lessons	25%

Intended Outcome 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

Across the timespan of this strategy, it is our intention that the attainment of high-prior attaining disadvantaged students improves so that an increased % of students achieve grades 7+ in their GCSE examinations and that the gap between the achievements of high-prior attaining disadvantaged students and their non-disadvantaged peers is reduced.

In 2022/2023 there were 10 high prior attaining disadvantaged students in Year 11compared with 21 high prior attaining non-disadvantaged students.

Disadvantaged HPA students achieved, on average, a Progress 8 score of -0.17 compared to -0.42 for non-disadvantaged HPA students. 50% of disadvantaged HPA students achieved a 7+ in mathematics, compared to 29% of non-disadvantaged HPA students. 50% of disadvantaged HPA students achieved a 7+ in English, compared to 29% of non-disadvantaged HPA students.