

1. Summary information					
School	UTC Swindon				
Academic Year	2018 - 2019	Total PP budget	£20,000	Date of most recent PP Review	April 2019
Total number of pupils	121	Number of pupils eligible for PP	17	Date for next internal review of this strategy	April 2020

2. Current attainment (Predicted from the end of year 10)		
	Pupils eligible for PP	Pupils not eligible for PP
Progress 8 score average	-0.93	-0.73
Attainment 8 score average	36.60	38.00

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Students arriving at UTC Swindon in year 10 with low literacy and KS2 data	
B.	Students arriving at UTC with poor attitudes to learning	
C.	Students arriving at UTC having not made the expected progress in KS3	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
D.	Students arriving at UTC not prepared for learning due to external circumstances (including students arriving with attendance lower than expected 96%)	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Improvement in quality of progress in all subjects so students are reaching their target grades	PP students' progress in line with their targets and the rest of the cohort.

B.	Increasing staffing to support intervention in English and Maths	Option for students to have small group intervention with a specialist teacher, so literacy and numeracy attainment and progress increase.
C.	Develop pastoral team within UTC to support the students in preparing them to learn	Train staff to become counsellors to allow students to receive the support required to access the curriculum and their learning
D.	All PP students to be given the same opportunities as the rest of the cohort at UTC	Access to revision guides, independent

Academic year	2018 – 2019
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

5. Review of expenditure

Previous Academic Year	
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i. 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
Improvement in quality of progress in all subject areas to that progress is in line with targets	To ensure expected progress for all PP students	Bring PP student progress in line with non PP student progress. To ensure progress of PP students is in line with national average	Appointment of new Assistant Principal to manage teaching and learning and monitor student progress Smaller class sizes and intervention classes timetabled. Additional resources purchased including GCSE and Kahoot	HD and NM
Continued development and embedding of TEEP consistently with appropriate pace (link with T&I)	Develop the TEEP programme with opportunities for teachers to develop pace and challenge	To offer high quality teaching and learning to the students to drive up results and progress for all students. To be in line or above with National data for all subject areas	Embed TEEP practices into all lessons Learning walks and observations to be carried out to review Improve progress of all students including PP.	NM

ii. 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

Learning mentors to be ELSA qualified	To add an additional level of support to the pastoral plan to support students with educational and external concerns	To allow all students access to professional mental health support. To allow a escalated approach to support using ELSA's and external agencies including TAMHs	AEN team to work closely together to gather evidence for staff and the external environment to make referrals Learning mentors roles adapted to allow time for the to complete mentoring and counselling	HD and HB
Targeted student support	In the form of mentoring, classwork support SENCO involvement Educational psychologist	To ensure pastoral and AEN needs of the students are met to allow them to achieve in the classroom Food including breakfasts for students supplied to ensure they are ready to learn	Students to enter the classroom ready to learn Students to know they have support of the AEN team Staff mentoring and in class support allocated	HD and HB
Supportive intervention	Targeted intervention by support staff to support students in all subject areas	Attainment in English and Maths for PP students below non PP students. Attainment in these subjects to continue to be a success for students. Government and employers expectation of a level 5 as an acceptable pass.	Intervention groups created in English and Maths on the timetable to raise attainment. Intervention in all subjects offered to year 11 during early finish time. Allocation of learning mentors to support students in required subject areas.	HD and HB

iii. Other approaches

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
Resource provision	To ensure all PP students are able to participate in all activities and are given the	Ensure all students have the correct uniform and equipment To ensure all students have access to trips and the	Spreadsheet to monitor expenditure of resources and equipment Work with study higher and villars park to ensure disadvantaged students are given equal opportunities	HD
Attendance monitoring	To continue to improve school attendance.	PP students' attendance join UTC with a lower attendance rate than non PP students.	Attendance officer to attend pastoral meetings so all factors relating to the students are considered.	HD

6. Additional detail

Give staff more responsibility and ownership of monitoring PP students' progress against targets. Ensuring staff can identify their PP students within their classroom. Following the review from last year, we will need to look at how we close the gap between PP and Non PP students in the next academic year.

We will carry out a detailed review and case study for each PP student to see where changes can made to the expenditure and where we may need to introduce different support particularly around supporting students to be classroom ready and to ensure they are ready to learn.