

Impact of Expenditure of Pupil Premium Funding 2018 - 2019

Area of support and long term aims	Method of support	Evidence of impact and strategies for further improvement	Coordinator
<p>Literacy</p> <p>Improved attainment in GCSEs across the curriculum.</p> <p>Students have the literacy skills needed to be successful in the workplace.</p>	<p>All students are tested for literacy skills at the start of Year 10 and progress monitored. Intervention will continue into Year 11 where necessary.</p> <p>Small group intervention sessions for reading and spelling during lesson time.</p> <p>Small group intervention for literacy skills relevant to the GCSE English curriculum.</p> <p>Cross Curricular focus on exam technique and literacy skills to develop answers given where extended writing and application is required.</p>	<p>All students have been tested in reading, spelling and comprehension skills. Intervention sessions were implemented for those students who showed the need for improvement, which included 25 Year 11 students and 39 Year 10 students. The impact was measured by means of repeat testing. Year 11 leavers 2019, who had accessed literacy intervention during their 21 months with us, on average increased their reading ages by 32.29 months and spelling age by 25.68 months. Pupil premium students, on average, increased their reading age by 33.97 months and spelling age by 27.11 months.</p> <p>Our current Year 11 cohort, have, on average increased their reading ages by 33.41 months and spelling age by 16.96 months. Pupil premium students, on average, increased their reading age by 37.32 months and spelling age by 19.74 months.</p> <p><u>Case Study Student 1: GCSE 2019</u> Student 1 initially had a reading age of 9.05 and spelling age of 8.08. Having attended Communications lessons throughout year 10 and 11, his reading age had increased by 65 months and spelling age by 55 months. His final reading age was 14.10 and his spelling age 13.03 (both tested in March 2019).</p> <p><u>Case Study Student 2: GCSE 2020</u> Having joined with a reading age of 8.10 and spelling age of 12.02, Student 2 has since increased her reading age by 46 months and spelling age by 31 months. Student 2 still takes part in Communication lessons, focusing on improving her reading age. She currently has a reading age of 12.07 (last tested June 2019) and spelling age of 14.09 (last tested in November 2018).</p> <p><i>Evidence source: Communications review 2018, 2019 and progress records. (JU) Sisra analysis</i></p> <p>Literacy levels in areas of weakness specific to the English curriculum have improved for individual students.</p>	<p>LM</p>

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		<p><u>Case Study Student 3: GCSE 2019</u> Student B was predicted a grade 2 at DC2. She attended communications sessions focused around developing her reading and spelling age, improving her reading age by more than 5 years. She had focused support during communications sessions for her dyslexia and also accessed targeted intervention sessions to improve her English Language grade.. She achieved a grade 3 in English Language in the Summer.</p> <p>Evidence source: <i>Comparison of grades awarded in specific AO's between start of intervention and end of year. (LM)</i> <i>Examples of work for students over time.</i></p> <p>Pupil premium GCSE 2019 students achieved a better value added score in English Language and English Literature than their non PP peers. (+0.11 and +0.25 respectively). This was also true in GCSE Geography.</p> <p>Using value added from on entry testing, projected outcomes for GCSE 2020 suggest PP students will outperform their peers in Biology, Business Studies, Chemistry, English Language and Physics. PP students are also predicted to achieve above their CAT expected grades in Business Studies, Computer Science, Engineering Design, Engineering Manufacturing, Geography and Science in Summer 2020.</p> <p><i>Evidence source: Sisra and data analysis</i></p> <p>Strategies for further improvements for 2019 – 2020:</p> <ul style="list-style-type: none"> • Introduction of Read Write Inc package to support reading in exams. • In depth evaluation of marks achieved in extended writing questions by HODs, the impact of sessions on exam technique evaluated and further improvements made. This will include the use of outside agencies to deliver workshops. • Research the use of external providers to deliver workshops to improve oracy skills and the confidence to apply them. 	
<p>Attendance and Punctuality</p> <p>Improved attainment in GCSEs across the curriculum.</p>	<p>SSO to make phone calls / home visits to follow up on attendance and punctuality concerns.</p> <p>SSO to coordinate use of outside agencies to provide</p>	<p>For those students who completed KS4 in 2019, all groups showed an improvement in % attendance from year 9 to 11.</p> <p><u>Case Study: Student 4</u> Student 4 was a non attender at his previous school and had an attendance of 33 % of Year 9 at his previous school. Despite continuing issues, with the support of the Student Support team and the school counsellor, student 5 improved his attendance to 79.9% by the end of Y11</p>	<p>LT / JB</p>

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<p>Students recognise the benefits and importance of a good attendance record.</p> <p>Attendance does not hinder applications for Apprenticeships etc.</p>	<p>social and emotional support for students and families of poor attenders.</p> <p>Rewards for 100% attendance</p> <p>Financial support to parents for transport to UTC</p> <p>Support to ensure health and diet issues do not hinder attendance at UTC.</p> <p>Lease of UTC Minibuses, salaries of drivers and hire of additional coaches to pick up students living in outlying areas</p> <p>Support for Mental Health, LGBT and other issues that are a barrier to attendance.</p>	<p>Case Study: Student 5 Student 5 joined us with an attendance of 82.5% in Y9 and a record of very poor behaviour. Working with the Student Support team, School Counsellor and other professionals, her attendance has improved to 95.9% in Year 10 and incidents of poor behaviour have been rare.</p> <p>Case Study: Student 6 Student 6 had been educated at home prior to joining the UTC, following poor attendance as a result of bullying about his sexuality. Student 7 is a member of the LGBT group and is supported by the Student Support team, and during Year 10 had an attendance of 95.6%</p> <p><i>Evidence source: Attendance records</i></p> <p>Strategies for further improvements for 2019 – 2020:</p> <ul style="list-style-type: none"> • Further work with outside agencies to limit the effect on data of persistent absentees. • Targeted intervention with poor attenders, including parental involvement. • Collaborative work between attendance and careers staff to improve attendance in Year 11. • Investigate further options to support those students with mental health issues, which is a barrier to attendance. 	
<p>Attitude for Learning</p> <p>Improved attainment in GCSEs across the curriculum.</p> <p>Students recognise the need to be compliant in the workplace.</p> <p>Progress is maximised and disruption is minimised.</p>	<p>SSO / SLT to make phone calls /meet with parents to follow up on behaviour concerns.</p> <p>SSO to coordinate use of outside agencies to provide support for students and families of those with poor behaviour</p> <p>SLT to use class reports and subsequently After School Detentions and the East Room (internal seclusion) to provide a disincentive to disrupt.</p>	<p>The introduction of ClassCharts has allowed for swift recording and response to incidents of poor behaviour or attitude to leaning.</p> <p>For all students, use of 'On Call' dropped by 50% for Y11 students throughout the year, and there were 69% less 'On Call's' requested for Y10's in the last half term compared to the first.</p> <p>Comparisons show that sanctions for low level disruption have decreased significantly for PP students, particularly for Y11 where the average number of negative ClassCharts clicks dropped from 23 in the Autumn term to 9 in the Summer term.</p> <p><i>Evidence source: Data records from Student Support officers. ClassCharts</i></p> <p>Where poor attitude to learning is part of a bigger picture (Mental Health, bereavement, anxiety etc) students have been referred to our school councillor or CAMHS. Over the course of the year, 7 of the 29 cases referred to CAMHS have been closed, and after an average of 5 sessions with our school counsellor, 18 of 31 cases have been closed. Students report to feel 'much happier and more confident' following these sessions.</p>	LT / CA

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	<p>Rewards for good behaviour, effort and attitude.</p> <p>Use of ClassCharts to monitor incidents of poor attitude to learning.</p> <p>Use of CPOMS to monitor incidents of safeguarding concerns.</p> <p>School counsellor</p>	<p><i>Evidence source: CPOMS.</i></p> <p>For Year 10, an average grade of 2/4 (Good) has been recorded for Attitude and Compliance across the curriculum for all students. 20% of the students are recorded as having outstanding attitude and compliance.</p> <p><i>Evidence source: Sistra.</i></p> <p>Strategies for further improvements for 2019 – 2020:</p> <ul style="list-style-type: none"> Continued evaluation of the consistency of use of Class Charts to monitor attitude for learning, leading to sharing with parents. Improved discussion between Middle Leaders and Senior Leaders about attitude to learning in curriculum areas and strategies to provide support and facilitate improvement. Continue to report compliance and attitude grades for students, and link to the Behaviour Report system. 	
<p>Aspiration</p> <p>Improved attainment at GCSE.</p> <p>Students are focussed on a career path and recognise the pathways into the world of work that are available to them.</p> <p>Students develop the skills that will make them successful in the workplace.</p> <p>More students apply to University.</p>	<p>Students are given the opportunity to visit a wide range of local business partners, Universities etc to raise aspiration and inform choices about future careers. They have access to people who can act as positive role models to them.</p> <p>Students were delivered a 1 hour weekly session of Careers guidance for 1 term. They all met with a careers advisor at least once to provide guidance and support, including WEX</p> <p>Financial support is given to pupils towards cost of educational visits.</p>	<p>All students moved on to positive destinations. 79% of those PP students who started with us in Sept 2017 have moved on to L2 or L3 courses, 35% of them starting L3 courses.</p> <p>66% of our Y13 moved on to start apprenticeships, 8 times the national average.</p> <p>All students completed a mock interview with a business partner and received feedback on their performance and employability. All students received weekly careers guidance through Careers Club, and 100% of the PP students accesses independent careers guidance through the UTC.</p> <p>All students completed an industry project and presented that to industry partners, parents and invited dignitaries.</p> <p>Feedback from visitors, (business links, education advisers etc) has commented on the confidence and maturity of our students, and the positive development of their workplace skills.</p> <p>56 % of our PP students who finished Year 11 in Summer 2019 completed a successful work experience, a significant improvement on the previous year. 64 % of our Year 11 2019 - 2020 have already completed work experience, and further improvement for future cohorts is a priority.</p> <p><i>Evidence:</i> <i>Record of events attended by students.</i> <i>Student voice and parental feedback re clarity of potential career choices.</i></p>	CPM

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	<p>Students are involved in project work with local Business and Industry partners and are able to access the materials, visits that facilitate this.</p> <p>PP students are targeted for specific support in sourcing work experience.</p>	<p><i>Analysis of student destination after leaving UTC at 16 or 18.</i> <i>Record of Careers meetings show choices being made.</i> <i>Record of successful WEX</i> <i>Records of students attending events</i> <i>Each subsequent project will show improvement as shown by the report written, presentations given.</i> <i>Student voice on entry and on leaving.</i></p> <p>Strategies for further improvements for 2019 – 2020:</p> <ul style="list-style-type: none"> • Greater % of PP students complete work experience, by raising aspirations and supporting students and involving parents in sourcing a suitable placement • Better links made between curriculum areas and industry partners, including in Project work 	
<p>Intervention</p> <p>Improved GCSE grades.</p> <p>Students are well qualified to follow the career pathway of their choice.</p> <p>Confidence and communications skills developed in all</p> <p>Improved attainment, and closing gaps between PP and non PP</p> <p>Challenge for all</p> <p>Students know how to revise and use a variety of skills to do so.</p>	<p>Students in need of intervention attend additional sessions during IS time to facilitate them achieving their target grades across the curriculum.</p> <p>Revision guides and other resources are bought to support revision or to allow students to access and develop their understanding of curriculum areas.</p> <p>Data Management through Sisra</p> <p>Redefined mentor groups post-Christmas to allow for targeted intervention</p> <p>Revision sessions held during school holidays</p>	<p>The gap between P8 scores for PP and non PP students was 0.2, significantly smaller than the national average of 0.5.</p> <p>The gap between Attainment 8 scores for PP and Non PP students was 5.8, more than half of the national gap of 12.4</p> <p>Intervention sessions were effective. Case studies from subjects show good progress made by PP students.</p> <p><u>Case Study: Student 7. GCSE Combined Science</u> Spring Mock: 33 Final Grade: 54</p> <p>Student 7 attended weekly small group intervention lessons. Sessions focused on recapping key content, revision and exam techniques, learning formulae, and focussing on assessed practical content. He was given resources 'revision packs' to take away, complete and self mark alongside others being teacher assessed. Student 8 also attended Easter (2.5 hours) and May half term (2 hour) revision sessions in both Chemistry and Physics.</p> <p><u>Case Study: Student 8. English Language</u> Spring Mock: 5 Final Grade 6</p> <p>Student 8 was predicted a grade 5 at DC2. He attended focused intervention lessons planned around addressing areas of his individual weakness in English skills and exam technique and achieved a grade 6 in English Language in the Summer.</p>	<p>JH / DG</p>

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	Revision skills delivered by curriculum staff and by external providers.	<p><i>Evidence source: Analysis of Sisra over time in comparison with Intervention class lists.</i></p> <p>Learning Performance Ltd delivered revision and resilience sessions to our PP students, 98.4% of whom said that the sessions were helpful, 57.5% of them rating the sessions as ‘very’ or ‘extremely’ helpful. Student comments on what had been learnt included “How to revise using different techniques” and “How to revise efficiently and how to motivate myself”</p> <p><i>Evidence source: Impact Report</i></p> <p>Strategies for further improvements for 2019 – 2020:</p> <ul style="list-style-type: none"> • More focussed and targeted use of academic mentoring to bring about progress. • Use of UTC minibuses to transport for revision sessions outside of the school day / term. • Improved attendance at holiday revision sessions for grade 3 / 4 borderlines to mirror the improvements made at the higher levels. • Revision skills sessions delivered to all students earlier in their UTC career. 	
<p>High Quality Teaching and Learning for all, CPD.</p> <p>Improved T and L.</p> <p>Improved GCSE results.</p>	<p>Whole staff and specific staff training on areas of T and L which have been shown to make a difference to attainment and close gaps, eg effective feedback,</p> <p>Peer observation by teachers.</p> <p>All classes staffed by subject specialists</p>	<p>A teaching assistant was 70% funded to provide the necessary support to a student with a severe hearing impairment.</p> <p>A theatre group presented a dramatic interpretation of ‘A Christmas Carol’ to all of our Y11 students to support their English Literature curriculum. Student comments included “I actually really enjoyed it. It was small scale but they told the story really well. It helped me to remember quotes”, and “It was quite a funny twist on the story so it helped me to revise the story”.</p> <p>Relevant CPD has been completed by all staff, including visits to Partner Schools, relevant industry links and exam board training. This is in addition to whole school training on T and L strategies.</p> <p>All curriculum areas are taught by subject specialists, which has brought about improvement in the key areas of Engineering, Maths and Science where specialist staff are in short supply. This has brought about an improvement in Level 2 grades awarded eg; GCSE Separate Sciences had a 100% grade 4+, Chemistry having 45% of students achieving a grade 7+. 68.9% of GCSE Maths students attained a grade 4+, and 50.4% a grade 5+ compared to 59.6 and 33.7% respectively in 2018. With stable and specialist Engineering staff, CNat Engineering Manufacturing is predicted to achieve a much improved 70.5% L2P+, which is above CAT expectations and previous years attainment.</p> <p>Ofsted judged the teaching and learning at UTC South Durham to be good.</p>	JH

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		<p>Strategies for further improvements for 2019 – 2020:</p> <ul style="list-style-type: none"> Increased frequency and analysis of QA procedures, to include all staff. Feedback shared regularly with HODs to bring about departmental improvement. CPD plan to meet the bespoke needs of teaching staff Further peer observations and collaborative working to upskill teachers More UTCness and industry links seen in lessons 	
<p>Transition</p> <p>Improved attendance.</p> <p>Improved engagement in learning.</p> <p>Improved GCSE results.</p> <p>Greater resilience in students.</p> <p>Increased aspirations.</p>	<p>Activities are planned in the opening weeks of the new academic year to support the transition process and to build resilience and confidence in students.</p> <p>This is supported throughout the year for those students who need more input.</p> <p>CPM is trained in Mental and Emotional Health including strategies to support students and develop resilience.</p> <p>Employment of support for CPM to organise and run transition and career based events.</p>	<p>Several of our students joined us with very poor records of attendance, or had been home educated due to emotional issues in their previous schools. The student support team ensured that these students were reassured, they facilitated familiarisation visits prior to them joining us and in almost all cases, attendance of these students is above average.</p> <p><i>Evidence Source: attendance data, Student Support records</i></p> <p><u>Case Study: Student 9.</u> Student 9 joined us at the end of Year 10. She was supported in catching up on missed subject content, coursework and settling in to the UTC, and made significant improvements in her grades from her initial mock results early in Y11 to her GCSE.</p> <p>All students attended at least 2 industrial visits during the first 2 weeks of term and took part in team building activities.</p> <p>Cherakee Bradley has been appointed Careers Lead and is working intently towards us reaching the 8 Gatsby Benchmarks ahead of schedule.</p> <p>Students are well supported both within the UTC and externally by our Counsellor or other agencies. Parent feedback is very positive with 96% saying their child is happy at the UTC, 100% saying their child feels safe and 100% saying their child is well looked after (Ofsted ParentView – Oct 18)</p> <p><i>Evidence Source: Student records- Student Support Records of trips and events</i></p> <p>Strategies for further improvements for 2019 – 2020:</p> <ul style="list-style-type: none"> Improved access to information about students from feeder schools. 	CPM
<p>Hardship Funding and Individual Student Support</p>	<p>Financial support for families with financial difficulties to</p>	<p>20 PP students were in receipt of travel allowance which removed a barrier to attendance.</p> <p>Revision guide have been purchased for all Year 11 PP students.</p>	JB

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Attendance, attainment and student wellbeing	<p>ensure attendance, well being and attainment</p> <p>Support for students with exceptional circumstances</p>	<p>3 students have accessed financial support for new uniform and basic hygiene essentials. The registration fee for the Duke of Edinburgh scheme has been paid for 5 students on role, in addition to a small bursary towards necessary kit. All of these students successfully completed their Bronze Award.</p> <p>Contributions have been made for students to attend rewards trips where necessary. Case Study: Student 12 had supported KS2 children in a UTC STEM day and as a reward, was invited to attend a teambuilding session at a local activity provider. Reluctantly, he admitted that his parents could not afford to pay for this and therefore PP funding was used to facilitate this.</p> <p><i>Evidence Source: Spreadsheet - Finance Officer. DofE records.</i></p> <p><u>Case Study: Student 10</u> Student 10 is a young carer for her family and has experienced some anxiety and hardship as a result. PP funding has supported her in gaining respite and the support she needs through the Young Carers Service.</p>	
<p>Pupil Premium Coordinator</p> <p>Closing the gaps between PP and non PP students.</p>	<p>1 member of staff is appointed a PP coordinator.</p> <p>Student Support team monitor emotional and behavioural issues, including attendance.</p>	<p>The performance and progress of PP students was monitored following each data capture, and any issues discussed with relevant teachers and HODs.</p> <p>PP students are prioritised for academic mentoring.</p> <p>Academic and pastoral interventions received, parental involvement, careers guidance etc are tracked for all PP students, and mapped against progress.</p> <p>Our gap between attainment of PP and Non PP students is significantly smaller than national averages.</p> <p>Strategies for further improvements for 2019 – 2020: Increase capacity of team dealing with PP students Improve the academic mentoring process</p>	JH