



Pupil Premium Strategy Statement – UTC Plymouth 2023/2024

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

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 2023-2024 is as follows:

Pupils who are eligible for free school meals, or have been eligible in the past 6 years - £1035

Pupils previously looked after by a local authority or other state care - £2530

Children who are looked after by the local authority - £2530

Students from families who have a family member serving in the armed forces are allocated £335

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

School Overview

Detail	Data
Number of pupils in school	558
Proportion (%) of pupil premium eligible pupils	40.3%
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)	23/24
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Jo Ware
Pupil premium lead	Bex Waters
Governor / Trustee lead	Nick Buckland

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£246,557 (reviewed 01.11.23)
Recovery premium funding allocation this academic year Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.	£58,650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£26,000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£331,207

Part A: Pupil Premium Strategy Plan

Statement of Intent

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 by John Hattie.

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.

The key principles of our strategy is underpinned by our Graduated Approach system. We aim to remove barriers to successful learning at a universal, targetted and specialist level. Our pupil premium expenditure is used to support our whole school vision and collective efficacy. No student should be left behind.

UTC Plymouth has seen a recent decrease in the number of students qualifying for the Pupil Premium. This could be due to a number of factors including our wide, diverse catchment areas - seeing many students travelling long distances to attend or specialist STEAM college. Despite this, we still have a higher than average proportion of Pupil Premium students and are aware that many more of our families have no recourse to public funds, internet access at home or personal devices. Running alongside our focus to support PP pupils is the catch up strategy, with a commitment to supporting these families through our wider strategies.

The impact of Covid-19 continues and, therefore, our most vulnerable students are in need of a triangulated support network. We use our safeguarding, behaviour and attainment data to ensure we give students the most appropriate means of support. Ultimately, we aim for all of our students to be as successful as possible by removing barriers to learning. No student should be held back due to their background. At UTC Plymouth, we are passionate and relentless in our drive to support our young people and their families. They are the next generation.

The following table details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Higher than average FSM/PP student demographic where many families are struggling with the cost of living. We need to ensure that we support by providing low cost uniform and equipment, as well as making the cultural and social opportunities available.
2	Staff need the training and support to understand the challenges faced by our student demographic. Teachers need to be supported/trained in using our tracking system via Arbor (MIS) and understanding strategies linked to the school development plan.
3	Teachers must be regularly supported in how to document differentiation and adaptation to the curriculum to meet the needs of PP and other disadvantaged students.
4	Targeted Support is key – Additional staffing, testing packages and intervention training in order to support pupils with low level literacy and numeracy is imperative to the success of our strategy.
5	Wider Strategies – Engaging hard to reach families is an ongoing challenge and priority.
6	Collaborating and accessing support from outside agencies.
7	Improvement of our cultural and social capital offer- new House Point Scheme and creation of the Wellbeing Faculty
8	Staffing in order to run the additional provisions eg Progress Support Centre, Breakfast clubs etc
9	Expansion of the Careers Team to raise aspirations.
10	Improving attendance to reach the national average.

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
------------------	------------------

Outcomes for disadvantaged students will improve.	Results in line with the national average, particularly the basics measure. Gap closed between PP and all students.
Staff to continue to improve strategies for supporting disadvantaged students both inside and outside the classroom.	CPD/QA/New PSC Team - Ensuring enough time is given to allow for staff professional development
Improved use of assessment to identify gaps and strategies for interventions.	<ul style="list-style-type: none"> • Purchase of GL Assessment • Literacy and numeracy packages • Develop Secondary assessment strategy • Development of Trust wide assessment calendar and STOPS with a dedicated team of analysts.
Supporting outcomes for disadvantaged children to be at the heart of all areas of school improvement.	<ul style="list-style-type: none"> • PP Champion • Creation of Wellbeing Faculty and ELT Lead • Staff CPD programme • Development of experts within the Progress Support Centre. • QA schedule. • SISRA.

Activity in this Academic Year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £123,360.24

Activity	Evidence that supports this approach	Challenge number(s) addressed
Research-based CPD to provide the best strategies for supporting disadvantaged students within quality first	Teachers understand who their Pupil Premium students are alongside those that are doubly disadvantaged and fall under the	1,2,3,4,5,7, 10

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.	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. 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.	
Strategic tracking of students so that targeted intervention and support can take place through purchasing of SISRA and creation of a Data Team.	Regular assessment, review and feedback will ensure timely gaps are identified and interventions planned. Purchase and clear STOPS linked to SISRA for all levels: class teacher, MLT, ELT, SLT.	2,3,4,5,7
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.	2,3,7
Targetted support for students in the areas of reading, writing and oracy (particularly phonics, reading aloud, spelling and comprehension).	Development of our Progress Support Centre Team. Appointment of a Literacy Lead and implementation of GL Assessments as a research based tool for monitoring and diagnostic identification of need.	1,2,3,4

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

Budgeted cost: £144,418.08

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' as well as purchasing bespoke literacy packages including: Bedrock, The Day, Votes for Schools, Tassamai and White Rose.	1,2,3,4,5,
Senior Leadership focus on raising attainment for disadvantaged students - number 1 priority on School Development Plan	All staff have a relentless focus on closing the gap in their own subject areas. Data is regularly analysed and interventions actioned. Our QA programme focuses on diagnosis and targeted support each term. Evidence shows that outcomes improve through whole school collective efficacy. This is at the centre of our vision, values and CPD programme linked to appraisal. ELT have been created with clear roles linked to championing the needs of disadvantaged students.	2,3,4,7,8,9
Chromebook access for each student in each subject area.	Targeted study support clubs and online Google Classroom platforms.	1,2,3,4

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

Budgeted cost: £63,428.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased attendance rates for pupils eligible or PP to include participation in Breakfast Club.	Audit shows over 60% of PP students do not eat breakfast. Create new PSC Team and Breakfast Club area.	1,2,8,10
Increased participation of PP students in enrichment activities and opportunities (including DofE, CCF, Eco School and Ambassadors) to work with Industry	Our school day has been modified so that clubs and experiences can run daily both at lunchtime and afterschool. All staff have this as a directive.	1,2,5,7,8
Reduce FTEs for PP students through formation of an Inclusion Centre (Progress Support Centre)	Our tracking shows that the majority of students with FTEs are PP. We have therefore created a new Inclusion Centre and team of experts with the sole responsibility of supporting students with their adaptive needs. We have a whole school drive, supported by the SDP on High Quality Adaptive Education.	1,2,3,4,5,6,7,8,10

Appointment of an ELT PP Champion	Creation of new ELT team with a dedicated PP Champion with strategic oversight of Inclusion, PSC and student BSPs.	All (1-10)
Strategic monitoring of the attendance of PP Students and attendance within wider curriculum activities to support opportunities for all.	Creation of an attendance team across UTC Plymouth and Millbay Academy overseen by the newly appointed Assistant Head. Purchase of an external EWO service across the Trust.	1,2,3,4, 10

Total budgeted cost: £331,207

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our plan is part of a 5 year drive for improvement. We are continuing with the same priorities as previous years:

Review from 2022-2023

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. All staff are to have a	2020 results and 2021 results for Pupil Premium were as good or better than none Pupil Premium students. This trend is to be maintained.

relentless focus on closing the gap in their own areas.	
Increased attendance rates for pupils eligible for PP	Attendance for Pupil Premium students for 22/23 was an average of 83%. This is 2.3% less than the national average of 85.3%. It should be noted that the top 5% of persistent absentees are in-year or panel placed students with a history of poor attendance. They account for a dip of 4% in overall average.
Parental involvement	Parents' response to school communications is positive with regular feedback received. A strategy of communication using newsletters, our website, emails and social media has increased parent involvement for all students. This was recognised in our Ofsted report from February 2023.
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 undertaken 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%.

EEF toolkit - most cost-effective strategies	Other strategies offering high potential impact
<p>1. Feedback (Feedback EEF).</p> <p>2. Metacognition Metacognition and self-regulation EEF</p> <p>2. Oral Language Interventions Oral language interventions EEF</p> <p>3. Mastery learning (Mastery learning EEF).</p> <p>4. Reading comprehension (Reading comprehension strategies EEF).</p> <p>5. collaborative learning Collaborative learning approaches EEF</p>	<p>1. Parental involvement</p> <p>2. Adapted and flexible curriculum pathways</p> <p>3. Regular data collection across all year groups to support effective intervention</p> <p>4. Strong pastoral systems and focus on wellbeing and mental health</p> <p>5. Counselling support and mentoring</p>

6. Oral Language Interventions [Oral language interventions | EEF](#)

7. Phonics [Phonics | EEF](#)

6. Regular opportunities for enrichment to raise aspirations

7. One-to-one/small group tutoring

Our progress data shows that we still need a relentless focus on improving outcomes for all students and especially our disadvantaged students. At UTC Plymouth, our KS4 students joined us after their KS3 education. As a result, many students have been to at least two previous schools. The establishment of our pastoral teams and Progress Support Centre has been a necessary focus of our pupil premium strategy. We are now changing gear to focus on our assessment, QA and CPD programmes so that staff are empowered with the knowledge and skills to support all students effectively and secure impact.

Year 11

National assessment data for 2023 reports overall cohort P8 at -1.13 and disadvantaged -1.47. Local P8 is 0.02 and national 0.17. A8 for the cohort is 30.4 and disadvantaged 22.3. Local A8 is 49.2 and national 50.2. Reported figures are negatively impacted as the cohort do not fill all subject buckets required for P8/A8 calculation, however there remains a gap (progress gap of -0.34 and attainment gap of 8.1).

Further considerations; progress and attainment has been further impacted by the Covid-19 pandemic, with significant student and staffing impact on attendance. All students in the cohort started at or after year 9, and so progress across KS3 is not accounted for, and there is significant correlation between attainment and attendance. All of these factors will impact student attainment and will have impacted centres differently.

Year 10

Progress and attainment judgements are based upon internal mock assessment and NEA completion/submission. To provide an indication of progress against national cohorts we employ SISRA's Subject Progress Index (SPI measure) and against 2022 progress measures. Based upon this our cohort progress is indicated at -0.79, with disadvantaged student progress at -1.07 (45% of the cohort) and non-disadvantaged progress -0.58.

KS3

At KS3, in the absence of national progress and attainment benchmarks, we use a holistic approach to assessment, making progress judgements based upon the evidence observed on student understanding against pre-defined criteria in lessons as well as periodic summative assessments. Based on these assessments our disadvantaged progress judgements are as follows:

Year 7: 47.5% of the population are categorised as disadvantaged. Of this 75.4% (non-disadvantaged 83%) have been reported as making expected or greater progress.

Year 8: 42.1% of the population are categorised as disadvantaged. Of this 71.7% (non-disadvantaged 84%) have been reported as making expected or greater progress.

Year 9: 43.3% of the population are categorised as disadvantaged. Of this 79.6% (non-disadvantaged 83%) have been reported as making expected or greater progress.

Externally Provided Programmes

Programme	Provider
Bedrock Literacy	Bedrock
The Day	The Day News & Media Ltd
Votes for Schools	Votes for Schools
Tassamai	Tassamai Ltd
White Rose Maths	White Rose Education
Flash Academy	Flash Academy

Service Pupil Premium Funding

How our service pupil premium allocation was spent last academic year

All MOD children identified and a Services Lead established. Recognition and activities on the lead up to Remembrance Day. Opportunities to join our Combined Cadet Force. Sympathetic, structured Character Curriculum and whole-school events acknowledgement throughout the academic year. Strong links with Royal Navy and Industry partners which includes a focus on trips and visits.

The impact of that spending on service pupil premium eligible pupils

All service students are strongly encouraged to be part of our whole school cultural and enrichment culture. Our whole-school values and events ensure that the lives of our armed forces, past and present, are recognised with empathy and pride. As a result, we have a consistent pipeline of students joining the armed forces. We also have different support networks available to our students.