

Pupil Premium: UTC South Durham



What is Pupil Premium?

Pupil Premium funding is additional funding given to schools/academies so that they can support their disadvantaged students and close the attainment gap between them and their peers.

Who is eligible for Pupil Premium Funding?

Pupil Premium students at the UTC are:

- Students in years 10 to 11 who have been eligible for free school meals at any time in the last 6 years,
- Looked-after children (LAC) or those who have ceased to be looked after by a local authority,
- Students in year groups 10 to 11 whose parent has served in the Armed Forces at any time in the last 6 years.

Disadvantaged students should not be confused with those who are of lower academic ability or who have special educational needs, and support is as likely to be aimed at mid or higher ability students, encouraging all to make the progress of which they are capable, and to levels comparable to their peers who do not attract the Pupil Premium grant.

How UTC South Durham allocate its Pupil Premium funding?

Funding is allocated not to provide financial support to students but to ensure that it is possible for staff and resources to be available to implement support strategies. This rationale allows us to, directly or indirectly, provide support for all students at UTC South Durham, focussing our attentions on those who need it most.

At the time of writing, UTC South Durham have 55 students identified as eligible for the Pupil Premium funding. 3 of these are Forces children and we have 1 student eligible for the Looked After Children premium. The UTC expects to receive £50,560 of Pupil Premium funding for 2020 – 2021.

What are UTC South Durham's priorities for closing the Pupil Premium gap in 2020-21?

In order to ensure that we can best support the attainment of those entitled to Pupil Premium support, we have identified the following key areas of support that strengthen our ethos of inclusion and development of the workplace skills. Evidence and rationale to support the use of PP funding are given in italics after each strategy.

As we return to school following the prolonged closure due to COVID-19, we are especially aware that we, and our students, have a unique set of challenges ahead of us. The key areas below remain at the heart of our work as we assess gaps in knowledge, anxiety and mental health issues, and post 16 aspirations and we put in place interventions to overcome any barriers to that young person becoming the best that they can be. The DfE states that *'Although all children will have had their education disrupted by the coronavirus outbreak, it is likely that the disadvantaged and vulnerable groups will*

have been hardest hit'. <https://www.gov.uk/guidance/coronavirus-covid-19-catch-up-premium> We will also access Catch Up funding to provide the most effective support for our students using the expert guidance provided by the Education Endowment Foundation https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Covid-19_support_guide_for_schools.pdf

- **Quality of teaching and learning.** All students are entitled to stimulating and challenging lessons, providing them with the opportunity to thrive, to achieve to their potential and to make rapid progress. Evidence links teacher quality to student achievement, this being more pronounced with disadvantaged students. At UTC South Durham we strive to recruit the highest quality of specialist teachers in the shortage areas of STEM subjects and to support them in accessing relevant professional development opportunities, this is supported by the Pupil Premium funding.

Evidence to support strategy:

“The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.”

<https://www.suttontrust.com/research-paper/improving-impact-teachers-pupil-achievement-uk-interim-findings/>

“Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the pupil Premium”

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf

- **Literacy and Oracy.** If students cannot read, spell or comprehend text to a level expected by their chronological age then they will find it more difficult to access lesson content and exam papers, leading to a subsequent drop in attainment. In the workplace, access to training documents, Health and Safety guidelines etc require a competent level of literacy, as does the expectation to produce written reports. Part of the Pupil Premium funding will be used to baseline test our student’s literacy using standardised online packages, and subsequently allow students access to 1:1 and / or small group intervention with our teachers and HLTA.

Evidence to support choice: EEF meta-research suggests that oral language, and reading comprehension, intervention have a high impact to cost ratio, based on extensive research.

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>

Disadvantaged children are 2.3 times more likely to be identified as having speech, language and communication needs than those in more affluent areas (The Communication Trust)

- **Aspiration.** We are delighted that our students aspire to make their careers in the fields of Engineering, Advanced Manufacturing or the wider STEM sector and, for KS4, have made the

very big decision to join us here at the UTC. Pupil Premium funding is used to support these aspirations and to ensure that they have every chance of becoming a reality. This takes the form of part funding a Business Engagement Manager and a Careers Lead to work with local industries to allow our students to gain knowledge of the wide range of opportunities which may be available to them, whether that be in the forms of visits or project work. Additional support is given to students with Pupil Premium funding to find suitable work experience placements and think about their career choices.

Evidence to support choice: Students' involvement with business partners through projects, work experience and internships results in high levels of confidence and excellent communication skills. Students are extremely well prepared for life in modern Britain. Students benefit from exemplary careers guidance and support because of the UTC's strong links with business partners. Business partners report that students are 'work ready', not only in terms of qualifications but of personal skills. Students participate in work experience that is relevant to their interests and future careers, and many win valuable apprenticeship placements with business

partners. <http://www.utcreading.co.uk/site/data/files/ofsted/980DA074897910744E7476E89A0758AF.pdf>

<https://educationendowmentfoundation.org.uk/news/review-of-evidence-on-employers-in-education/>

100% of our Year 11 and 13 students had 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. In 2019, 66% of our Y13 embarking on apprenticeships, which was 8 times the national average.

- **Intervention.** Student's progress is tracked across all subjects and interventions are put in place to improve grades where underachievement is identified. In some cases, this may take the place of small group withdrawal during the UTC day, accessing resources that allow the testing and retesting of content to consolidate learning and progress. Our mentoring programme also focuses on students who receive Pupil Premium funding who are significantly behind their targets. Pupil Premium money is allocated to staff and resource these sessions where it impacts on relevant students.

Evidence to support choice: EEF suggests that small group tuition, and individualised intervention have a high impact to cost ratio. One to one tuition has a high impact at a greater cost. This is based on extensive research.

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>

There is much evidence available on the web and from teacher's own experiences to support the use of targeted intervention during the GCSE grades to raise attainment.

<http://www.campaign-for>

[learning.org.uk/cfl/assets/documents/CaseStudies/Camborne%20\(Coaching\).pdf](http://www.campaign-for-learning.org.uk/cfl/assets/documents/CaseStudies/Camborne%20(Coaching).pdf)

- **Transition.** Making the choice to join us at UTC South Durham demonstrates a commitment to the STEM sector, however it can be a daunting move. Pupil premium money is set aside to ensure that students make a smooth transition, and are given the opportunity to build the resilience and confidence necessary to be successful here and in the workplace. Although COVID restrictions will not allow us to take students out on industrial visits during the first months of the academic year, students will still be given the opportunity to enjoy a series of events and workshops in the first few weeks of the Autumn term. This will facilitate a smooth

and confident start to be made by all, but with particular concern for those in receipt of Pupil Premium funding. A member of staff is trained to provide support for those who find it more difficult to settle in to a new setting.

Evidence to support choice: EEF suggests that self regulation, social and emotional learning have a high impact to cost ratio and is backed by evidence.

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>

- **Attendance, punctuality and safeguarding.** Attendance is probably the biggest negative factor in student attainment. Pupil Premium money will be allocated to facilitate the employment of a further Student Support Officer and to allow our Student Support Officers to follow up on attendance and safeguarding concerns, working with individual students and their families to support them, ensure their safety and raise their attendance. Mental Health issues are a barrier to attendance and we will work to support affected students. Students are encouraged to appreciate that poor attendance is not tolerated in the workplace.

Evidence to support choice:

Staff aware of any social / emotional issues which are affecting attendance and can follow up or support families accordingly. Ofsted 2013

...in general the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS4. Specifically, pupils with no absence are 1.5 times more likely to achieve 5+ GCSEs A-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils missing 15-20 per cent of KS4 lessons.*

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf

...one in 10 young people aged five to 16 has a diagnosable mental health disorder, while 50 per cent of all adult mental health problems present by the age of 14. And while schools are not fighting the mental health battle alone... it is at school where many of these children will present.

<http://www.sec-ed.co.uk/news/mental-health-pupil-premium-character-education-student-voice-lgbt-and-more-feature-at-ssat-national-conference/>

School tracking systems readily show pupils with low attendance do not achieve to their expected levels.

- **Attitude for Learning.** A poor attitude to learning in the classroom not only prevents sustained progress for that child, but has a real impact on the attainment of all students. Poor behaviour often, although not always, stems from a surrounding issue for the student and Pupil Premium money is allocated to allow for students to work with SSO's to improve their behaviour, address issues such as anger management and for the time taken to work with outside agencies to provide a network of support strategies for individuals. The East Room, our in school isolation room, is also partially funded by Pupil Premium monies, where students can catch up on work they have missed and discuss their attitude with support staff.

Evidence to support choice: EEF suggests that behaviour intervention has a high impact to moderate ratio and is rooted in evidence.

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>

How will UTC South Durham measure the impact of Pupil Premium Expenditure?

The impact of the success of the Pupil Premium grant is measured against a wide range of criteria, ultimately all feeding into the closing of the gap in attainment between students for whom the grant is awarded and those who do not. As well as comparing the academic performance of those students eligible for the PP funding and those who are not, impact can be measured in terms of lowering the measurable difference between PP students and non-PP students in terms of measurable factors such as

- % attendance,
- spelling and reading ages,
- progress in developing and displaying workplace skills,
- parent and student voice,
- exclusion rates, (internal, short term and permanent)
- student 'destinations' post 16 and post 18.

Strategies which are not deemed to be successful are reviewed and the focus can be changed for the next academic year.

How can I find out more information about Pupil Premium?

UTC South Durham's Pupil Premium policy is available for you to see on our website, www.utcsouthdurham.org

You can access the government guidelines at <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2020-to-2021/pupil-premium-conditions-of-grant-2020-to-2021>

Should you have any questions you can contact us here at the UTC and we will be happy to respond to any queries.

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