



# UTC South Durham Pupil Premium Policy



<b>Date of adoption</b>	June 21
<b>Approved by</b>	Governing Body
<b>Signed:</b> (Principal) 	<b>Date:</b>
<b>Signed:</b> (Chair of Governors) 	<b>Date:</b>

<b>Review History</b>	JH – May 19 JH – Apr 21 SBr – May 21
<b>Date to be reviewed by</b>	June 24
<b>Responsibility</b>	Director for Inclusion

## 1. Introduction

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. 'The underlying principle is simple; DfE will provide extra funding and schools/academies will decide how to use it. This is because autonomous schools/academies are more likely to innovate and learn' (DfE).

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022/pupil-premium-conditions-of-grant-2021-to-2022-for-local-authorities>

### Pupil Premium students are:

- Students in years 10 to 11 recorded as Ever 6 FSM
- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order
- Students in year groups 10 to 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence

The funding will change in line with statutory allocations each year. For 2021-22 this will be:

- £955 for students on free school meals (FSM) who have been registered to receive FSM in the last 6 years (Ever 6 FSM)
- £2,345 for children in care (for at least 1 day in the year preceding March 2019)
- £310 for an Ever 6 Service Child

For the year 2021 – 2022 schools may also make a claim for PP funding for students who have no recourse for public funds. This temporary extension will allow schools to claim PP funding for students who are eligible for free school meals now but were not so at the time of the October Census.

## 2. Guiding principles

The aim of this policy and the Pupil Premium Funding is to narrow the attainment gap between those identified as 'disadvantaged' and their peers by addressing inequalities and putting in place strategies to overcome barriers to progress. This policy has been amended in light of the current Coronavirus (Covid-19) situation and takes into account the additional setbacks to both education and wellbeing that have been more pronounced for disadvantaged students.

Key indicators for success include ensuring that all students entitled to the Pupil Premium funding have:

- access to all areas of the academic and technical curriculum, taught by highly skilled teachers and instructors who are experts in their field,
- full access to the enrichment curriculum of the UTC and are supported to partake in visits which enhance the curriculum,
- appropriate literacy and numeracy intervention which will allow them to better access all subject areas, hence improving engagement and attainment,
- the support they need to overcome any mental health / anxiety issues,

- supportive guidance to improve attendance, punctuality and attitude for learning where that is necessary,
- access to a range of contact with our business and industry partners, fostering aspiration and a motivation to be the best that they can be,
- the opportunity to develop the skills needed to be successful in the workplace and to fulfill our 'student leaver profile'
- individual intervention strategies which promote learning skills and encourage them to become independent, autonomous learners,
- regular contact between the UTC and students in regard to work and wellbeing in the instance that remote learning needs to be employed,
- continued regular face to face contact and teaching from teachers on the occasion that classes are working remotely, or the teacher is working from home.

### **3. Strategies**

The Director of Inclusion will ensure that:

- the Pupil Premium summary, planned expenditure for the current academic year and a detailed evaluation of the impact of previous spending are prepared and are available on our website,
- planned expenditure and strategies implemented are based on published research evidence,
- the students eligible for the Pupil Premium Funding are identified to all staff through briefings and the Management Information System,
- the attainment of all disadvantaged students is monitored following data capture and steps taken to monitor and mentor those who are most at risk of underachieving,
- the Senior Leadership Team and Wider Leadership team are informed of the progress of Pupil Premium students compared to their peers following analysis of attainment following each data capture,
- intervention is targeted for Pupil Premium students to facilitate progress and narrow the attainment gap
- the opportunities, support and interventions offered to our Pupil Premium students are routinely tracked, alongside a review of attendance and attitude for learning. Interventions and supportive strategies are employed where concern is raised,
- a Trustee is appointed to be a Pupil Premium 'champion' and that they are fully aware of the strategies employed and the progress made by these students,
- Reports are prepared for Trustees detailing attendance and the achievement of all disadvantaged students.
- Regular contact is made between students, parents and UTC staff in times of 'lockdown' or isolation due to Covid-19.

### **4. Quality Assurance (QA)**

QA systems are in place to monitor and report on the progress and attainment of students entitled to Pupil Premium funding.

These include:

- evidence from data capture and learning walks in relation to the progress and attainment of students are considered at meetings of HODs with their line manager and/or Director of Inclusion,

- evidence from data capture and learning walks in relation to the progress and attainment of students are considered at each meeting of the UTC Standards and Curriculum Sub-Committee of the UTC Trustees,
- The 'Report to Trustees for Pupil Premium' to be considered by the Trustees
- The UTC Improvement Plan to identify the progress and attainment of students entitled to Pupil Premium funding; this will be regularly reviewed by SLT and at least annually by the full Trustees of the UTC.

## **5. Reporting**

The UTC will publish details of how it spends the Pupil Premium funding and the impact this has had on the attainment of students who have received the funding.

The report will be published on the UTC website and will include:

- The Pupil Premium allocation for the current academic year
- Details of how it intends to spend the Pupil Premium allocation, with reference to the relevant evidence based research
- Details of how the UTC spent the Pupil Premium allocation during the previous academic year
- How it made a difference to the progress, attainment, well-being and outcomes of students entitled to Pupil Premium funding

## **6. Outcomes**

In order to ensure the Pupil Premium funding is used efficiently and effectively to support those students entitled to the funding and narrow the attainment gap, the UTC will identify a small number of key priorities. Each priority will be supported by the use of Pupil Premium funding. A Pupil Premium Action Plan for the academic year will be drawn up which will provide details against each priority.

## **7. Provision**

In summary, provision will include:

- Ensuring that our students have access to well qualified subject specialists to teach them across the curriculum
- Actions focused on learning in the curriculum – including subject intervention, one-to-one support, subject resources, Personal Learning Mentors
- Target setting interventions
- Actions focused on improving attendance
- Actions focused on social, emotional and behavioural issues – including family support work, one-to-one provision packages, support for young carers, emotional resilience programmes
- Actions focused on aspirations and enrichment beyond the curriculum – including extra-curricular trips and visits
- Personalised careers advice and guidance
- Actions focused on families and communities – including outside agency support
- Financial support to ensure that our disadvantaged children do not stand out as such and have access to the same educational opportunities as their peers.

## **8. Other Policies**

This policy should be read in combination with other policies/documents:

- Attendance Policy
- 16-19 Bursary Policy
- Curriculum Policy
- SEND Policy
- Teaching and Learning Policy