

UTC Pupil premium strategy statement

1. Summary information					
School	UTC Plymouth				
Academic Year	2017/18	Total PP budget	£21500	Date of most recent PP Review	Sept 2017
Total number of pupils	74	Number of pupils eligible for PP	22	Date for next internal review of this strategy	Sept 2018

	<i>Pupils eligible for PP (your school)</i>
% achieving 4 and above at English and maths	25%
% achieving 5 and above at English and maths	5%
Progress 8 score average English (from 2017/18)	-1.85
Progress 8 score average English (from 2017/18)	-0.79

2. 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.	Literacy and numeracy skills entering Year 10 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year10. CAT scores indicate minimal progress made through KS3.
B.	Year 10 pupils coming in frequently have had poor experiences in school and are disengaged with low expectations for work, behaviour, uniform and attendance.
C.	Behaviour issues for a small group of Year 11 pupils (mostly eligible for PP) is having detrimental effect on their academic progress and that of their peers.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for pupils eligible for PP are 84% (below the target for all children of 95%. This reduces their school hours and causes them to fall behind on average.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy and numeracy for Year 10 and 11 pupils eligible for PP.	Pupils eligible for PP in Year 10 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 at 6 weekly intervals through the year.
B.	Improved behaviour for learning for year 10 and 11 across the college.	Pupils eligible for PP are provided with uniform where necessary, have improved attendance and there is evidence of progress accelerating due to improved behaviour for learning. This will be evidenced through weekly learning walks, behaviour tracking systems and Data Driven Instruction.
C.	Behavioural issues of Year 10 addressed.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
D.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 84% to 95%.

4. Planned expenditure

Academic year

2017/18

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

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved Year 11 literacy	Timetabled Functional Skills lessons Small group interventions with specialist HTLA/LSA One – to – one intervention for targeted pupils. Reduced group sizes for English.	Evidence from Sutton Trust reading comprehension strategies Evidence from Sutton Trust regarding targeted use of intervention	Six weekly monitoring through Data Driven Instruction Learning walks to monitor engagement LSA/HTLA provide weekly feedback to SLT for progress IGCSE results	Elle Edwards	Half termly
A. Improved Year 11 Mathematics for low ability students	Small Groups for students Introduction of c/w based BTEC mathematics	Small group tuition evidence of moderate impact (Sutton Trust) 4+ months progress	HJO to monitor work and lesson planning with teachers. IGCSE results DDI and BTEC coursework monitored	Helen Johnston	Half termly

B. Improved behaviour for learning for year 11 across the college.	Use of smaller groups, Attendance Focused PSHE lessons Small tutor groups	Sutton Trust evidence of High Impact 8+ months for meta-cognition and self regulation approaches - using behaviour scores as a method for student self evaluation	Behaviour tracking systems Learning walks Observations	Helen Johnston	Weekly
Total budgeted cost					£17,500
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved behaviour for learning for year 11 across the college.	Provision of uniform and equipment	Students are encouraged to feel that they are not marginalised or judged according to their appearance. They arrive to lessons with the correct equipment	Learning walks Observations	Polly Lovell Helen Johnston	October 2017
B. Pupil Premium breakfast	Provide free breakfast for pupil premium students	Research indicates students make better progress if they have had a healthy breakfast Free breakfast encourages students to attend and be punctual	Monitored daily	Elle Edwards	January 2018

Total budgeted cost					£2490
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. Increased attendance rates	Attendance officer to monitor pupils and follow up quickly on truanancies. First day response provision. Subsidised travel for students using public transport	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing of attendance officer about existing absence issues. PP coordinator, attendance officer, head etc. will collaborate to ensure new provision and standard school processes work smoothly together. Same day calls for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable. Personalised support and assertive mentor assigned to each PA pupil eligible for PP. Attendance and progress discussed weekly with mentor. Use of EWO to make home visits for students not attending	Helen Johnston	Jan 18
C. Problem behaviour in Year 11 addressed	Identify a targeted behaviour intervention for identified students.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Ensure identification of pupils is fair, transparent and properly recorded. Use mentors to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.	Nick Griffiths/Elle Edwards	Jan 18
Total budgeted cost					£1320

5. Review of expenditure				
Previous Academic Year		2016/2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
A. Improved Year 10 and 11 literacy	DEAR Focus on reading comprehension in English	Evidence of raised attainment in schools which introduced DEAR. Evidence from Sutton Trust reading comprehension strategies	DEAR wasn't successful as hoped due to issues with student engagement. Various options were tried including a rolling timetable and tutor periods. Replaced with once weekly silent reading in tutor. Library established.	
A. Improved Year 10 and 11 Literacy and Numeracy	Small Group Functional Skills class for Maths/English	Small group tuition evidence of moderate impact (Sutton Trust) 4+ months progress	Functional Skills results were good and indicated students made good progress in literacy. English results did not indicate that this carried across. More focus on small groupings and intervention for English required.	
B. Improved behaviour for learning for year 10 and 11 across the college.	Focus on training for Growth Mindset	Sutton Trust evidence of High Impact 8+ months for meta-cognition and self regulation approaches	Students struggled to engage with this process. They required a simpler, more visual system of rewards therefore behaviour scoring and golden time introduced.	
B. Improved behaviour for learning for year 10 and 11 across the college.	Small mentor groups which focus on daily learning journals and core competencies	Sutton Trust evidence of High Impact 8+ months for meta-cognition and self regulation approaches	Tutors struggled to deliver this and students found it very paper based. Moved to an online system of UNIFROG which has been much more successful. Tutor time is now used for this and discussion on world affairs and FBV.	

ii. Targeted support				
Desired outcome	Chosen action/approach	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
A. Improved Year 10 literacy progress	Small reading groups during DEAR time for struggling students to read out loud	Some students struggle with dyslexia and very low literacy and need support to be able to access reading.	DEAR failed to engage students as an opportunity to read. Students required more one to one support and targeted intervention.	
B. Improved behaviour for learning for year 10 and 11 across the college.	Provision of uniform and equipment	Students are encouraged to feel that they are not marginalised or judged according to their appearance. They arrive to lessons with the correct equipment	Intervention proved successful and to be continued	
iii. Other approaches				
Desired outcome	Chosen action/approach	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
D. Increased attendance rates	Attendance officer to monitor pupils and follow up quickly on trancies. First day response provision. Subsidised travel for students using public transport	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Use of EWO helped monitor students with significant attendance issues, More structured recording of attendance and monitoring required.	
C. Problem behaviour in Year 10 addressed	Identify a targeted behaviour intervention for identified students.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.	Students required more specialist assistance than staff were able to provide. Investigate Alternative Provision possibilities.	

