



# UTC South Durham Pupil Premium Policy



<b>Date of adoption</b>	July 2024
<b>Approved by</b>	Governing Body
<b>Signed:</b> (Principal) 	<b>Date:</b> 12 July 2024
<b>Signed:</b> (Chair of Governors) 	<b>Date:</b> 12 July 2024

<b>Review History</b>	JH – May 19 JH – Apr 21 SBr – May 21 SBT – June 24
<b>Date to be reviewed by</b>	June 2027
<b>Responsibility</b>	Vice Principle Curriculum and Standards/Director for Inclusion

## 1. Introduction

The pupil premium grant is funding to improve educational outcomes for disadvantaged pupils in state-funded schools in England.

The grant also provides support for children and young people with parents in the regular armed forces, referred to as service pupil premium (SPP). This has been combined into pupil premium payments to make it easier for schools to manage their spending. Pupils that the SPP intends to support are not necessarily from financially disadvantaged backgrounds.

### **Pupil Premium Funding Criteria:**

Pupil premium funding is allocated to eligible schools based on the number of:

- pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years (referred to as Ever 6 FSM)
- children previously looked after by a local authority or other state care, including children adopted from state care or equivalent from outside England and Wales

Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria. It can be used:

- to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer
- for whole class interventions which will also benefit non-disadvantaged pupils

The table below shows how the pupil premium grant is allocated to school and local authorities in the 2024 to 2025 financial year, based on per student rates.

<b>Funding criteria</b>	<b>Amount of funding for each primary-aged pupil per year</b>	<b>Amount of funding for each secondary-aged pupil per year</b>	<b>Funding is paid to</b>
Pupils who are eligible for free school meals, or have been eligible in the past 6 years	£ 1,480	£ 1,050	School
Pupils previously looked after by a local authority or other state care	£ 2,570	£ 2,570	School
Children who are looked after by the local authority	£ 2,570	£ 2,570	Local Authority

## 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 reviewed in light of the impact that the COVID-19 pandemic has had on the education of our students, and takes into account the additional setbacks to both education and wellbeing that may 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 Vice Principle for Curriculum/Director of inclusion and standards 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