



Pupil Premium Statement



North East Futures UTC has been established to change the education, skills and employment paradigm in our IT and Healthcare Science sectors in the North East. It provides the opportunity for young people from all the communities in this region to benefit from its specialist provision.

Local Governors and all the North East Futures staff are committed to a policy of equality and aim to ensure that all students, employees, job applicants, other member of the school community and visitors are treated fairly and with respect.

We aim to give equal access to the high quality educational opportunities we provide and to ensure that everyone feels that they are a valued member of the school community. We seek to create a safe and happy environment where all our students can flourish and where social and cultural diversity are celebrated.

Reviewed by:	Principal and Trustees
Frequency of policy review:	Annually
Lead Sub Committee for discussion:	Educational Standards
Last Reviewed:	June 2018
By Dan Sydes	
Ratified by Local Board of Governors on:	6 th June 2018
By Michael Whitaker	
Next Review Date:	May 2019

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1. Introduction

What is Pupil Premium?

Pupil Premium funding is additional funding given to 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 are:

- Students in years 10 and 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 and 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, 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 North East Futures UTC allocate its Pupil Premium Funding?

Funding is allocated 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 North East Futures UTC, focusing our attentions on those who need it most.

On the date 2/5/2018 it is not yet confirmed the number of students in the Academic Year 2018-19 who will attend the UTC will attract Pupil Premium funding. The average for the area is 39% of students receive Pupil Premium funding.

What are North East Futures UTC's priorities for closing the Pupil Premium (PP) gap in 2018-2019

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 brackets after each strategy.

- **Literacy.** 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, 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 or small group intervention with our teachers Learning Support staff.

Evidence to support choice: Education Endowment Fund (EEF) 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>

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- **Aspiration.** UTC students aspire for rewarding careers in the Digital Technology and Healthcare Science industries and 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 contributing towards the funding a Business Liaison Manager 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.

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>

- **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. We expect to have a small number of students joining us part way through the year, who require teacher input to catch up on work that they have missed in order to make the progress of which they are capable. Pupil Premium money is allocated to staff and resource these sessions.

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 North East Futures UTC demonstrates a commitment to the STEM sector; however, it can be a daunting move. PP 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. A series of trips, events and workshops in the first few weeks of the Autumn term allow a smooth start to be made by all. Pastoral Leadership provide support for those who find it more difficult to settle in to a new setting.
 - Students joining us part way through the year may require assistance to catch up on work that they have missed in order to make the progress they are capable of. Pupil Premium funds will be used to staff and resource these sessions.

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

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

- **Attendance and Punctuality.** Attendance is probably the biggest negative factor in student attainment. Pupil Premium money will be allocated to allow funding for Educational Welfare Officers to follow up on attendance concerns, working with individual students and their families to support them and raise their attendance. Students are encouraged to appreciate that poor attendance would not be 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](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf)

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

- **Behaviour.** Poor behaviour 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 part fund additional behaviour support strategies 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. This additional funding could be used to fund programmes such as the NUFC student support programme.

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 North East Futures UTC 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)

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- student ‘destinations’ post 16 and post 18.

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

How can I find out more information about Pupil Premium?

You can access the government guidelines at:

<https://www.gov.uk/government/publications/pupilpremium-conditions-of-grant-2016-to-2017/pupil-premium-2016-to-2017-conditions-of-grant>.

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