



## UTC Plymouth Pupil Premium Profile and Strategy Statement

### 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. 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 aim to maximise the achievement of vulnerable students in our care. The Pupil Premium Grant per child for 2017-2018 is as follows:

- Pupils recorded as Ever 6 FSM are allocated £935
- Looked after children (LAC) are allocated £1,900
- 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 £1,900
- Students who have a family member serving in the armed forces are allocated £300

The government allows schools to decide how the pupil premium is spent since 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.

### Context

Percentage	2017/2018	2018/2019
FSM	13%	31%
FSM 6	42%	15%

## Pupil Premium Received

	2017/18	2018/19
FSM 6	£20900	£13090
FORCES	£600	£300
LAC	£0	£0

## 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> ).	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

Peer tutoring ( <a href="http://bit.ly/2paVIOo">http://bit.ly/2paVIOo</a> )	7. one-to-one tutoring
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### Staff involved in monitoring Pupil Premium outcomes

Staff role	Name	responsibility
<b>Principal</b>	Polly Lovell	Overall responsibility for budget and Pupil Premium provision.
<b>Governor</b>	Nick Buckland	Governor oversight for Pupil Premium provision.
<b>Vice Principal</b>	Jo Ware ( <a href="mailto:jo.ware@utcplymouth.org">jo.ware@utcplymouth.org</a> for any enquiries)	Pupil Premium Champion and oversight of interventions, expenditure and impact ensuring students receive an enriched academic experience with no barriers.
<b>All Teaching staff</b>	See staff page	Responsible for a suitable curriculum, targeted interventions and referrals of necessary support.
<b>Attendance Team</b>	Jo Ware(VP) Mike Hall Sarah Beveridge	Tracking attendance and ensuring support when and where needed.
<b>Intervention Staff</b>	Mike Hall (Intervention Manager) Sophie Wood, Jasmin Chapple (LSA Team)	Delivery of personalised literacy, numeracy and revision packages.

Summary information					
School	UTC Plymouth				
Academic Year	2018/19	Total PP budget	£13500	Date of most recent PP Review	Sept 2018
Total number of pupils	81	Number of pupils eligible for PP	15	Date for next internal review of this strategy	Sept 2019

Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Progress 8 score average (from 2016/17)	N/A	0
Attainment 8 score average (from 2016/17)	N/A	46

	<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 Maths (from 2017/18)	-0.79

Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	

	Improve the levels of literacy and numeracy for students on arrival, which could prevent them from making good progress in Year 10. KS2 APS 27.6-PP, 27.7-non-PP. Verbal CAT score average 91.9 PP 92.7 none-PP. Quantitative CAT score average 94.4 PP 90.3 Not PP. CAT scores indicate minimal progress made through KS3 Average 1 level of progress for English and 1.3 for maths.
<b>B.</b>	Raise self-esteem, confidence and resilience for PP students, in particular PP HAPs.
<b>C.</b>	Support parents to give academic support for students to become independent learners.
<b>Additional barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</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. Pupil Premium attendance ? At KS3 91% Non Pupil Premium attendance At KS3 89% ( students) <b>gap: 2%</b>

<b>Intended Outcomes</b> ( <i>specific outcomes and how they will be measured</i> )		
		<i>Success criteria</i>
<b>A.</b>	High levels of progress in literacy and numeracy for Year 10 and sixth form for 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>B.</b>	Increased attendance rates for pupils eligible for PP	From 91% at KS3 to 95%
<b>C.</b>	Increased outcomes across all core subjects	Progress 8 data for English and maths to be minimum 0. Increased achievement of grades 4+ and 5+. 0% gap
<b>D.</b>	Increased participation in enrichment activities and opportunities to work with industry.	Participation proportional to non pupil premium.

<b>Planned expenditure</b>					
<b>Academic year</b>		<b>2018/19</b>			
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.					
<b>i. Quality of teaching for all</b>					
<b>Action</b>	<b>Intended Outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Research based CPD to provide the best strategies for supporting disadvantaged students and underpin quality first teaching	To ensure that latest research is reviewed and adopted if relevant.	It is important to regularly review and reflect on the latest findings. The Sutton Trust Toolkit will be used as a basis for research enquiries and best practice used to underpin CPD.	Weekly CPD based on outcomes of lesson observations and learning walks. Internal reviews of PP strategies and review of action plan.	JWA	Termly
Deployment of support staff for academic interventions - PP breakfast club	PP students who are falling behind in areas of literacy, numeracy and presentation to provided with support. Students who are excelling to be rewarded for their efforts.	Students who are PP and have barriers in Literacy/numeracy and presentation have been identified using CATs/WRAT/initial assessment data and work scrutinies.	The interventions will be reviewed termly for impact and attendance. Standards of books happen every half term as part of the CPD schedule.. Those who need it, will also receive handwriting support.	JWA	Termly
Academic Support Plan programme to target specific barriers with oversight by the PP Champion	Students to be supported with any academic barriers through a system of support. Students to work with designated member of staff and data reviewed regularly.	Due to the relatively small numbers of PP students, it is possible to meet with students individually, review their progress and offer support to overcome barriers.	Academic Support Plans will be regularly reviewed and triangulated with cycle data and DDI.	JWA	Termly

**Total budgeted cost**

£5,000

**ii. Targeted support**

<b>Action</b>	<b>Intended Outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Leadership focus on raising attainment for disadvantaged students led by PP Champion. All staff to have a relentless focus on closing the gap in their own areas.	Aspirational outcome of 0% gap in outcomes  +0.2 progress Improved outcomes for PP students, especially at Ks4	All teachers and TAs are aware of who the disadvantaged students area and recorded on seating plans and on trackers 100% of disadvantaged assessed work to be marked in detail, in-line with the school marking policy – there is no difference in marking frequency and feedback quality with non disadvantaged students . All staff understand that being a disadvantaged student does not equate to lower ability PP HAPs are main priority group	Book sampling/marking scrutiny learning walks and lesson observations  Quality Assurance checks  Aspirational enrichment trips  Curriculum Collapse sessions  Regular CPD	JWA	half-termly

Increased attendance rates for pupils eligible for PP	Improved outcomes for PP students, especially at Ks4.	Improved attendance has shown to directly correlate with improved outcomes. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf</a>	Weekly attendance meetings with SLT and EWO Daily attendance monitoring and phone calls home Early intervention for poor attendance - home visits by EWO Return to school forms completed for all returning students	Attendance Team	Termly
Parental involvement	Parents to have regular involvement with the college in order to support their child's progress and remove barriers.	Research shows that parental engagement is key in a joined-up approach to a child's education.	Parents will have regular parent's evening and invited in to celebrate their child's achievements on a termly basis. The Principal will write a weekly blog and hold extra intervention meetings if/when needed with herself and/or the PP Champion.	PLO	June 2019
<b>Total budgeted cost</b>					£4,000

### iii. Other approaches

Action	Intended Outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Deployment of support staff esp lit/num interventions	Study centre for targeted student support inc e-learning and extended use of chromebooks for independent learning	Implementation of CATs, Lit/Num and handwriting packages in order to close gaps for those who need it (data scrutiny)	Review of impact after each 6 week cycle. Student PSP reviews and student voice following the intervention.	JWA	June 2019
Relentless focus on raising standards, particularly in books. BfL policy to eradicate low level disruption	All staff and students will follow a consistent policy in order to raise standards and expectations.	Promotion of high aspirations and standards is vital for preparation for the workplace. Removal of barriers by providing all students with stationery.	Regular book scrutiny and celebration of practical work. Reflection meetings and Academic Support Plans for students requiring support. Clear consequences and rewards.	JWA	June 2019
Chromebooks for each students	All students will be able to access chrome books for use in both college and at home.	There is evidence that some disadvantaged students don't have access to technology. Also, we are aspirational and have high expectations for home learning.	Regular reviews of home learning and work produced. Golden Time will be lost each week for poor work produced.	JWA	half-termly
<b>Total budgeted cost</b>					£5,000

### Review of expenditure

Previous Academic Year 2017/2018

### iv. Quality of teaching for all

Action	Intended Outcome	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
Timetabled Functional Skills lessons Small group interventions with specialist HTLA/LSA 1-2-1 intervention for targeted pupils. Reduced group sizes for English.	Improved Year 11 literacy	English Progress 8 reduced from -2.12 2017 to -1.62 2018 Successful pass rate for Functional Skills entries	Further work to be done on English including the Oracy project. More focus on English GCSE rather than Functional Skills.  Functional Skills is no longer a standalone timetabled lesson as the prior attainment of the 2018-2020 cohort indicates a more able group.  Group sizes for English continue to be reduced.	£1500
Small Groups for students Introduction of c/w based BTEC mathematics	Improved Year 11 Mathematics for low ability students	Maths Progress 8 reduced from -1.33 to -1.05 All entries to BTEC maths achieved a pass	BTEC mathematics successful and extended for all students with more focus on assignments linked to financial education and engineering. Extended to Level 2. Small groups continue to be a focus.	£16000
Use of smaller groups, Attendance Focused PSHE lessons Small tutor groups	Improved behaviour for learning for year 11 across the college.	Fixed term exclusions fell from 77 in 2016/2017 to 28 in 217/2018	Behaviour improved significantly. The lesson point system had a big impact on behaviour as did the crackdown on swearing with red warning issued. Behaviour policy for 2018 has been tightened and become more structured. Small tutor groups did not prove as effective as anticipated.	

#### v. Targeted support

Action	Intended Outcome	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
Provision of uniform and equipment	Improved behaviour for learning for year 11 across the college.	Fixed term exclusions fell from 77 in 2016/2017 to 28 in 217/2018	Uniform and equipment continues to be provided where financial support is required; the UTC now has a consistent feel to the appearance of students.	£340
Provide free breakfast for pupil premium students	Improve attendance		Students only participated when it meant they were able to miss lessons. At students request, the canteen is now open every breakfast time. Students can have their free school meal at break.	£840

#### vi. Other approaches



