

## UTC Pupil premium strategy statement 2021-2022

### 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 2021-2022 is as follows:

- Pupils recorded as Ever 6 FSM are allocated £955
- Looked after children (LAC) are allocated £2345
- 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 £2345
- Students from families who have a family member serving in the armed forces are allocated £310

Schools can decide how the Pupil Premium is spent as 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.

### 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 ( <a href="http://bit.ly/2GqNPqX">http://bit.ly/2GqNPqX</a> ). 2. Meta-cognition ( <a href="http://bit.ly/2FAZ2b0">http://bit.ly/2FAZ2b0</a> ). 3. Mastery learning ( <a href="http://bit.ly/2FzISPb">http://bit.ly/2FzISPb</a> ). 4. Reading comprehension ( <a href="http://bit.ly/2FOEqvr">http://bit.ly/2FOEqvr</a> ). 5. collaborative learning ( <a href="http://bit.ly/2pgw9pU">http://bit.ly/2pgw9pU</a> ). Oracy interventions ( <a href="http://bit.ly/2HyTpGO">http://bit.ly/2HyTpGO</a> ). Peer tutoring ( <a href="http://bit.ly/2paVIOo">http://bit.ly/2paVIOo</a> )	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

## School overview

Metric	Data
School name	University Technical College Plymouth
Pupils in school	125 (Whole school 521) (23.9%)
Proportion of disadvantaged pupils	Overall: (23.9%) FSM: 113 Ever 6: 125 Service children: 19
Pupil Premium allocation this academic year	£113,530
Academic year or years covered by statement	21/22.
Publish date	October 2021
Review date	October 2022
Statement authorised by	Headteacher Mrs Joanna Ware.
Pupil Premium Leads	SENCO Esther knight/Pastoral Leads

Governor lead	Mr Nick Buckland
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### Disadvantaged pupil performance overview for last academic year

Progress 8	0.17 (all -0.08)
Ebacc entry	N/A
Attainment 8	38.35
Percentage of Grade 5+ in English and maths	21%

### Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools.	September 22
Attainment 8	Achieve national average for attainment for all pupils.	September 22
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools.	September 22
Other	Improve attendance to national average	July 2022

## 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. Visible Learning pedagogy to be adopted and all staff to complete modules.
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 (24%) 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. investment in a large Safeguarding Team with Year group specialist links.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• All teachers understand the precise learning and pastoral needs of PP students and those who are both PP and SEND.</li> <li>• 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.</li> </ul>
Projected spending	£45000 2x HTLA Pastoral Support workers Year 7 and Year 8

## 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' as well as purchasing Fresh Start Phonics. The Day and Sparx.

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. Data is regularly analysed and interventions actioned.
Priority 3	Chromebook access for each student in each subject area. Targeted study support clubs and online Google Classroom platforms.
What barriers to learning do 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	£30000 chromebooks and associated software packages (lease and insurance)

### 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.
Priority 2	Increased participation of PP students in enrichment activities and opportunities (including DfE, CCF and ambassadors) to work with industry.
Priority 3	Deployment of staff to create bespoke Year Group support Hubs.
Priority 4	Increased Parental involvement and support groups,
What barriers to learning do 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. £25000 appointment of Family Liaison officer.

### Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> <li>Ensuring enough time is given to allow for staff</li> </ul>	<ul style="list-style-type: none"> <li>Use of INSET days and additional CPD time, buy into MAST offers bespoke training meeting needs of PP students</li> </ul>

	<p>professional development</p> <ul style="list-style-type: none"> <li>• Teachers are supported in how to find information on their PP and SEND students via Arbor.</li> <li>• Teachers are supported in how to document differentiation and adjustments to the curriculum to meet the needs of PP and other disadvantaged students.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular updates within whole staff training to ensure understanding of Arbor and how to use it. Appointment of dedicated Arbor administrator and creation of a student support data team.</li> <li>• Adequate time is allocated to ensure teachers can plan and implement adjustments to curriculum and differentiation</li> </ul>
Targeted support	<ul style="list-style-type: none"> <li>• Additional staffing in order to support pupils with low level literacy and numeracy</li> <li>• Buying in of bespoke literacy and numeracy packages for all levels</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment of an additional T.A to support</li> <li>• Recruitment of a primary specialist trained teacher</li> <li>• Using expertise from a primary school within the trust and developing, implementing resources with the support of our primary colleagues. (Marlborough, Millbay, Stoke Damerel). Early Careers Teachers to spend time in these schools to understand how students learn to read.</li> <li>• Research and purchasing of packages based in research and school visits</li> <li>• CATs tests</li> </ul>
Wider strategies	<ul style="list-style-type: none"> <li>• Engaging hard to reach families</li> <li>• Motivating students with complex needs</li> <li>• Staffing in order to run the breakfast club</li> <li>• Creation of an attendance team</li> <li>• Improve Cultural Capital</li> </ul>	<ul style="list-style-type: none"> <li>• Newsletters to all via e-mail and website to ensure all parents have access to the latest developments.</li> <li>• Direct calls to parents to build relationships with the most vulnerable families, including home visits if necessary. Appointment of a Family Liaison Officer.</li> <li>• Open day events and support in getting to the events if required.</li> <li>• Engaging with external agencies such as PIASS, Social Services, youth work teams, MAST as and when required.</li> <li>• Recruitment of an Attendance Lead</li> </ul>

		<ul style="list-style-type: none"> <li>• Timetable of enrichment opportunities and increased participation of PP students in CCF and Ambassadors programme.</li> </ul>
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### Review: 2019- 2021 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 show a high percentage of lessons continue to be good or good with outstanding features.
Deployment of staff for academic interventions - breakfast club to focus on PP attendance	Breakfast club ran 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 and 2021
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 and 2021 results for Pupil Premium were as good or better than none Pupil Premium students. This trend is to be maintained.
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	This is an area of continued focus. Bespoke nurture groups, differentiated curriculums have been created and support staff assigned to these groups. CATs tests undertook for all new students and teaching strategies shared with all stakeholders,
Relentless focus on raising standards, particularly in books - WAGOLL and Presentation for learning. ELPs policy to eradicate low level disruption	A culture of 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%.
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