

Pupil Premium Strategy statement – UTC Plymouth

UTC Plymouth serves the community of Devonport, which is identified in the **English Indices of Deprivation 2025** as one of the most deprived wards in England. All **10 Lower-layer Super Output Areas (LSOAs)** within Devonport fall within the **20% most deprived neighbourhoods nationally**, with **4 ranked in the top 10% most deprived**. One LSOA (Devonport 001A) is ranked within the **top 1% most deprived nationally** (approx. rank 350 out of 33,755).

This context has a direct impact on the school's intake:

- **Income & Employment:** Over **30% of children in Devonport live in low-income households**, and unemployment rates are significantly above the Plymouth average.
- **Education:** Attainment at KS2 and KS4 in the ward is below the national average, with higher proportions of pupils entering secondary school below age-related expectations.
- **Health:** Life expectancy in Devonport is **up to 7 years lower** than in the least deprived areas of Plymouth, with higher prevalence of long-term health conditions.
- **Housing & Crime:** Devonport scores poorly on the **Barriers to Housing and Services** and **Crime** domains, reflecting challenges around housing stability and community safety.

For UTC Plymouth, this means that many students arrive with **lower prior attainment**, reduced access to cultural capital, and greater pastoral and safeguarding needs. It also highlights the importance of the school's role in **raising aspirations, providing high-quality technical and academic pathways, and ensuring that disadvantage does not limit opportunity**.

The school's improvement priorities are therefore shaped by this context:

- **Curriculum design** that is knowledge-rich, well-sequenced, and aligned to both academic and technical pathways.
- **Targeted intervention and use of data** to close attainment gaps and accelerate progress, particularly for disadvantaged students.
- **Strong safeguarding and pastoral systems** to address the wider challenges associated with deprivation.
- **Employer and university partnerships** that broaden horizons, provide authentic experiences, and raise aspirations beyond the local context.
- **Effective use of funding** (including Pupil Premium and 16–19 Bursary) to remove barriers to learning and ensure equity of access.

By situating its work within this context, UTC Plymouth demonstrates a clear understanding of the community it serves and a strategic commitment to improving life chances for all students, particularly those most affected by deprivation.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

School overview

Detail	Data
Number of pupils in school	594
Proportion (%) of pupil premium eligible pupils	44.78%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jo Ware – Executive Headteacher
Pupil premium lead	Leigh Hotchin
Governor	Peter Towell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£270,075.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£14,096.76

Part A: Pupil Premium Strategy plan

Statement of intent

Our Mission is to 'transform lives through learning' by facilitating a high quality, aspirational experience that ignites confidence and expands opportunities within STEAM related industries.

Our vision is driven by a profound and shared ambition to motivate and enable all young people to fulfil their potential, become outstanding citizens and make a positive contribution to the economic growth of the city. We are a centre of excellence for Plymouth in advanced manufacturing engineering underpinned by our STEAM centred curriculum. Our young people are offered outstanding learning opportunities in a broad range of subjects focusing on industry, innovation and technological competence. All barriers to success will be removed and no young person will be held back in their quest to become the next generation of engineers, scientists and environmentalists. We strategically use our funding to support under-resourced pupils in a range of ways:

1. Removing barriers to accessing physical educational tools so that pupils are ready to learn (equipment, knowledge organisers, uniform, revision materials, chromebooks)
2. Layers of staffing with specific and strategic areas of responsibility to champion our pupils
3. Enrichment, reward and experience based school culture

UTC Plymouth will:

- Have a designated senior leader who oversees the progress of pupil premium students.
- Have a named Governor for Disadvantaged Students

- Consider the challenges faced by vulnerable students such as those who have ever received free school meals, had a social worker or currently have one, and/or are young carers, asylum seekers or refugees
- Provide funding for disadvantaged students to access extracurricular opportunities and ensure they are represented in every aspect of school life
- Ensure that disadvantaged students are at the forefront of our school improvement KPIs.
- Our school will ensure high quality teaching is at the heart of our approach to ensuring good outcomes for our disadvantaged students. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

In addition, we will use the following guiding principles as part of our work in supporting under resourced young people:

We understand that attendance is fundamental to student success – we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

- All staff are aware of the disadvantaged students they teach or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations. This is our Belonging Strategy.
- We are warm yet strict and expect the highest of standards for every student, because we know that this will give them the greatest opportunities and success in their lives.
- We focus relentlessly on developing all students as individuals - their talents and their academic endeavours - and we acknowledge and address the unique barriers they face.
- We develop disadvantaged students as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity; proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. Students are prioritised for careers advice and work experience.
- We develop strong links with universities and employers to encourage all students to broaden their horizon in the field of Engineering.

Challenges

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

Challenge number	Detail of challenge
1	<p>Belonging Strategy</p> <p>Impact of low attendance on creating a sense of Belonging. Poor attendance impacts outcomes as well as student behaviours. The Southwest has the highest absence rates nationally (9%) and Plymouth local authority has the fourth highest absence rate across the country (9.8); a culture of good attendance is not yet established across the community. UTC's absence rates are higher than the national, region and city, particularly for those students who have persistent absence (<90%) and severely absent (<50%). Creation of an attendance team - to include: SLT, FLO, safeguarding Lead, Senco, EWO and year group champions.</p>
2	<p>Literacy and Numeracy Strategy</p>

	<p>Improving outcomes with a focus on targeted support - Additional staffing in order to support pupils with low level literacy, numeracy and low aspirations. Assessment cycles and data analysis expectations for all staff members linked to the graduated approach. Reading is the route to accessing the whole of the secondary curriculum. On average, disadvantaged students have a reading age below chronological age on entry, causing lower attainment and progress across the curriculum. Assessments, observations and discussions with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. Transition information at the point of entry shows that more of our disadvantaged students arrive below age-related expectations compared to their peers. Assessments on entry New Group Reading Tests in Year 7 in the last two years indicate that there are on average lower standardised scores in reading and comprehension between disadvantaged students and their non-disadvantaged peers</p>
3	<p>Removing barriers:</p> <p>Purchase of bespoke literacy and numeracy packages for all levels. Purchase of resource packs and planners for all students. The gap in progress 8 and attainment 8 scores between disadvantaged students and non-disadvantaged students is still evident (see data) non-disadvantaged students still make more progress than their peers although the gap has reduced.</p>
4	<p>Inclusion Strategy</p> <p>Motivating students with complex needs continues to be at the heart of the plan - the creation of The Inclusion Team underpins our strategy to include: A Behaviour Lead, SEND Lead practitioner, Family Liaison Officer and Inclusion Lead. We are working hard to engage our families and address barriers.</p>
5	<p>Relationships and behaviours</p> <p>Even though there has been a significant focus on professional behaviours, many students have not yet developed the social skills that will equip them to be successful in a wide range of social situations in life; e.g. conversations, discussions, interviews, meetings, negotiations. For a few students, this impacts on their ability to access their learning, behave well and interact with positive outcomes. The representation of disadvantaged students appearing in the lesson removal and suspension data has been reduced but there are still disadvantaged students who miss their learning because they are still learning social skills.</p>
6	<p>Enrichment Opportunities</p> <p>Improved cultural and social capital through the development of The Wellbeing Faculty. The school has made progress in the representation of disadvantaged students in all areas of school life. This includes acting as Student Ambassadors, Community Ambassadors and Anti-bullying Ambassadors (40% are SEND/Disadvantaged.) There are still some students from disadvantaged backgrounds that are not yet participating as much as they could in wider opportunities outside the classroom and beyond the school day. Missing these opportunities has the potential to place them at higher risk of physical or mental health difficulties in adulthood</p>
7	<p>Working in partnership with parents</p> <p>Many parents of students eligible for the Pupil Premium are not represented at school events, meetings or parent voice activities. The school needs to understand the reasons for this by working closely with parents and getting</p>

	their perspectives on what is and isn't working for their children in the school.
8	Developing Zones and Routines In order to create a sense of belonging as well as meet the needs of students, key stage zones are created including a daily breakfast club for our students. We know that many students come to school hungry and this impacts on learning.
9	'Engineer your Career - developing an identity' We deliver a careers focused curriculum with a STEAM focus so that students, especially those who are disadvantaged, have a clear pathway mapped for their future. We have regular opportunities to work with industry partners so that students are inspired. We have high aspirations underpinned by real life experiences and opportunities to meet alumni.
10	Access a broad and balanced education Since 2017 the numbers of students in LA commissioned alternative provision places have increased from 3000 to 32000 places nationally. There is a similar increase for the numbers of students who attend school on a part time basis. Disadvantaged students are significantly overrepresented in this provision. For students who attend these settings the curriculum is narrowed, and this reduces their opportunities in life. We are committed to ensuring that adaptive provision and adaptive teaching and learning enables increasing numbers of students to access a broad and balanced curriculum

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. Attendance will be in line with national because students enjoy coming to school.	<ul style="list-style-type: none"> • Overall attendance will be >94% • Attendance of less than 90% will be below 10% • Attendance of less than 50% will be below 2%
2. The results that students achieve give them a wide range of choices into further and higher education. (FFT 50)	<ul style="list-style-type: none"> • 80% or all students achieve Grade 4 or above • 60% of all students achieve Grade 5 or above • 20% of all students achieve Grade 7+ (13%?) • Average grade at Year 13 - Dist+ for Level 3 (MMM)
3. By the end of the academic year the number of disadvantaged students in each year group who are taking part in extracurricular activities will have increased	<ul style="list-style-type: none"> • Attendance records to clubs, trips and residential activities show that students in receipt of pupil premium are increasing by 10% each term.

<p>4. Student progress is accelerated, and more students are achieving top grades in Year 11 and Year 13.</p>	<ul style="list-style-type: none"> • Attainment is in line with or above national and there are no gaps between lower attaining, higher attaining and SEND disadvantaged and non-disadvantaged students
<p>5. Reading standardised scores will increase, and students will find all aspects of the curriculum accessible.</p>	<ul style="list-style-type: none"> • All students have reading standardised scores that are in line with their chronological ages, and this is reflected in their attainment • Attainment 8 score 9.8 or above across the cohort • English and Maths 4+ is 65%
<p>6. By the end of this academic year, the numbers of students on reduced timetables, external AP will have reduced.</p>	<ul style="list-style-type: none"> • All students on a reduced timetable will have completed a Return to School plan or a Return to Lesson plan. • There will be a 50% reduction in reduced timetables • There will be a reduction in the number of students accessing Alternative Provision.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £98,505.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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. Appointment of a designated Data Lead to produce regular reports for teachers to action IAPs.</p>	<p>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.</p>	<p>1 - 10</p>

Strategic tracking of students so that targeted intervention and support can take place through purchasing of SISRA and creation of a Data Team.	Precise tracking is imperative for staff to 'know their students' and meet their individual needs.	1, 2, 3, 6
Increased support for teachers in addressing the pastoral and wellbeing needs of all students who are doubly disadvantaged.	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. There has been a deliberate investment in a large Safeguarding Team with year group specialist links. Our Character Curriculum, weekly learning review and PSHE curriculums have been deliberately mapped to support in this area.	1,4,5,6,7,8
Support students in the areas of reading, writing and oracy (particularly phonics, reading aloud, spelling and comprehension) through the development of our Progress Support Centre Team. Appointment of a Literacy Lead and implementation of GL Assessments.	Our data identifies this as an area of need to support academic progress and life long skills for the future.	2,3,7,10

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

Budgeted cost: £95,622.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support the progress in literacy and numeracy for PP students across all year groups in order to raise their achievement in line with non-disadvantaged students	A particular focus will remain on improving 'grammar for writing' through English Literacy hours and embedded skills through English SOLs, as well as purchasing bespoke literacy packages including: Bedrock, The Day, Lexia, Votes for Schools and Sparx Reader.	1,2,3,4,10
Senior Leadership and middle leadership focus on raising attainment for	All staff have a relentless focus on closing the gap in their own subject areas. Data is regularly analysed and interventions actioned. Our	1-10

disadvantaged students	Designated PP Champion is our Data and Assessment Lead. Progress and interventions are tracked each Term. KS4 plan of targeted interventions. KS3 Literacy plan led by specialists.	
Laptop access for each student in each subject area.	Targeted study support clubs and online Google Classroom platforms allow easy access for all students.	3
Removing barriers: Purchase of resource packs and planners for all students.	Students need the tools to learn as well as the support for their basic skills. Organisation and preparedness is also key therefore we focus on ensuring all students are equipped.	3

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

Budgeted cost: £90,043.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. Creation of extended PSC Team to nurture and support.	1-10
Increased participation of PP students in enrichment activities and opportunities (including DofE, CCF, Eco School and Ambassadors) to work with Industry	Cultural capital and enrichment is at the heart of driving forward high aspirations.	1,6
Reduce FTEs for PP students through formation of an Inclusion Centre and an Inclusion Team	Whole school priority. We are trialling a new approach to onsite support packages to meet the needs of students at risk of PEX. Triage Team formed made up of the Pastoral ELT, Inclusion Lead, Senco and Behaviour Lead.	1,10
Appointment of an ELT Inclusion Champion and ELT Health and Wellbeing Faculty Lead	The national picture demonstrates the need to have a precise Inclusion and Wellbeing drive to improve a sense of belonging, identify need and ensure bespoke support is actioned. This includes: Transition, admissions/onboarding and tracked enrichment experiences.	1,10
Attendance of PP Students and	Support needed for specialist clothes and equipment. Rapid growth is	6

<p>attendance within wider curriculum activities to support opportunities for all.</p>	<p>impacting on site space, but plans are in place. Inclusion Curriculum to be developed in line with the rest of the school.</p>	
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

National assessment data, as well as internal summative and formative assessment data, is used to analyse the performance of our Pupil Premium students, across key stages, relative to non-Pupil Premium peers within the college as well as Pupil Premium and Non-Pupil Premium students nationally.

Outcomes for disadvantaged students in 2025 have improved upon previous years. Outcomes for all students at UTC Plymouth improved and, subsequently, despite the attainment gap between disadvantaged students at UTC Plymouth and disadvantaged students nationally reducing significantly, the attainment gap between disadvantaged and non-disadvantaged students in the centre increased slightly across all National measures.

Caution needs to be given in the application of P8 and A8 measures as UTCs are exempt in order to enable facilitation of a technical basket of qualifications. Regardless of this, we have seen an improvement in A8 scores for disadvantaged students of 6.32 between 2024 and 2025, while basic outcomes have improved by 20.5% (EM grade 9-5) and 11.1% (EM grade 9-4). It is still very much our vision to eradicate the progress gap between Pupil Premium and Non-Pupil Premium students within our context as well as raise the attainment profile of our cohorts to be in line with or exceed National benchmarks.

Measure for disadvantaged students	School 23/24 DS	National DS 23/24	National Non-DS 23/24	School 24/25 DS	National DS 24/25	National Non-DS 24/25
P8	-1.26	-0.5	0.16			
A8	24.58	25.9	50	30.90	34.6	50
% 5+ EM	3.7	25.8	52.4	24.2	25.8	53.1
% 4+ EM	22.2	43.4	65.1	33.3	43.4	65.0

Measure for disadvantaged students	School 23/24	National DS 23/24	National Non-DS 23/24	School 24/25	National DS 24/25	National Non-DS 24/25
% Attendance	80.53	86.0	91.1	78.4	88.2	92.3
% PA (<90%)	61.4	42.5	25.6	59.7	34.4	21.1
% Attendance to clubs				42		
% DS student ambassadors	22			32		

Attendance is identified as a significantly influential factor in student outcomes, with clear correlation between attainment and attendance band. Attendance for disadvantaged students during term 1 of 2025 is 81.5% which is consistent with the previous year. There is a slight reduction in students falling into the PA band however this needs to improve. A significant overhaul of attendance processes, support, and incentivisation is in place, with a clear focus upon student belonging and reducing barriers to school attendance. This will be closely monitored and reviewed during both term 2 and 3 of the academic year to improve attendance at pace.

A strong indication of belonging is demonstrated in the attendance of Pupil Premium students to clubs, whose participation of 42% is slightly below non-Pupil Premium peers but is now being directly tracked and targeted. Our offer is expansive and student voice is driving this provision with Pupil Premium students prioritised in feedback.

Externally Provided Programmes

Programme	Provider
Lexia	Lexia Learning
Sparx Maths, English, Science & Classroom	Sparx Learning
Seneca	Seneca Learning
Bedrock	Bedrock learning
Unifrog	Unifrog