

# Pupil premium strategy statement – UTC South Durham

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	UTC South Durham
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023 – 2026
Date this statement was published	31.12.23
Date on which it will be reviewed	01.09.24
Statement authorised by	Tom Dower
Pupil premium lead	Steve Bennett
Governor / Trustee lead	Kirsty Babister

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,912
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£21,804
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£117,716

## Part A: Pupil premium strategy plan

### Statement of intent

Our intent for all students at UTC SD is to make them career and life ready. We do this using the vehicle of the Student Leaver Profile (SLP). The SLP has been developed by the UTC community. It was created by a network of industry partners, students, parents, community leaders, staff and Trustees. It describes the skills, knowledge and experiences which our students leave the UTC with and therefore is a clear statement of our Curriculum Intent.

The SLP ensures that our students are ready for their careers and it cements our commitment to a balanced education which goes well beyond that delivered by most schools. It drives everything we do for our students.

We are ambitious for our students and offer high quality student support, recognising that many have had a disadvantaged previous education. Through COVID and its immediate aftermath our focus was on supporting the wellbeing of students and then on their return our priority has been on developing their resilience and confidence through a focus on Core Skills.

At UTC SD our intent is to establish an outstanding academic and technical education for all of our students, regardless of their backgrounds or the challenges they face.

We aim to Improve academic and technical outcomes so that all students and all subjects achieve value added from starting points, which we access when the students join us in Year 10. The core focus of our approach is to give the students access to high quality teaching and learning in all areas of the curriculum.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>The progress of disadvantaged pupils at the end of Key Stage 4 is generally lower than that of their peers. Of the cohort taking exams in 2023, 57% had come from schools rated RI or Inadequate. For these students, a poor KS3 which was also disrupted by COVID provided a very large challenge for them in approaching their GCSEs.</p>
2	<p>A significant number of students join UTC in Year 10 with reading and spelling ages that are below their chronological age. 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 progress and 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.</p>
3	<p>Attendance of disadvantaged students is lower than that of non-disadvantaged peers. Attendance is probably the biggest negative factor in student attainment. Analysis of available data for the 2023 KS4 cohort showed that Pupil Premium students have an average attendance approximately 4% lower than that of their non PP peers. Being in school is important to student achievement, wellbeing, and wider development. Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results.</p> <p>DFE research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well.</p> <p>DFE data also shows secondary school pupils who didn't achieve grade 9 to 4 in English and maths missed on 10 more days on average over the key stage than those who achieved grade 9 to 5 in both English and maths.</p>

4	Ensuring that all Disadvantaged students have positive attitudes to their learning. A poor attitude to learning prevents sustained progress for that student, and can have an impact on the attainment of all students.
5	Students join the UTC having opted for the specialist STEM Curriculum we provide. We intend to ensure that our students have ambitious, realistic, career aspirations and that they are supported by a strong careers education that is supported by business and industry links
6	Following the disruption caused by Covid-19 our observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety. This has a wide range of subsequent impacts for our students, many of which can be barriers to progress.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All students access high quality teaching and learning across all areas of their curriculum	<ul style="list-style-type: none"> <li>• Recruitment and retention of high quality specialist teachers across all areas of the curriculum.</li> <li>• Monitoring and evaluation of teaching and learning continually monitors the quality of teaching and learning and support s staff with areas of development.</li> <li>• Teaching and learning CPD is of a high quality and its implementation is evident in lessons.</li> <li>• Support and coaching is available for teachers and pastoral / support staff.</li> <li>• Staff are able to access external CPD as relevant.</li> </ul>
Students that are below their chronological age in reading and spelling improve their literacy and oracy skills to age appropriate levels.	<ul style="list-style-type: none"> <li>• Students are identified having literacy difficulties, and are assigned Communications lessons to boost their literacy levels.</li> <li>• Students receive targeted interventions to support their language development and literacy.</li> <li>• Comms lesson enable students to close the gap quickly and regular testing of the identified students shows significant progress is made in spelling, reading, comprehension skills.</li> <li>• Students are able to graduate from comms lessons when they achieve age appropriate scores</li> </ul>
Attendance of disadvantaged students is as good as that of non-disadvantaged and is higher than national and LA data	<ul style="list-style-type: none"> <li>• Attendance of disadvantaged pupils is as high as that on their non-disadvantaged peers.</li> <li>• Attendance is regularly monitored and intervention is put in place to support attendance rewards.</li> <li>• Issues that may be regarded as a barrier to attendance such as Mental Health and LGBTQ+ are identified and students are supported.</li> </ul>

<p>All Disadvantaged students have positive attitudes to their learning</p>	<ul style="list-style-type: none"> <li>• Data Capture data and classcharts data consistently shows that behaviour is good or better.</li> <li>• Rewards for positive attitude are put in place to encourage and support students</li> <li>• Parental contact, meeting and report cards are used support students to where behaviour standards are not good enough.</li> <li>• Restorative conversations are facilitated between staff and students where C3 behaviour has occurred.</li> <li>• Learning contracts are used in sixth form for students where there are concerns</li> </ul>
<p>Student attainment is good and the students make progress from their GL baselines/most likely grades in all subjects</p>	<ul style="list-style-type: none"> <li>• All students receive aspirational targets based on GL testing (KS4) or APS (KS5). Students are involved in the target setting process and are given subject specific guidance on how to reach target grades.</li> <li>• Underperformance is supported by relevant subject interventions and academic / pastoral mentoring.</li> <li>• parents are contacted and supported with the subject interventions that are implemented.</li> </ul>
<p>Students receive high quality pastoral support,</p>	<ul style="list-style-type: none"> <li>• All students feel happy and safe at the UTC.</li> <li>• All Student become a member of a CREW and CREW leaders make regular contact with parents.</li> <li>• Students engage with week-long induction timetable focused on team building a building relationships when they join the UTC in Y10.</li> <li>• Students that are struggling with anxiety and other mental health issues are identified and offered relevant support via student services.</li> </ul>
<p>No students are excluded from educational or rewards trips or left short of revision resources for financial reasons</p>	<ul style="list-style-type: none"> <li>• Students have their requests for individual student support for resources, educational visits, uniform, toiletries etc considered and actioned when appropriate.</li> <li>• Transport to and from UTC is subsidised for eligible students.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 40K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment and retention of class teachers in all curriculum areas, including shortage areas of Engineering and the STEM subjects, who are specialists in their field and who have an excellent track record of facilitating learning for their students.</p>	<p><i>“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.”</i></p> <p><a href="https://www.suttontrust.com/research-paper/improving-impact-teachers-pupil-achievement-uk-interim-findings/">https://www.suttontrust.com/research-paper/improving-impact-teachers-pupil-achievement-uk-interim-findings/</a></p>	<p>1, 2, 4</p>
<p>Funding for teachers to benefit from CPD targeted to meet individual need for development, to meet the whole school T and L priorities and to stay up to date with the latest developments in their area. This will also include funding cover for teachers to complete peer observations.</p>	<p><i>“Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the pupil Premium”</i></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a></p>	<p>1, 2, 4, 5, 6</p>

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 35K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding for the staffing of 'Communications' sessions by a literacy specialist and the planning of Crew time so that interventions to improve literacy and oracy skill in our students are most effectively delivered.</p>	<p><i>Disadvantaged children are 2.3 times more likely to be identified as having speech, language and communication needs than those in more affluent areas</i> (The Communication Trust)</p> <p><i>Children from socially disadvantaged families are more than twice as likely to be identified with a SLCN (Speech, Language and Communication need). Due to social clustering, more than 50% of children living in areas of high social deprivation may start school with SLCN</i>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931310/BSSLC_Guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931310/BSSLC_Guidance.pdf</a></p> <p><i>Reading comprehension activities are deemed to have a high impact for low cost impact for students</i>  <a href="https://www.educationendowmentfoundation.org.uk/teaching-learning-toolkit/">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-secondary-schools/">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2</p>
<p>Purchase of standardised online testing packages for identification of areas for development in individual's literacy, which are subsequently used to inform intervention.</p>	<p><i>EEF meta-research suggests that oral language, and reading comprehension, intervention have a high impact to cost ratio, based on extensive research.</i>  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</a></p>	<p>1, 2</p>



<p>Purchase of SISRA Analytics to allow identification of underachievement and patterns within that data.</p>	<p><i>There is much evidence available online and from teacher's own experiences to support the use of targeted intervention during the GCSE grades to raise attainment.</i></p> <p><a href="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</a></p>	<p>1, 2</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 40K

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The employment of our Business Engagement lead and Careers lead are part funded using the Pupil Premium budget.</p> <p>The lease of the UTC minibuses and drivers are subsidised through PP, allowing our students the ability to attend UTC and to attend educational visits</p>	<p><i>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.</i></p> <p><a href="http://www.utcreading.co.uk/site/data/files/ofsted/980DA074897910744E7476E89A0758AF.pdf">http://www.utcreading.co.uk/site/data/files/ofsted/980DA074897910744E7476E89A0758AF.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/review-of-evidence-on-employers-in-education/">https://educationendowmentfoundation.org.uk/news/review-of-evidence-on-employers-in-education/</a></p>	<p>1, 5</p>

<p>PP funding supports the employment of members of the student support team and SEND team responsible for:</p> <ul style="list-style-type: none"> <li>• facilitating a smooth transition to UTC South Durham,</li> <li>• recognising anxieties and mental health issues,</li> <li>• monitoring attendance and intervening when students are absent</li> <li>• identifying students and areas where attitude to learning is poor</li> <li>• dealing with safeguarding issues.</li> </ul> <p>In all of the above, the time needed to work with students, parents, external agencies etc, and to deliver interventions eg emotional literacy sessions, in order to bring about a successful outcome.</p> <p>Purchase of CPOMs to record and review safeguarding issues.</p> <p>Purchase of ClassCharts to record and monitor incidents of concern and record praise.</p>	<p><i>EEF suggests that self-regulation, social and emotional learning have a high impact to cost ratio and is backed by evidence.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</a></p> <p><i>Mental health difficulties during adolescence can have lifelong effects, impacting on a range of adult outcomes including employment, the ability to establish and maintain healthy relationships, and general health and wellbeing. Schools are in a unique position to deliver mental health support to all children and young people without some of the common barriers that affect similar interventions offered outside of schools.</i></p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p> <p><i>...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.</i></p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf</a></p> <p><i>...one in 10 young people aged five to 16 has a diagnosable mental health</i></p>	<p>1, 3, 4, 6</p>
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<p>PP funding is used to fund the staffing of the 'East Room'.</p> <p>PP funding is used to provide the staff time for 1 to 1 academic mentoring for those PP students who are at most risk of underachieving.</p>	<p><i>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.</i></p> <p><a href="http://www.sec-ed.co.uk/news/mental-health-pupil-premium-character-education-student-voice-lgbt-and-more-feature-at-ssat-national-conference/">http://www.sec-ed.co.uk/news/mental-health-pupil-premium-character-education-student-voice-lgbt-and-more-feature-at-ssat-national-conference/</a></p> <p><i>School tracking systems readily show pupils with low attendance do not achieve to their expected levels.</i></p> <p><i>EEF suggests that behaviour intervention has a high impact to moderate ratio and is rooted in evidence.</i></p> <p><u><i>EEF suggest that mentoring has a positive impact</i></u></p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit</a></p>	
<p>The pupil premium funding is used to purchase items of uniform, hygiene products, revision resources, equipment when it is considered suitable and on request from parents, students or teaching staff. PP funding is also used to support transport for eligible students.</p>		1, 2, 6

**Total budgeted cost: £ 115K**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that our disadvantaged students did not make as much progress and non-disadvantaged in several subjects.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at other UTCs using Redborne analysis of our student progress from starting points. While UTC SD has a gap in progress of -0.39, just over 1/3 of a grade we outperformed the group national mean for disadvantaged learners whose starting points were measure in the same way (-0.45).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

#### **Attendance**

For our 2023 Y11 cohort Pupil Premium attendance increased from the end of year Y9 (when the pupils were at other schools) to the end of year 10 (88% to 89%). Attendance remained steady throughout Y11 and was 89% when the students began their summer examinations. The figure for non-Pupil Premium was 90%.

#### **Case Study A**

Student A had an attendance of 83% at the end of year 9. This rose to 87% at the end of year10, but fell to 73% at the end of Year 11. They had ongoing medical issues that were a barrier to attendance. Our attendance support officer organised appointments with the emotional resilience nurse, the mental health support team and the school councillor. Student A gained 7 L2 qualifications and has remained at the UTC on the L2 PEO course

#### **Case Study B**

Student B was a school refuser whose end of Y9 attendance was 19%. Their end of Y11 attendance was 26%. Student B received extensive student support including TAF meetings, emotional resilience referrals, intervention from Durham Works and support from the school nurse. Ultimately Student B was able to get support from EHNT. Ultimately student B was able to come in for some exams with extensive support and was able to achieve 5 L2 qualifications.

### Case Study C

Student C was and EAL student that had an attendance of 89% at the end of year 9. This fell slightly to 87% at the end of year 10. Student C received 1-2-1 intervention with our student support officer throughout year 10 and 11 and all staff received support in how to enable them to access reading and written tasks. Their attendance improved to 90% at the end of year 11 and the UTC paid for additional tuition so that they could sit exams on Arabic. They achieved 9 L2 qualifications including a grade 9 in Arabic.

The table below shows the current Year 11's attendance compared to the same cohort in Year 9 (at their previous schools). Some students don't have year 9 data as they were home educated or moved from abroad):

	No of students	Year 9	Year 10	Year 11 (05.11.23)	Yr 9 – 10 difference
Full cohort	121	-	93.1%	93.8%	
Cohort with year 9 data	113	89.9%	93.1%	93.6%	+3.2%
Pupil Premium	38	89.2%	91.3%	91.2 %	+2.1%

The improvement from Year 9 to Year 10 when students join the UTC is against the backdrop of a decline across the national data as students move into KS4.

### Communications

The Communications programme supports the many students that join the UTC with low reading and spelling ages. The data below shows the impact that this had. Figures are given in years and months (for example 12.04 is 12 years and 4 months). Those on the programme are tested again the month after they join and the average of these two tests forms the baseline for further analysis. Students on the Communications programme make significant gains - the value added is over a year for reading and 2/3 of a year for spelling.

Intake	Reading baseline	Spelling baseline	Reading end point	Spelling end point	Time between tests	Reading value added	Spelling value added
2020	12.04	11.00	14.08	12.11	1.03	1 year 1 month	8 months
2021	11.06	11.01	13.09	12.09	1.01	1 year 2 months	7 months

## Communications Case Studies:

### **Case Study D**

Student D was identified as a student to be added to a Communication group at the start of year 10 based on their initial reading age of 10.11 and spelling age of 13.00 . Between September of Year 10 and April of Year 11, they increased their reading age by 30 months to 13.05 and spelling age by 26 months to 15.02.

### **Case Study E**

Student E was identified as a student to be added to a Communication group at the start of year 10 based on their initial reading age of 12.11 and spelling age of 12.08. Between September of Year 10 and April of Year 11, they increased their reading age by 49 months to 17.00 and spelling age by 11 months to 13.07.

### **Case Study F**

Student F was identified as a student to be added to a Communication group at the start of year 10 based on their initial reading age of 12.07 and spelling age of 10.06. Between September of Year 10 and April of Year 11,

### **Behaviour**

At the UTC we treat students as young professionals and expect them to rise to the challenge. We focus on 'attitude' and positive relationships rather than 'behaviour'. This approach means that students learn the skills and attitudes which they need as young professionals and for their adult life. Support systems are strong and the UTC is generally a calm and productive place in which to learn and work.

98% of parents say that their child is happy and feels safe at the UTC, with 79% strongly agreeing. The Student Support Team and Crew leaders build good relationships with students and parents so they feel comfortable in coming forward with concerns.

Behaviour at UTC is good and there is no significant difference between the behaviour of disadvantaged students and their non-disadvantaged peers. Class charts is used to record incidences of negative behaviour and the data generated is frequently shared with faculty directors who use it to identify where extra support is needed. "intelligent events" are monitored by classcharts so that the behaviour team can offer additional support where there are behaviour issues across multiple subjects. The students support team employ a variety of methods to improve behaviour including; restorative conversations with staff, parental meetings, report cards, use of the internal isolation room and, rarely, exclusions.

The UTC's permanent and fixed term exclusions were at vastly reduced rates compared to other schools in Durham. These rates are even more remarkable when it is considered that students at the UTC take on 20% more time in lessons in an average week compared to most schools and only have KS4 students.

	Number on roll	No. of P/Ex in KS4	Total Fixed Term Exclusions	Days lost to FTE	No. of New Panel referrals	MM agreed to take in	MM taken on roll	MM requested out	LA Alternative Provision	EHE Register over 3 years	SEN % on roll
UTC	418	0	23	48	0	10	2	1	0	4	39.6
Durham Av	899	3.4	166	388	15.8	6.5	1.2	6.4	4.6	21.8	18.1
Durham rate*	418	2.6	77.6	180	7.3	3.0	0.6	3.0	2.1	10.1	18.1

\* Durham rate is calculated as pro rata so that the UTC's statistics can be compared directly to the 30 other secondary schools in the county, most of which are larger. Green cells are where the UTC rate is the best of all 30 schools in the county (all are lowest apart from SEN % which is highest).

There were 0 permanent exclusions compared to 3.4 average across Durham at KS4. UTC students suffered only a quarter of the days lost to suspensions compared to Durham average (48 days lost at the UTC compared to average rate of 180 days for equivalent sized school) with only one student as repeated suspension (Case Study G).

### **Case Study G**

Student G was a looked after child. Parents and professionals recognised that despite the many adaptations to try and accommodate Student G their behaviour continued to significantly decline.

Student G was adopted and has no contact with birth parents. They left their adoptive family in March of 2022, following a breakdown. In brief, they failed to follow/except any form of boundaries or rules. They were placed in a foster placement which also broke down in December 2022. Student G was supported by a reduced timetable, sessions at the Link (Durham Virtual School – The Link inclusion base), a time-out pass, SLT report cards, meetings with LAC caseworkers, parental engagement meetings, restorative conversations with staff and, ultimately, alternative provision. Student G sat a reduced number of examinations and was able to achieve a grade in Combined Science and a grade 4 in GCSE Maths. Parents of student G wrote to the UTC at the end of Y11 thanking the student support team for all the support that they had received.

## **Destinations**

98% of our 2023 Pupil Premium cohort were all successful in remaining in education following receiving their exam results:

- 9% went on to apprenticeships
- 36% remained at the UTC (22% on L3 courses and 14% on L2 PEO)
- 53% went on to other Sixth form colleges (20% on L3 courses and 33% on L2 courses)