

UTC Pupil premium strategy statement 2020-21

School overview

Metric	Data
School name	University Technical College Plymouth
Pupils in school	315.
Proportion of disadvantaged pupils	Click or tap here to enter text.
Pupil premium allocation this academic year	£74,490
Academic year or years covered by statement	20/21.
Publish date	October 20/21
Review date	October 21/22.
Statement authorised by	Head Teacher Mrs Joanna Ware.
Pupil premium lead	SENCO Miss Esther Knight
Governor lead	Mr Nick Buckland

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.04
Ebacc entry	N/A
Attainment 8	42.38
Percentage of Grade 5+ in English and maths	33%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools.	October 21
Attainment 8	Achieve national average for attainment for all pupils.	October 21
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools.	October 21

Other	Improve attendance to national average	October 21
Ebacc entry	Achieve national average EBacc Entry for all pupils	October 21

Teaching priorities for current academic year

Measure	Activity
Priority 1	Research-based CPD, to provide the best strategies for supporting disadvantaged students within quality first teaching, including those who are on track, in need of targeted support and those who are involved with external agencies with additional targets to meet.
Priority 2	Teachers understand who their Pupil Premium students are alongside who are doubly disadvantaged and fall under the categories of both Pupil Premium and SEND and/or other student demographics such as LAC. Teachers can recognise the needs of these students and plan accordingly for them in their lessons and schemes of work.
Priority 3	Increased support for teachers in addressing the pastoral needs of all year groups who are very heavy on doubly disadvantaged PP and SEND students (33%). Due to the demographics of the college over 50% of students require an additional range of pastoral support to ensure they remain engaged in their education at the UTC.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • All teachers understand the precise learning and pastoral needs of PP students and those who are both PP and SEND. • Teachers are able to support these needs but also know where to go to access further support for those that require something in addition to what a teacher can offer such as wider external agencies.
Projected spending	£45000 2x HTLA Pastoral Support workers Year 7 and Year 9

Targeted academic support for current academic year

Measure	Activity
Priority 1	To support the progress levels in literacy and numeracy for PP students across all year groups in order to raise their achievement inline with non-disadvantaged students. A particular focus will remain on improving 'grammar for writing.'
Priority 2	Senior Leadership focuses on raising attainment for disadvantaged students. All staff have a relentless focus on closing the gap in their own subject areas.
Priority 3	Chromebook access for each student
Barriers to learning these priorities address	PP students progress in their literacy and numeracy and are supported to apply this knowledge across all subject areas. As a result PP students will have

	better chances of gaining the qualifications needed to make a successful transition into employment or further education at the end of KS4.
Projected spending	£20000 chromebooks and associated software packages

Wider strategies for current academic year

Measure	Activity
Priority 1	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)
Priority 2	Increased participation of PP students in enrichment activities and opportunities to work with industry.
Priority 3	Deployment of support staff to run interventions that support attendance and participation.
Priority 4	Parental involvement
Barriers to learning these priorities address	Attendance of PP students and attendance within wider curriculum activities to support opportunities for all.
Projected spending	£10000 breakfast club and staffing, interventions staffing, parent events.

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> Ensuring enough time is given to allow for staff professional development Teachers are supported in how to find information on their PP and SEND students via Arbour. Teachers are supported in how to document differentiation and adjustments to the curriculum to meet the needs of PP and other disadvantaged students. 	<ul style="list-style-type: none"> Use of INSET days and additional CPD time Regular updates within whole staff training to ensure understanding of Arbour and how to use it. Adequate time is allocated to ensure teachers can plan and implement adjustments to curriculums
Targeted support	<ul style="list-style-type: none"> Additional staffing in order to support pupils with low level literacy and numeracy Buying in curriculums from KS1/KS2 and training secondary staff 	<ul style="list-style-type: none"> Recruitment of an additional T.A to support Using expertise from a primary school within the trust and developing, implementing resources

	<p>in how to use them in order to deliver literacy and numeracy at these levels.</p> <ul style="list-style-type: none"> ● Chromebook access during COVID-19 is challenging and funding to ensure all have access to a chromebook is limited. 	<p>with the support of our primary colleagues.</p> <ul style="list-style-type: none"> ● Developing whole school strategies in order for chromebooks to be used safely during COVID-19 and applying to sources for additional funding wherever possible.
Wider strategies	<ul style="list-style-type: none"> ● Engaging hard to reach families ● Motivating students with complex needs ● Staffing in order to run the breakfast club ● Staff to run attendance and participation interventions 	<ul style="list-style-type: none"> ● Newsletters to all via text, e-mail and post to ensure all parents have access to the latest developments. ● Direct calls to parents to build relationships with the most vulnerable families, including home visits if necessary. ● Open day events and support in getting to the events if required. ● Engaging with external agencies such as PIASS, Social Services, youth work teams as and when required. ● Recruitment of an additional T.A to support interventions.

Review: last year's aims and outcomes

Aim	Outcome
Research-based CPD to provide the best strategies for supporting disadvantaged students and underpin quality first teaching	All staff received a structured programme of CPD focused on John Hattie's visible learning and Rosenshine Principles. Observations of lessons shows a high percentage of lessons continue to be good or good with outstanding features.
Deployment of support staff for academic interventions - PP breakfast club	Breakfast club run successfully with increased attendance throughout the year. Support and teaching staff were available every morning for specialist interventions.
Academic Support Plan programme to target specific barriers with oversight by the PP Lead.	All students received academic support at a level appropriate to their needs. Evidence in improved results for 2020
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.	2020 results for Pupil Premium were as good or better than none Pupil Premium students

Increased attendance rates for pupils eligible for PP	Attendance for Pupil Premium students improved from 92.1% to 92.2% 2020 despite Coronavirus attendance issues
Parental involvement	Parents' response to school communications is positive with regular feedback received. A strategy of communication using newsletters, website, emails and social media has increased parent involvement for all students.
Deployment of support staff with a priority focus on improving literacy/numeracy standards	Specialist HTLAs for maths and English led to improved results in 2020
Relentless focus on raising standards, particularly in books. BfL policy to eradicate low level disruption	Push for beautiful books improved the quality of student work and showed them taking more pride in the quantity and quality of the work they produce. Low level disruption is minimised through a positive bfl strategy.
Chromebook access for each student	Every student had access to a chromebook and were able to use these at home to access virtual school through lockdown. This was evidenced in a very high pupil participation rate that was consistently above 95%.