

Pupil Premium Report 2019-20 - Pupil premium strategy / self- evaluation (secondary) – to be completed by member of SLT with responsibility for PPG.

1. Summary information					
School	UTC Swindon				
Academic Year	2019-2020	Total PP budget	£35,062.52	Date of most recent PP Review	November 2019
Total number of pupils	147	Number of pupils eligible for PP	27	Date for next internal review of this strategy	April 2020

2. Current attainment (Predicted from the end of year 10)		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	N/A	N/A
Attainment 8 score average	40.21	48.56

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.	Attendance monitoring	Ensure high expectations of PP students attendance to maximise learning
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
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5. Planned expenditure

Academic year	2019-2020
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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.

i. Quality of teaching for all

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?
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	Continue to close the gap between PP student progress and non PP student progress. To ensure progress of PP students is in line with national average	Assistant Principal manages teaching and learning and monitor student progress Intervention classes timetabled. Teacher support Additional resources purchased including GCSE and Kahoot	HD and NM	December 2019 and March 2020 After year 11 PPE's Kahoot - £1200
Continued development and embedding of TEEP consistently with appropriate pace (link with T&L)	Develop the TEEP programme with opportunities for teachers to develop pace and challenge Embed T&L and B4L policy to monitor progress	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	May 2019 NM to continue training and development of staff.

Total budgeted cost					£1200
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ii. Targeted support

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?
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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	April 2020 – both learning mentors have completed their ELSA training, will measure the impact of the sessions using assessment data and student feedback Supervision costs - £400
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	May 2018 Breakfast and drinks - £100 TAMHS - £5700 Educational psychologist - £2800 Adviza - £1442 FSM - £6000
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	December 2019 and march 2020 After year 11 PPE's to ensure students have access to intervention lessons where required based on up to date assessment data.
Attachment disorder training	To ensure all students are offered the correct level of support to meet their needs	A number of students come to UTC with either an official diagnosis or a suspected diagnosis of attachment disorder. Staff and students to between understand how these students learn and how to support them	Learning mentors to attend yearlong training on attachment disorder and offer several staff training sessions through the year. Student support strategies can be used during ELSA sessions.	HD, TG, KH	Books to support learning mentors on course £200
Total budgeted cost					£16,642
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?

Resource provision	To ensure all PP students are able to participate in all activities and are given the same life opportunities as non PP students	Ensure all students have the correct uniform and equipment To ensure all students have access to trips and the curriculum To ensure all students have access to opportunities to further their learning outside of the classroom	Spreadsheet to monitor expenditure of resources and equipment Work with study higher and villars park to ensure disadvantaged students are given equal opportunities	HD	Ongoing as students requirements are raised.
Attendance monitoring	To continue to improve school attendance. To bring PP student attendance in line with non PP students	PP students attendance join UTC with a lower attendance rate than non PP students. Raising attendance will improve progress in all subject areas.	Attendance officer to attend pastoral meetings so all factors relating to the students are considered. Continual monitoring of attendance and use of EWO where needed. Regular contact with parents around expected level of progress. Review student needs to ensure they are met to raise attendance Use external agencies to support family as well as students to raise attendance	HD	Weekly during pastoral meetings and at any meetings with external agencies involved with PP students and their families
Total budgeted cost					As required

6. Review of expenditure

Previous Academic Year

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 Assistant Principal to manage teaching and learning and monitor student progress Smaller class sizes and intervention classes timetabled. Additional resources purchased including GCSE and Kerboodle	HD and NM
Continued development and embedding of TEEP consistently with appropriate pace (link with TR1)	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 ELSAs 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. To bring PP student attendance in line with non PP students	PP student's attendance join UTC with a lower attendance rate than non PP students. Raising attendance will improve progress in all subject areas.	Attendance officer to attend pastoral meetings so all factors relating to the students are considered. Continual monitoring of attendance and use of EWO where needed. Regular contact with parents around expected level of progress. Review student needs to ensure they are met to raise attendance Use external agencies to support family as well as students to raise attendance	HD
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7. 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 be 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.