

Pupil premium strategy statement

How have we used the Pupil Premium to raise standards at UTC Oxfordshire

The allocation of Pupil Premium spending in is currently a two strand approach. Our school has an above average number of students who are entitled to the 'ever six' funding. This statistical dynamic, along with the community we serve, are key elements in our approach. The first and largest strand sees a holistic commitment to providing quality whole school provision; which covers bespoke staffing models, strategic 'additional-staffing' in key subject areas and staff professional development. We believe this will enable students to reach their academic and emotional potentials through a supportive and structured work environment. Our experiences show that smaller class sizes and flexibility towards intervention are often key elements that enable our students to progress; this includes achievement and attainment, as well as positive behaviour and welfare.



The second strand has a clear focus on targeted early interventions, alongside more consistent and regular supported interventions. These interventions can be more bespoke, and will include small cohort or even individual focuses. Students will be given access to a range of academic or pastoral based interventions that will be generated from a range of sources; these can include assessment data, attendance figures, parent/carer communication, the UTC mentoring system and outside agency referral.

| 1. Summary information | | | | | |
|-------------------------------|-----------|---|-----------------|---|--------------------------|
| Academic Year | 2016-2017 | Total PP budget | £32,608 | Date of most recent PP Review | 14 th June 17 |
| Total number of pupils | 252 | Number of pupils eligible for PP | 44 | Date for next internal review of this strategy | Oct 1 st 17 |
| Year 10 | 84 | | 17 (19%) | | |
| Year 11 | 85 | | 19 (22%) | | |

| 2. Current attainment ** based upon current internal assessment data | | | |
|--|------------------------|----------------------------|------------------|
| | Pupils eligible for PP | Pupils not eligible for PP | National average |
| Grade 4 + in both Maths and English | 63% | 75% | TBC |
| 5 A*-C (or 4) including Ma / En | 47% | 63% | TBC |
| Progress 8 score average | -0.82 | 0.57 | TBC |
| Attainment 8 score average | | | |

| 3. Barriers to future attainment (for pupils eligible for PP) | | |
|---|---|---|
| In-school barriers | | |
| A. | Literacy skills upon entry to y10 are lower than would be expected resulting limited access to our curriculum | |
| B. | Behaviour and conduct issues for a small group of Y10 students | |
| C. | Emotional well being and resilience | |
| External barriers | | |
| D. | Low attendance and poor attitudes to learning | |
| E. | Students joining have had high mobility and have been to several schools in their educational career | |
| 4. Desired outcomes (desired outcomes and how they will be measured) | | Success criteria |
| A. | High levels of progress in literacy in for year 10 students | Students eligible for PP improve reading ages and ensuring they can access curriculum in all subjects |
| B. | Narrowing the gap and improving progress from Ks3 – Ks4 | Students eligible for PP match attainment and progress of non pp. |
| C. | Attitude to learning and conduct in lesson and around UTC addressed | A reduction in the number of recorded negative incidents is achieved over time. |
| D. | Increased attendance and punctuality | Reduce the number of PA among students eligible for PP to 12 % or below. Overall attendance matches current UTC target of 95% |

Strategies that have been used in opening phase 2015 – 2017

The strategies below far exceed the allocation of £32,608 allocated to the UTC. The UTC has chosen supplement the specific PP funding in order to raise attainment.

Raising standards in English and Maths

Additional staffing in Core subjects
Reduced class sizes in Core Subjects

Specialist intervention staff

Literacy interventions and focused reading sessions with Y10 students upon entry
'Engage' co-coordinator and programme in place.

Supporting our most vulnerable students

The funding has contributed towards a highly effective Student Support Co-coordinator who provides pastoral support for our most vulnerable students.
Buying in experts and additional support e.g Train youth worker/s
Young Carers group

Wellbeing and wider curriculum experience

Breakfast sessions at exam times
ELP booster programme in Y11
Access to GSCE pod
Support for Educational visits and associated transport, additional equipment, supplies and services
Reading University Scholars Programme

Impact and Gaps (see table at start of document)

Gap in attainment and progress for PP vs Non PP student's examination 2017 (first co-hort)

| 5. Planned expenditure | | | | | |
|--|--|--|--|-------------------|---|
| Academic year | 2017-2018 - £24,566 (est dependent upon new intake profile) | | | | |
| 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? |
| | | | | | |
| | | | | | |
| Total budgeted cost | | | | | |
| 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? |
| | | | | | |
| | | | | | |
| Total budgeted cost | | | | | |
| 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? |
| | | | | | |

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|----------------------------|--|--|--|--|--|
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| Total budgeted cost | | | | | |

6. Review of expenditure – to be completed October 2017 upon first set of validated results.

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|---------------------------------------|---------------------------------|---|--|-------------|--|
| Previous Academic Year | | Yr11 2015-2017 | | | |
| 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 | |
| | | | | | |
| | | | | | |
| 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 | |
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| 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 |
|------------------------|---------------------------------|---|---|-------------|
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