



UTC Plymouth Pupil Premium Profile and Strategy Statement

Background

The government introduced Pupil Premium funding in April 2011. This is additional funding to help address national inequalities between the achievements of children eligible for free school meals, service children or children in care when compared to their peers. The Pupil Premium funding is a crucial way of addressing inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most. UTC Plymouth aims to maximise the achievement of vulnerable students in our care. The Pupil Premium Grant per child for 2017-2018 is as follows:

- Pupils recorded as Ever 6 FSM are allocated £935
- Looked after children (LAC) are allocated £1,900
- Children adopted from care under the Adoption and Children Act 2002 and children who left care under a Special Guardianship or Residence Order are allocated £1,900
- Students from families who have a family member serving in the armed forces are allocated £300

The government allows schools to decide how the pupil premium is spent since they are best placed to assess what additional support these students may need to be successful. At UTC Plymouth, we have a comprehensive strategy, in order to promote progress and remove barriers to learning so that students can achieve and enjoy their educational experience.

Context

Percentage	2019/2020
FSM	17%
FSM Ever 6	35%

Pupil Premium Received

	2019/2020
FSM 6	£10586
FORCES	£0
LAC	£10586

Successful strategies

Research suggests that:

- It is not simply a question of spending more to get better results
- The use of pupil premium funding is complex
- The context of the school, the ethos of the teachers, the backgrounds of the learners (their level of attainment and social background) are all key factors for the educational outcomes

At UTC Plymouth, we have a relentless focus on providing the best form of support for our students within every classroom. We continually update our CPD programme and base our interventions and expenditure on proven research. The Sutton Trust research underpins many of our strategies as well as the Visible Learning approach.

EEF toolkit - most cost-effective strategies	Other strategies offering high potential impact
1. Feedback (http://bit.ly/2GqNPqX). 2. Meta-cognition (http://bit.ly/2FAZ2b0). 3. Mastery learning (http://bit.ly/2FzISPb). 4. Reading comprehension (http://bit.ly/2FOEqvr). 5. collaborative learning (http://bit.ly/2pgw9pU). Oracy interventions (http://bit.ly/2HyTpGO). Peer tutoring (http://bit.ly/2paVIOo)	1. Parental involvement 2. Adapted and flexible curriculum pathways 3. Regular data collection across all year groups 4. Strong pastoral systems 5. Counselling support 6. Holiday school/extra-curricular 7. one-to-one/small group tutoring

Staff involved in monitoring Pupil Premium outcomes

Staff role	Name	responsibility
Executive Principal	Polly Lovell	Overall responsibility for budget and Pupil Premium provision.
Governor	Nick Buckland	Governor oversight for Pupil Premium provision.
Head of School	Jo Ware (jo.ware@utcplymouth.org for any enquiries)	Pupil Premium Champion and oversight of interventions, expenditure and impact ensuring students receive an enriched academic experience with no barriers.
All Teaching staff	See staff page	Responsible for a suitable curriculum, targeted interventions and referrals of necessary support.
Attendance Team	Helen Johnston (VP) Jo Ware Mike Hall Sarah Beveridge	Tracking attendance and ensuring support when and where needed.
Intervention Staff	Mike Hall (Intervention Manager and Pastoral Lead) Sophie Wood, Jasmin Chapple (LSA Team)	Delivery of personalised literacy, numeracy and revision packages.

Summary information					
School	UTC Plymouth				
Academic Year	2019/20	Total PP budget	£10586	Date of most recent external PP Review	Sept 2018
Total number of pupils	142	Number of pupils eligible for PP	49	The date for the next internal review of this strategy	Jan 2020

Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Progress 8 score average (from 2019)	N/A	0
Attainment 8 score average (from 2019)	N/A	46

	<i>Pupils eligible for PP (your school)</i>	<i>2019 - only 3 KS4 students took exams</i>
% achieving 4 and above at English and maths	Supp	Supp
% achieving 5 and above at English and maths	Supp	Supp
Progress 8 score average English (from 2019)	Supp	Supp
Progress 8 score average Maths (from 2019)	Supp	Supp

Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	<p>Improve the levels of literacy and numeracy for students on arrival, which could prevent them from making good progress in Year 10.</p> <p>Year 10 intake 2019 - students show as below average in all areas in both CATS and KS2, particularly in writing with a KS2 score of 98 average against the national average of 103</p> <p>Year 9 intake 2019 - students show as below average in all areas in both CATS and KS2, with writing again being the main area of underperformance with a KS2 average of 99 against a national average of 103.</p> <p>A particular focus this year will be improving the quality of coursework in Btec subjects through a focus on literacy strategies and specialist staff.</p>

B.	Raise self-esteem, confidence and resilience for PP students, in particular, PP HAPs, through college enrichment and participation in college programmes (e.g Sports Leadership/Breakfast Club/UTC Council/CCF/Royal Navy Challenge/Field Gun)
C.	Support parents to give academic support for students to become independent learners through termly parent/student events, access to resources and IT equipment. Also educating students and parents about the impact of not eating healthily.
Additional barriers (issues which also require action outside school, such as low attendance rates)	
D.	Year 9 and 10 pupils coming in, frequently have had poor experiences in school and are disengaged with low expectations for work, behaviour, uniform and attendance. Pupil Premium attendance, historically from KS3, is on average 5% lower than Non- Pupil Premium students.

Intended Outcomes (specific outcomes and how they will be measured)		
		<i>Success criteria</i>
A.	Support the progress levels in literacy and numeracy for Years 9 to the sixth form for pupils eligible for PP so as to be equal to those classes as non-disadvantaged, with a particular focus on improving 'grammar for writing.'	<p>Pupils eligible for PP to be supported to improve literacy and numeracy through:</p> <ul style="list-style-type: none"> • The appointment of intervention staff to deliver bespoke support packages as well as support within applied subjects • Tailored intervention sessions, including Breakfast Club and small group extraction • Small class sizes in order to deliver personalised learning approaches <p>The impact will be shown through:</p> <ul style="list-style-type: none"> • Improved quality of coursework in Btec and EAL with an increased percentage of Merits and Distinctions • Termly impact reports showing of those PP students participating in interventions and Breakfast Club • PP students to make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets and other pupils still make at least the expected progress. This will be evidenced using Data-Driven Instruction x3 throughout the year.
B.	Increased attendance rates for pupils eligible for PP to include participation in breakfast club Audit shows over 60% of PP students do not eat breakfast (September 2019)	<p>Increase attendance from 91% at KS3 to 95%</p> <p>Increase numbers of participation to breakfast club from 70% to 80% for Class of 2020</p> <p>Target Class of 2021 with Breakfast Club loyalty scheme</p> <p>Year 9 mentor zone to include breakfast club revision and own Study Hub</p>
C.	Increased outcomes across all core subjects	Progress data for English and maths to be minimum 0. Increased achievement of grades 4+ and 5+ 0% gap
D.	Increased participation in enrichment activities and opportunities to work with industry.	<p>Participation proportional to non-pupil premium</p> <p>100% of PP students in Years 9-11 to participate in either: Sports Leadership/CCF/Royal Navy Challenge/Green Power or Field Gun</p> <p>100% of all KS4 students to have access to an industry mentor.</p> <p>Sports Leadership participation: 2019 PP 27%</p> <p>CCF participation: 2019 PP 39%</p>

Planned expenditure					
Academic year		2019/20			
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					
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Research-based CPD to provide the best strategies for supporting disadvantaged students and underpin quality first teaching	To ensure that the latest research is reviewed and adopted if relevant.	It is important to regularly review and reflect on the latest findings. The Sutton Trust Toolkit will be used as a basis for research enquiries and best practice used to underpin CPD.	Weekly CPD based on outcomes of lesson observations and learning walks. Internal reviews of PP strategies and review of the action plan.	JWA	Termly
Deployment of support staff for academic interventions - PP breakfast club	PP students who are falling behind in areas of literacy, numeracy and presentation to provided with support. Students who are excelling to be rewarded for their efforts.	Students who are PP and have barriers in Literacy/numeracy and presentation have been identified using CATs/WRAT/initial assessment data and work scrutinies.	The interventions will be reviewed termly for impact and attendance. Standards of books happen every half term as part of the CPD schedule. Those who need it will also receive handwriting support.	JWA	Termly
Academic Support Plan programme to target specific barriers with oversight by the PP Lead.	Students to be supported with any academic barriers through a system of support. Students to work with a designated member of staff and data reviewed regularly.	Due to the relatively small numbers of PP students, it is possible to meet with students individually, review their progress and offer support to overcome barriers.	Academic Support Plans will be regularly reviewed and triangulated with cycle data and DDI.	JWA HJO	Termly
Total budgeted cost					£5,000
ii. Targeted support					
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Leadership focus on raising attainment for disadvantaged students led by PP Lead. All staff to have a relentless focus on closing the gap in their own areas.	Aspirational outcome of 0% gap in outcomes +0.2 progress Improved outcomes for PP students, especially at Ks4	All Teaching and Learning staff are aware of who the disadvantaged students are and recorded on seating plans and on trackers. 100% of disadvantaged assessed work to be marked in detail, in-line with the school marking policy – there is no difference in marking frequency and feedback quality with non disadvantaged students. All staff understand that being a disadvantaged student does not equate to lower ability PP HAPs are our main priority group. Visible Learning pedagogy followed.	Book sampling/marking scrutiny learning walks and lesson observations Quality Assurance checks WAGOLL Aspirational enrichment trips Curriculum Collapse sessions Regular CPD	JWA	half-termly
Increased attendance rates for pupils eligible for PP	Improved outcomes for PP students, especially at Ks4.	Improved attendance has shown to directly correlate with improved outcomes. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf	Weekly attendance meetings with Attendance Team Daily attendance monitoring and phone calls home Early intervention for poor attendance - home visits/IAPs Return to school forms completed for all returning students	Attendance Team	Termly Weekly 'Back to work meetings' for students by mentors An assigned staff member to discuss student lates - daily
Parental involvement	Parents to have regular involvement with the college in order to support their child's progress and remove barriers.	Research shows that parental engagement is key in a joined-up approach to a child's education.	Parents will have regular parent's evening and invited in to celebrate their child's achievements on a termly basis. Personal phone calls to parents of all PP students to ensure attendance to Parent events. The Principal will write a weekly blog and hold extra intervention meetings if/when needed with herself and/or the PP Champion.	PLO Pastoral Leads	Half-termly update of Triangulation- Tracker June 2020 for a full review
Total budgeted cost					£4,000
iii. Other approaches					
Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Deployment of support staff with a priority focus on improving literacy/numeracy standards	Levels of Lit/Num to increase from entry. Quality of work presentation and overall standards to improve	Implementation of CATs tests has evidenced that students joining us often have made little or no progress during KS3.Lit/Num and handwriting	A study centre for targeted student support inc e-learning and extended use of Chromebooks for independent learning. Zoned areas for different year	JWA	Half-termly impact reports Termly DDI meetings June 2020

	Percentage of merits and distinctions to increase for applied subjects	packages will be used in order to close gaps for those who need it. External Verification has shown that the quality of written work in Applied subjects needs to be improved. Intervention Staff have been deployed to support in these areas so as to close the gap between the written and the practical elements.	groups to support implementation, with specific pastoral teams. Review of impact after each 6 week cycle. Student PSP reviews and student voice following the intervention. Term 1 will be used to triangulate data through WAGOLL and scrutiny evidence (alongside CATs). Access Arrangements will be applied for.		
Relentless focus on raising standards, particularly in books. BfL policy to eradicate low level disruption	All staff and students will follow a consistent policy in order to raise standards and expectations. ELPS and Visible Learning will be used as philosophies to improve standards.	Promotion of high aspirations and standards is vital for preparation for the workplace. Removal of barriers by providing all students with stationery and access to Breakfast Club and pastoral study areas.	Regular book scrutiny and celebration of practical work. Triangulation trackers to show progress of all students. Reflection meetings and Academic Support Plans for students requiring support. Clear consequences and rewards. WAGOLL boards and Visible Learning Boards in all rooms. Best work celebrated on screens in the Learning Hub.	JWA	half-termly whole year group book scrutiny June 2019
Chromebook access for each student	All students will be able to access chrome books for use in both college and at home, if necessary.	There is evidence that some disadvantaged students don't have access to technology. Also, we are aspirational and have high expectations for home learning.	Regular reviews of home learning and work produced. Golden Time will be lost each week for poor work produced.	JWA	half-termly
Total budgeted cost					£5,000

Review of expenditure				
Previous Academic Year 2018/2019				
iv. Quality of teaching for all				
Action	Intended Outcome	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

Deployment of staff to provide support with Literacy and Numeracy including across applied subjects	Improved Year 11 literacy and numeracy	English Progress 8 reduced from -2.12 2017 to -1.62 2018	An Intervention Manager was appointed in April as there was a clear need. Rapid impact was made from this position including: increased participation in pre and post college study Clubs Targeted and personalised support in small groups or 1-2-1 Student culture and ethos. As a result, a further intervention teacher has been appointed, particularly to raise standards in EAL and Vehicle Tech.	£1500
Introduction of c/w based BTEC mathematics	Improved Year 11 Mathematics for low ability students	Maths Progress 8 reduced from -1.33 to -1.05 All entries to BTEC maths achieved a pass	We will no longer be offering Btec maths alongside the GCSE as it is no longer available. Functional Skills is no longer a standalone timetabled lesson as the prior attainment of the 2018-2020 cohort indicates a more able group.	£16000
Improved Pastoral systems to support: attendance Academic progress Overall standards	Improved behaviour for learning for year 11 across the college. Improved Progress. Consistency of standards for staff and students	WWW: Use of smaller groups in lessons. Work style pastoral briefing. New ELPS behaviour policy written with students Focused Oracy lessons Small tutor groups Fixed term exclusions fell from 77 in 2016/2017 to 28 in 217/2018 to 1 in 2018/2019	Group sizes for English continue to be reduced through employing two additional staff. Employment of pastoral leads for KS4 and KS5. KS3 to be appointed for January 2020.	

v. Targeted support

Action	Intended Outcome	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
Provision of uniform and equipment	Improved behaviour for learning for year 11 across the college.	Fixed term exclusions fell from 77 in 2016/2017 to 28 in 217/2018 to 1 in 2018/2019	Uniform and equipment continues to be provided where financial support is required; the UTC now has a consistent feel to the appearance of students.	£340
Provide free breakfast during Breakfast Club for pupil premium students	Improve attendance to improve attendance and participation in Breakfast Club	80% of students in Year 11 (Class of 2020) attended Breakfast club daily. 70% of PP students attended daily.	Students only participated when it meant they were able to miss lessons. At students request, the canteen is now open every breakfast time. Students can have their free school meal at break or lunch to allow for more flexibility to participate in clubs.	£840
All students to participate in CCF		Partial success - student voice results show that not all enjoyed it.	CCF is now an option based on feedback. They can also choose Sports Leadership or competitions including Royal Navy Challenge.	

vi. Other approaches				
Action	Intended Outcome	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
Attendance officer to monitor pupils and follow up quickly on truancies. First day response provision.	Increased attendance rates	PP attendance for 2016-2017 81.8% PP attendance for 2017-2018 87.2% PP attendance for 2018-2019 90.4%	Phone calls home on the morning of absence has improved parent support in some cases. EWO making home visits and meetings in school improved attendance in some cases but not all.	£1320
Subsidised travel for students using public transport		Students using this showed increases in attendance by up to 47%	Where subsidised travel was provided there were significant improvements in attendance	£1500
Student drop-down to support new ELPs behaviour policy. PP group specifically supported.	Problem behaviour in Year 11 addressed	Fixed term exclusions fell from 77 in 2016/2017 to 28 in 217/2018	Some students were provided with reduced timetables with work experience built in which provided successful placements for 70% of participants. Use of PSCA unit did not have a significant impact on student behaviour and has been discontinued.	0

Additional detail

B Bespoke Support

At UTC Plymouth, we aim to ensure that barriers to learning are removed at every opportunity. More personalised support is often needed for students. This can include the provision of equipment, resources, uniform, electronic learning devices, revision guides or financial support for educational visits and enrichment activities. These include visits to industry providers, universities, theatre productions, and educational visits (including residential). All students take part in an extra-curricular area (CCF, Sports Leadership, RNC, Green power etc) as a way of 'belonging' to a group and raising aspirations. We also have regular visitors from industry to provide information on careers and apprenticeships. We continue to offer support for travel costs, uniform and equipment as well as subsidising college trips and excursions. This year we have added PE to our curriculum and have designed a Sports Kit with Year 11 PP students. Again, this adds to the sense of belonging to our school 'family' culture.

After regular surveys of our students, we are aware that over 50% of our PP students do not eat breakfast therefore we provide a daily breakfast club. This method is dual purpose as

we aim to improve attendance, particularly the number of PP PAs.