UTC Oxfordshire – Strategy statement on the impact of Pupil Premium – October 18th 2017

# 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 | 14th June 17 |
| Total number of pupils | 252 | Number of pupils eligible for PP | 33 | Date for next internal review of this strategy | Oct 18th 2017 |
| Year 10 – examination in 2018 | 84 | Disadvantaged – PP/ FSM/ FSM 6 | 13 (15%) | | |
| | | FSM | 4 (5%) | | |
| Year 11 – examination in 2017 | 85 | Disadvantaged – PP/ FSM/ FSM 6 | 15 (17%) | | |
| | | FSM | 8(9%) | | |

UTC Oxfordshire – Strategy statement on the impact of Pupil Premium – October 18th 2017

| 2.  Current attainment ** based upon exam results in 2017 | | | | | |
|---|---|---|---|---|---|
| | Pupils eligible for PP (15) | FSM (8) | Pupils not eligible for PP | gap | National average |
| **Grade 4 + in both Maths and English** | **27%** | **38%** | 69% | 42% | TBC |
| **5 A\*-C (or 4) including Ma / En** | **27%** | **25%** | 54% | 27% | TBC |
| **Progress 8 score average (corrected)** | **-1.07(-0.34)** | **-1.29(-0.37)** | -0.58 (0.21) | .49 (.55) | TBC |
| **Attainment 8 score average** | **32.4** | **36.6** | 41.4 | 9 | |

| 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 resiliance |
| **External barriers** | |
| **D.** | Low attendance (historical at Ks3 less than 94%)  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.** | Closing 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% |

UTC Oxfordshire – Strategy statement on the impact of Pupil Premium – October 18th 2017

## Strategies that have been used in opening phase 2015 – 2017 – review

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

| Strategies | IMPACT | Continue with strategy in 2017 – 2018 |
|---|---|---|
| **Quality of teaching for all** | | |
| **Raising standards in English and Maths**<br>Additional staffing in Core subjects<br>Reduced class sizes in Core Subjects<br><br>Specialist Class room support | *High – 85% level 4 or above in Maths. 16% gap between FSM6 and non-FSM 6*<br><br>*High* | *Yes* |
| **Targeted support** | | |
| **Specialist intervention staff**<br>Literacy interventions and focused reading sessions with Y10 students upon entry<br>'Engage' co-coordinator and programme in place. | *Medium -*<br><br>*High – see additional report* | *Yes*<br><br>*Yes* |
| **Supporting our most vulnerable students**<br>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<br>Young Carers group | *High*<br><br>*Medium* | *yes*<br><br>*yes* |

| Other approaches | | |
|---|---|---|
| **Wellbeing and wider curriculum experience**<br><br>Breakfast sessions at exam times<br>ELP booster programme in Y11<br>Access to GSCE pod<br>Support for Educational visits and associated transport, additional equipment, supplies and services<br>Reading University Scholars Programme | *Medium*<br><br>*Medium -*<br><br> *Medium*<br><br>*On – going* | *Strong attendance in exams, difficult to measure impact.*<br><br>*ELP – English exam time – 2 hour 30 mins (for extra time) further exam practice needed in real conditions* |

*Further context - data analysis*

*Upon entry into the UTC at KS4 we benchmark the students to assess the amount of progress made at KS3 in the students previous schools. Using the expected progress measure of 12 points we can see the PP student's comparison upon entry below. The whole co-hort of 15 students is at an average of 8.50, with the number of students judged to be 'fresh start' 9 students at an average of 6.90. Which would translate to 2 years progress in 3 years.*

| *Groupings of students* | *KS3 progress* | *P8* | *Corrected P8 based upon Ks3 progress upon entry* |
|---|---|---|---|
| *Average Ks3 progress of UTC Co-hort(71) – expected = 12* | *9.46* | *-0.72* | *0.26* |
| *Progress of PP students (15)* | *8.50* | *-1.07* | *0.34* |
| ***% of 'curriculum choice' in PP co-hort (9)*** | ***6.90*** | *- 0.80* | *0.15* |
| *% of 'fresh start choice' in PP co-hort (6)* | *10.62* | *-1.31* | *-0.56* |

UTC Oxfordshire – Strategy statement on the impact of Pupil Premium – October 18th 2017

**Closing the gap**

Using CAT assessments and benchmarking upon joining the UTC in Y10 we established the following:

**Under performance at KS3.**

Non – Disadvantaged = 2.40
Disadvantaged = 3.79 these students upon joining the UTC are already **58%** further behind non-disadvantaged students.

**Upon completion of their KS4 courses (A8 measure)**

Non- disadvantaged = 42.2
Disadvantaged = 32.2

Now at the end of their Ks4 course students are 24**%** behind the non-disadvantaged students therefore closing the performance gap by 34%

**Destinations of Y11 leavers -2017**

| Destination | PP | Whole co-hort |
|---|---|---|
| Stay on at UTC | 40% | 36% |
| L2 college courses | 45% | 29% |
| L3 college courses | 5% | 9% |
| Employment | 10% | 3% |

UTC Oxfordshire – Strategy statement on the impact of Pupil Premium – October 18th 2017

**5. Planned expenditure for 2017 – 2018 – Y3**

| 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? |
|---|---|---|---|---|---|
| Progress of PP students matches non-PP | Additional staffing in Core subjects Class room support Additional lesson in English (6 lessons) | Improved teacher student ratio improved learning. Ability to access main curriculum. | Subject leaders / data analysis / student surveys | PC/ IF | Assessment points |
| Progress of PP students matches non-PP | Reduced class sizes in Core Subjects | | Subject leaders | | Assessment points |
| PP students are able to make similar progress with specialist help | Specialist Class room support | Support within classroom environment engaged learners | Subject leaders | PC/ IF | Assessment points |
| | | | | **Total budgeted cost** | £25,000 |

UTC Oxfordshire – Strategy statement on the impact of Pupil Premium – October 18th 2017

## 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? |
|---|---|---|---|---|---|
| Students are engaged in their learning | Student Support Co-coordinator who provides pastoral support for our most vulnerable students | Emotional well- being and support results in effective learning | Subject leaders / data analysis / student surveys/ attitudinal surveys | IF/ DR | Assessment points |
| Students are engaged in their learning | Buying in experts and additional support e.g Train youth worker/s | Outside support with professionals who know our students out of UTC context | student surveys/ attitudinal surveys | DR | Assessment points |
| Self esteem is high with a sense of achievement | Dedicated curriculum choice to enable a focus upon E & M | Students able to access core curriculum and succeed with key employability skills and be motivated | student surveys/ attitudinal surveys | IF | Assessment points |
| | | | | **Total budgeted cost** | £15,000 |

## 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? |
|---|---|---|---|---|---|
| Attendance is improving enabling access to the whole curriculum | Engage co-ordinator and engage in programme in Y10 | Attendance improves attainment and progress will | Analysis of attendance data, attitudinal surveys | PR | Assessment points |
| Parents are engaged and working with UTC | Parent forum running | Informed and engaged parents involved in student's education in an pro-active way | Feedback and assessment data | PR / IF | Assessment points |

UTC Oxfordshire – Strategy statement on the impact of Pupil Premium – October 18th 2017

| Positive experiences motivate students | Support for Educational visits and associated transport, additional equipment, supplies and services | Wider awareness, motivation and inclusive approach | Assessment points / surveys | DR/ GY | Assessment points |
|---|---|---|---|---|---|
| Revision in UTC time is effective and students feel supported and work together in a calm orderly environment | ELP booster programme in Y11 | | Assessment points / student surveys | GY | Staff costs |
| Students are goal focused | Reading University Scholars Programme | Boosts self esteem and raises awareness of destination and aspiration | student surveys / termly evaluation with Reading | SL | Assessment points |
| Students can access resources in own time and via technology | Access to GSCE pod | Highly effective remote access and useful for students missing lessons. | Stats and impact | GY | Assessment points |
| | | | | | |
| | | | | **Total budgeted cost** | **£15,250** |
| | | | | **TOTAL** | **£45,250** |

**Summary**

The UTC currently uses 12 strategies in 3 core areas of support. In its 3<sup>rd</sup> year of opening these strategies are still developing and embedding. In Y3 we are increasing the strategies by introducing the Parent forum and also further embedding the engage programme. We are closing the gap in performance. When students join the UTC there is a significant gap in performance 54%, upon completion of their KS4 course this has closed by 34% to 24% (close to the national average.) The highly effective interventions result in confident students who through strong support and guidance they are then able to access appropriate courses to support their future employment prospects.

UTC Oxfordshire – Strategy statement on the impact of Pupil Premium – October 18<sup>th</sup> 2017

**1. Whole-school ethos of attainment for all:**
Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.
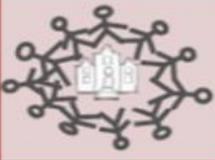
**2. Addressing behaviour and attendance:** Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.
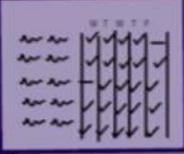
**3. High quality teaching for all:** Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.
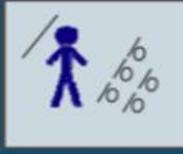
**4. Meeting individual learning needs:** Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.

**5. Deploying staff effectively:** Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.
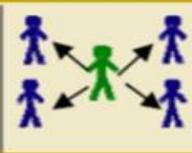
**6. Data driven and responding to evidence:** Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.
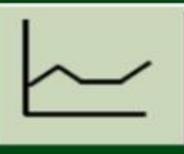
**7. Clear, responsive leadership:** Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.

Sharp, C., Macleod, S., Bernardinelli, D., Skipp, A. and Higgins, S. (2015). *Supporting the attainment of disadvantaged pupils: Briefing for school leaders.* London: DfE.
https://www.nfer.ac.uk/publications/PUPP02

UTC Oxfordshire – Strategy statement on the impact of Pupil Premium – October 18th 2017