Impact of Expenditure of Pupil Premium Funding 2019 - 2020

Area of support and long term aims	Method of support	Evidence of impact and strategies for further improvement	Coordinator
Literacy Improved attainment in GCSEs across the curriculum. Students have the literacy skills needed to be successful in the workplace.	All students are tested for literacy skills at the start of Year 10 and progress monitored. Intervention will continue into Year 11 where necessary. Small group intervention sessions for reading and spelling during lesson time. Small group intervention for literacy skills relevant to the GCSE English curriculum. Cross Curricular focus on exam technique and literacy skills to develop answers given where extended writing and application is required.	FPQ (Foundation project qualification) has been introduced into the curriculum, allowing students with literacy skills which are deemed to be below average, an additional opportunity to develop those skills. All students have been tested in reading, spelling and comprehension skills. Intervention sessions were implemented for those students who showed the need for improvement. 66 of our Year 11 students accessed this intervention for some or all of their time at UTC as did 41 Year 10 students (2019 – 2020). The impact was measured by means of repeat testing. Year 11 leavers 2020, who had accessed literacy intervention during their 19 months with us, on average increased their reading ages by 38 months and spelling age by 21 months. The 39 Pupil Premium students who accesses Communications intervention, on average, increased their reading age by 43 months and spelling age by 23 months. Our current Year 11 cohort, have, on average increased their reading ages by 14 months and spelling age by 6 months, their individual support being hindered due to the Covid lockdown. 50% of the 42 students accessing support were Pupil Premium students, who made better progress than their non PP peers and on average, increased their reading age by 15 months and spelling age by 7 months. Case Study Student 1: GCSE 2020 Student 1 arrived at the start of Year 10 with a reading age of 12.07 and spelling age of 10.02. He accessed Communications intervention throughout Year 10, continuing in to Year 11 and by December of Y11 his reading had increased 64 months to 14.10 and his spelling had increased by 39 months to 13.05. Case Study Student 2: GCSE 2020 Having joined with a reading age of 8.10 and spelling age of 12.02, Student 2 had increased her reading age by 46 months and spelling age by 31 months by the end of Year 10. Student 2 continued to take part in Communication lessons, focused on improving her reading age and last testing showed that she had made a further 7 months improvement. *Evidence source: Communications review 2018, 2019 and progress records. (JU) Sisra analysis* Literacy levels in areas of weakness specific to the English curriculum have improved for individual students.	LM

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		Case Study Student 3: GCSE 2019 Student 3 had a CAT expected of grade 2. He received Communications intervention in order to improve his reading and writing skills and was part of a very small teaching class, allowing for support to be given and gaps to be identified and addressed quickly. He also received lots of pastoral support. This allowed him to achieve a grade 3= in his mock examination in March and a grade 4 overall. Evidence source: *Comparison of grades awarded in specific AO's between start of intervention and end of year. (LM) Examples of work for students over time.* *Evidence source: Sisra and data analysis* Strategies for further improvements for 2020 – 2021: • Greater, and more consistent use of the Read Write package to support reading in exams, assessments and in the classroom setting. Investigate the purchase of Android tablets to facilitate this. • Catch up sessions around literacy to address any fall back during Covid-19 closure • Completion of the FPQ course and evaluation of its impact upon literacy and other skills. • 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.	
Attendance and Punctuality Improved attainment in GCSEs across the curriculum. Students recognise the benefits and importance of a good attendance record. Attendance does not hinder applications	SSO to make phone calls / home visits to follow up on attendance and punctuality concerns. SSO to coordinate use of outside agencies to provide social and emotional support for students and families of poor attenders. Rewards for 100% attendance	Case Study: Student 4 Student 4 was badly bullied and had an attendance of 84% during Year 9 at his previous school, with many incidents of absconding from school. Our Student Support team have worked with Student 4, his family and external agencies and he had been present for 96.5% of Y10. Case Study: Student 5 Student 5 joined us with an attendance of 90.3% in Y9, a record of very poor behaviour in and out of school and on the SEND register with SEMH issues. Working with the Student Support team, SENCo, CAMHS and other professionals. With support and the correct medication, his attendance improved to 92% in Year 10 and 96% in Y11, with incidents of poor behaviour in school much diminished. Case Study: Student 6 Student 6 is a young carer and due to this, her average attendance during Year 10 was 92%. We worked with an external agency to support her attendance and mental health, using the PP funding to subsidise her attendance at the residential 'National Young Carer's Festival' facilitated by a local support group. Attendance in Year 11 was 95 % and her GCSE results were exceptional, with an APS of 8.13	LT / JB

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for Apprenticeships etc.	Financial support to parents for transport to UTC Support to ensure health and diet issues do not hinder attendance at UTC. Lease of UTC Minibuses, salaries of drivers and hire of additional coaches to pick up students living in outlying areas Support for Mental Health, LGBT and other issues that are a barrier to attendance.	*Evidence source: Attendance records* Strategies for further improvements for 2020 – 2021: - 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.	
Attitude for Learning Improved attainment in GCSEs across the curriculum. Students recognise the need to be compliant in the workplace. Progress is maximised and disruption is minimised.	SSO / SLT to make phone calls /meet with parents to follow up on behaviour concerns. SSO to coordinate use of outside agencies to provide support for students and families of those with poor behaviour SLT to use class reports and subsequently After School Detentions and the East Room (internal seclusion) to provide a disincentive to disrupt.	The introduction of ClassCharts has allowed for swift recording and response to incidents of poor behaviour or attitude to leaning. For all students, use of 'On Call' for students in the first term of Y11 was 50% lower than it had been in the same period in Year 10, continuing to drop throughout Year 11. There was only a very few incidents where 'On Call' was used for Y10, up until March there was 82% less 'On Call' for Y10 than there had been the year previously. *Evidence source: Data records from Student Support officers. ClassCharts* Where poor attitude to learning is part of a bigger picture, students have been referred to our school councillor or CAMHS for specialist support and intervention. Referrals made to our school Councillor have been very successful, with most students requiring 4/5 sessions on average. Students who have met with our Councillor have reported feeling much happier and have learnt strategies to support with their emotions. The referrals made this term have predominantly been to support students with self-esteem, bereavement and anxiety. The impact of these sessions overall, has been extremely positive.	LT / CA

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	Rewards for good behaviour, effort and attitude.		**Year 10**	**Year 11**	
		CAMHS	3	7	
		School Councillor	3	8	

	Use of ClassCharts to monitor incidents of poor attitude to learning. Use of CPOMS to monitor incidents of safeguarding concerns. School counsellor	*Evidence source: CPOMs.* For Year 11, an average grade of 2/4 (Good) has been recorded for Attitude and Compliance across the curriculum for PP students. 27% of those students are recorded as having outstanding attitude and / or compliance. This pattern was mirrored in Year 10, where the PP students matched their non PP peers with an average 'Good' for both attitude and compliance. *Evidence source: Sisra.* Strategies for further improvements for 2020 – 2021: - 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.	

Aspiration Improved attainment at GCSE. Students are focussed on a career path and recognise the pathways into the world of work that are available to them. Students develop the skills that will	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. Students were delivered a 1 hour weekly session of	All students moved on to positive destinations. 49 of those PP students who completed their GCSEs have moved on to L2 or L3 courses with 2 of them gaining apprenticeships. 20 students have started Level 2 courses and 27 of them have started L3 courses. 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 accessed independent careers guidance through the UTC. All PP students have also completed an industry project that supports their personal and social development to ensure that they are work and career ready. Where academic mentoring of PP students picked up a student's lack of aspiration, or difficulty in choosing a career path or route post 16, they were prioritised for careers guidance. All Y11 students completed an industry project and presented that to industry partners, parents and invited dignitaries. Year 10 students worked on their industry project with Business Partners although were unable to complete it or to present it due to Covid-19 lockdown.	CPM

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make them successful in the workplace. More students apply to University.	Careers guidance for 1 term. They all met with a careers advisor at least once to provide guidance and support, including WEX Financial support is given to pupils towards cost of educational visits. Students are involved in project work with local Business and Industry partners and are able to access the materials, visits that facilitate this. PP students are targeted for specific support in sourcing work experience.	Industry projects were developed jointly by teachers and business partners, allowing a closer link to the taught curriculum and better definition of tasks to be completed, questions to be answered. This led to improved student engagement, particularly with the less able students. 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. 69 % of our PP students who finished Year 11 in Summer 2019 completed a successful work experience, 13% more than the previous year. Covid restrictions impacted upon work experience for Y10. Evidence: *Record of events attended by students.* *Student voice and parental feedback re clarity of potential career choices.* *Analysis of student destination after leaving UTC at 16 or 18.* *Record of Careers meetings show choices being made.* *Record of successful WEX* *Records of students attending events* *Each subsequent project will show improvement as shown by the report written, presentations given.* *PP tracking* *Work Experience tracking* *Student voice on entry and on leaving.* Strategies for further improvements for 2020 – 2021: • 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	
Intervention Improved GCSE grades. Students are well qualified to follow the career pathway of their choice.	Students in need of intervention attend additional sessions during IS time to facilitate them achieving their target grades across the curriculum.	The gap between Attainment 8 scores for PP and Non PP students was 1.0, significantly below the national average (2019) of 13.6 Although we do not use P8 as a measure due to our curriculum offer, the gap between P8 scores for PP and non PP students was 0.2, significantly smaller than the national average of 0.5. Intervention sessions were effective. Case studies from subjects show good progress made by PP students. PP students achieved grades above that suggested by CAT baseline testing in Business Studies, Computer Science, English Language, Geography, Maths and Combined Science.	JH / DG

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Confidence and communications skills developed in all Improved attainment, and closing gaps between PP and non PP Challenge for all Students know how to revise and use a variety of skills to do so.	Revision guides and other resources are bought to support revision or to allow students to access and develop their understanding of curriculum areas. Data Management through Sisra Redefined mentor groups post-Christmas to allow for targeted intervention Revision sessions held during school holidays Revision skills delivered by curriculum staff and by external providers.	Case Study: Student 7. GCSE Maths November Mock 3 Final Grade:5 Student 7 came to weekly maths intervention sessions which focussed on key skills to achieve a grade 5, exam technique and knowledge recall. Revision materials were provided to work through and self assess to highlight areas in need of development, these were checked on a weekly basis. Case Study: Student 8 . English Language Spring Mock: 5 Final Grade 6 Student 8 was working at a grade 4 at the end of Y10. In-class intervention was used as a way of focusing on areas for development. Independent study tasks were set through revision apps such as Seneca and QuoteMaster and revision plans put in place through consultation with parents at parents' evening. She achieved a grade 5= in her mock examinations in march and a grade 6 overall. *Evidence source: Analysis of Sisra over time in comparison with Intervention class lists.* Strategies for further improvements for 2020 – 2021: • Identification of gaps in knowledge and understanding following lockdown school closure and targeted intervention to facilitate improvement. • More focussed use of academic mentoring for PP students 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.	
High Quality Teaching and Learning for all, CPD. Improved T and L. Improved GCSE results.	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, Peer observation by teachers. All classes staffed by subject specialists	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. All curriculum areas are taught by subject specialists, which has brought about sustained 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 Biology and Physics have had 100% grade 4+ for the last 2 years, Chemistry dropping to 96% this year. In core subjects our PP students performed better than in previous years. The % of students achieving a grade 9 – 4 improved (58.8% compared to 38.3) as did the % of students achieving a grade 9 – 5 (25.5 compared to 21.3). This was mirrored in GCSE Maths with 9 – 4 grades (58.8% compared to 55.3%) and 9 – 5 grades (43.1% compared to 38.3%). The PP students also saw an improvement in the number of students achieving a 4+ (up 4% to 48%)with our highest ever grades being awarded to the most able. With stable and specialist Engineering staff now in place, CNat Engineering Manufacturing has enjoyed a continuing rising number of students achieving at least a Level 2 Pass. This figure was 68% in 2020, compared	JS

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		to 47% the previous year and 24% the year before that. CNat Engineering Design has also shown a 60% rise in L2 Pass + in 2020. Cover has been provided for teachers to complete peer observations. This has led to the sharing of good practice. Ofsted judged the teaching and learning at UTC South Durham to be good. Strategies for further improvements for 2020 – 2021: • Change in Faculty Leadership structure to bring about improvement in key areas. • Introduction of Project Based Learning across the curriculum • CPD plan to meet the bespoke needs of teaching staff • Crew time to develop metacognitive skills in Students to help them identify better their areas for development • Further peer observations and collaborative working to upskill teachers • More UTCness and industry links seen in lessons	
Transition Improved attendance. Improved engagement in learning. Improved GCSE results. Greater resilience in students. Increased aspirations.	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. This is supported throughout the year for those students who need more input. CPM is trained in Mental and Emotional Health including strategies to support students and develop resilience. Employment of support for CPM to organise	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. This has been further developed with the SEND / PP / LAC team. *Evidence Source: attendance data, Student Support records* Case Study: Student 9. Student 9 joined us in September 2018, with a history of anxiety leading to poor attendance and hindered progress. Throughout the Summer holidays before term started he made several visits to UTC, supported by Student Support to familiarise himself with the layout and areas of routine which he was most anxious about. Throughout his time at the UTC, Student 9 build his confidence, he was able to present to staff and visitors, outshone himself when working with Primary students and was able to present a business idea for an Entrepreneurial Award. Attendance improved and he achieved above his minimum expected grades in all subjects. All students who joined us in September 2019 attended events facilitated by our industry partners during the first 2 weeks of term and also took part in team building activities. These events involved trips to the workplace and sessions hosted in the UTC. With Covid restrictions changing the way we can work with industry partners during the opening weeks of September 2020, we have a full programme in place that will allow our new students to integrate with each other, develop their 'crew' identity whilst building teamwork and other soft skills, with some virtual input from industry links.	CPM

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	and run transition and career based events.	Cherakee Bradley, our Careers Lead, worked intently towards the UTC reaching the 8 Gatsby Benchmarks ahead of schedule. She established and developed business links with companies who are happy to regularly work with our students, attend open evenings and transition events. 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) *Evidence Source:* *Student records- Student Support* *Records of trips and events* *Records of business engagement* Strategies for further improvements for 2020 – 2021: • Improved access to information about students from feeder schools. • Continue to develop transition activities during the Summer break • Work within Covid restrictions to allow our students relevant and effective links to business and industry	
Hardship Funding and Individual Student Support Attendance, attainment and student wellbeing	Financial support for families with financial difficulties to ensure attendance, well being and attainment Support for students with exceptional circumstances	16 PP students were in receipt of travel allowance which removed a barrier to attendance. Revision guide have been purchased for all Year 11 PP students who requested them. 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 PP students on role, in addition to a small bursary towards necessary kit. All of these students successfully completed their Bronze Award. Contributions have been made for students to attend rewards trips and educational visits. This included 2 students, in receipt of PP+, attending a Computer Science / Business Studies trip to Disneyland Paris Case Study 12: 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. *Evidence Source: Spreadsheet - Finance Officer. DofE records.*	JB

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Pupil Premium Coordinator Closing the gaps between PP and non PP students.	1 member of staff is appointed a PP coordinator. Student Support team monitor emotional and behavioural issues, including attendance. Academic mentoring. Link between academic and pastoral support.	The performance and progress of PP students was monitored following each data capture, and any issues discussed with relevant teachers and HODs. PP students are prioritised for academic mentoring. For those most at risk of underperforming, effort and progress were monitored by means of a daily report. Parental contact was regular and further careers guidance was given where it was deemed necessary. Key students showed progress was made between Y11 DC2 and GCSE results. During lockdown the engagement of PP students with the tasks set as home learning, and the quality of the work produced was monitored weekly and where concerns arose, contact was made with the student and parent by the PP coordinator or the Student Support team. PP students were prioritised to return once face to face sessions at UTC began. Attendance, literacy, behaviour, academic and pastoral interventions received, parental involvement, careers guidance etc are tracked for all PP students, and mapped against progress. This is updated termly and any anomalies identified and addressed . Fortnightly meetings are attended by PP coordinator, SENCo and Student Support team to discuss our most vulnerable students and the actions in place to support them. Our gap between attainment of PP and Non PP students is significantly smaller than national averages. Strategies for further improvements for 2020 – 2021: • Identify students whose progress has been most affected by Covid closure, and intervene • Increase capacity of team dealing with PP students • Extend the academic mentoring process, to pick up students underachieving once we have sufficient reliable data in Year 10 • Develop the links between PP coordinator and SS team / SENCo	JH