

North East Futures UTC



Pupil Premium Strategy 2019

Supporting Disadvantaged & Vulnerable Students

Date of most recent review: Feb 2020

Reviewed by	Principal and Trustees
Frequency of review	Annually
Lead Sub Committee for discussion	Educational Standards
Reviewed:	24th April 2019
Last review:	February 2020
Reviewed by:	Liam Clark
Ratified by local board of governors on:	
Next review date:	

Principles

All staff and governors accept responsibility for the 'socially disadvantaged' students and are committed to meeting their pastoral, social and academic needs. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

At the UTC we will ensure that any pupil considered to be 'socially disadvantaged' has the same opportunities as any other. It is our belief that no child should be held back or face additional barriers because of their 'social disadvantage'. We will ensure these students are able to access any support necessary in order to achieve their full potential.

Provision

UTC NE Futures will ensure that provision is made which secures the learning and teaching opportunities that meets the needs of all students. As part of the provision made for students who belong to vulnerable groups, the UTC will ensure that the needs of socially disadvantaged students are assessed, appropriate intervention strategies implemented, and progress not only tracked, but strategies evaluated throughout the year to ensure effectiveness.

In making provision for socially disadvantaged students the UTC recognises that not all students who receive free school meals will be socially disadvantaged. The UTC also recognises that not all students who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any student or groups of students the UTC has legitimately identified as being socially disadvantaged.

Pupil Premium Funding

Financial year 2019-2020

In the 2019-2019 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £935 for pupils in year 10 to year 11

Schools will also receive £1,900 for each pupil who has left local-authority care because of one of the following reasons:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for one day or more also attract £1,900 of pupil premium funding. Funding for these pupils doesn't go to their school; it goes to the virtual school head in the local authority that looks after the child. Virtual school heads are responsible for managing pupil premium funding for looked after children.

In school barriers to success evaluative comments on objectives

	3 year strategy	Evaluative comments
A	Typically PP students have lower literacy skills and therefore struggle to access the curriculum	<p><u>2019-2020 evaluative comments</u></p> <p>This remains an area of focus for the UTC, but, there has been significant development. This plan successfully promoted:</p> <ol style="list-style-type: none"> 1) Literacy training for all staff- the result of which is that literacy is marked across the curriculum. Staff are conscious of teaching vocabulary and are adopting methods such as the Freya model in their teaching. 2) Intervention for literacy has started- this has been successful due to the appointment of a second LSA and engagement with outside tutors. There is a group of students who now access small group tuition from English tutors 3) Tutor time now has a focus on literacy and reading, therefore developing that who school ethos further <p>Next steps:</p> <ol style="list-style-type: none"> 1) Further embed systems to promote a love of reading 2) Expand the interventions available
B	Typically PP students are more likely to dis-engage from learning and misbehave	<p><u>2019-2020 evaluative comments</u></p> <p>This remains an area of focus for the UTC, but, there has been significant development. This plan successfully supported:</p> <ol style="list-style-type: none"> 1) An informal review of behaviour systems to support formal planning 2) The appointment of second member of pastoral staff 3) A call out system for re-integration into a learning environment <p>Next steps:</p> <ol style="list-style-type: none"> 1) Expand the pastoral team to allow more capacity to support

		<p>some of our most vulnerable students</p> <ol style="list-style-type: none"> 2) Ensure school wide systems for dealing with incidents are fully embedded 3) Develop a focus on attendance within the PP plan
C	Typically PP students are likely to have fewer life experiences and therefore have lower cultural capital	<p><u>2019-2020 evaluative comments</u> The UTC has ensured all students have the ability to take part in trips, visits and provides internal enrichment activities.</p> <p>Next steps:</p> <ol style="list-style-type: none"> 1) Advertise a fixed term leadership so there is ownership of this area 2) Formalise the systems for this priority
D	Typically PP students are less well prepared for formal exams	<p><u>2019-2020 evaluative comments</u> The UTC has provided exam materials, including online and paper based for all students.</p> <p>Next steps:</p> <ol style="list-style-type: none"> 1) Develop a system of monitoring revision and offering support through an internal intervention programme 2) Develop revision opportunities for young people outside of the main school provision
E	Typically PP students are more likely to receive a fixed term exclusion	Please see comments on section B above.
F	Typically PP students are less well informed about future life decisions	<p><u>2019-2020 evaluative comments</u> This remains a focus this year, early indicators for this element would suggest success...</p> <p>....our next steps are:</p> <ol style="list-style-type: none"> 1) To ensure disadvantaged students have access to more than 1 1-2-1 careers guidance meeting 2) To continue to monitor their desired destinations and support them on 'following through' to successful achieve a positive destination.

NE Futures UTC- Pupil Premium Strategy Plan 2019-2022.

SUMMARY INFORMATION			
Pupil Premium Strategy Plan			
CURRENT PUPIL INFORMATION 2019-2020			
Total number of pupils:		Total pupil premium budget:	£35,000
Number of pupils eligible for pupil premium:	73 (48 funded 2019/20)		

COHORT INFORMATION- THE AMOUNT OF STUDENTS WHO ARE PUPIL PREMIUM		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	35	
Girls	38	
Yr 11	45	40%
Yr 10	28	35%

Data

CURRENT ATTAINMENT (SECONDARY SCHOOLS)							
		Pupils eligible for PP	Pupils not eligible for PP	All pupils	Data from previous 3 years		
					2015-16	2016-17	2017-18
Progress 8 score average	From KS2	-0.90	-0.38	-0.55	N/A	N/A	N/A
	From our Baseline	-0.08	0.26	0.14	N/A	N/A	N/A
Attainment 8 score average		3.75	4.68	4.38	N/A	N/A	N/A

	Disadvantaged	Overall
Attendance data (Term 1 2019)	85.7%	90%

Desired outcomes and success criteria – LONG TERM PLAN (3 YEAR)

A	Typically PP students have lower literacy skills and therefore struggle to access the curriculum.	<p>GL literacy tests will show that students are making progress with their literacy.</p> <p>A new school feedback policy will ensure that all teachers are promoting literacy within their classroom.</p> <p>Reading tests will be directed at particular groups of students and interventions will support their reading development. As a consequence of this, they will be able to access the broader curriculum more confidentially.</p>
B	Typically PP students are more likely to dis-engage from learning and misbehave.	<p>The UTC will monitor closely those students who are disengaging from lessons. Staff will place rapid remedial action in place to priorities these re-integration of these students. This means that they are likely to engage in lessons and therefore achieve.</p> <p>The UTC will review behaviour management systems and ensure that these appropriately support all students.</p> <p>The UTC will ensure that improving attendance to school is a priority for disadvantaged students.</p>
C	Typically PP students are likely to have fewer life experiences and therefore have lower cultural capital.	<p>The UTC will monitor who is attending school trips, work experience and engagement with CEIAG programmes.</p> <p>The UTC will increase the exposure of PP students so that they have increased exposure of the wider world. This will encourage future participation and motivation to achieve.</p>
D	Typically PP students are less well prepared for formal exams.	<p>The UTC will prepare PP students for exams by ensuring their have access to relevant revision materials and by working with barrier B to ensure parents know how best to support their child at home. Students will therefore feel more prepared for exams and be able to succeed.</p>
E	Typically PP students are more likely to receive a fixed term exclusion.	<p>The UTC's work with parental engagement should increase parental support and reduce the likelihood of a FTEx.</p> <p>The UTC will seek to increase staffing within this area to ensure that de-escalation and re-integration is improved.</p> <p>This means that students are more likely to engage in learning and therefore succeed.</p>
F	Typically PP students are less well informed about future life decisions.	<p>The UTC will develop CEIAG programmes which will offer further support to those students who are disadvantaged and therefore they will be more likely to participate in a relevant future destination. The UTC aims to ensure no students are NEET.</p>

MEDIUM-TERM PLAN (1 YEAR PLAN):

- 1) IMPROVE THE ATTENDANCE OF DISADVANTAGED STUDENTS SO THEY ARE IN SCHOOL AND ARE LEARNING
- 2) IMPROVE THE PROGRESS MADE BY DISADVANTAGED STUDENTS SO THEY CAN ACCESS APPROPRIATE DESTINATIONS
- 3) INCREASE 'CULTURAL AND SOCIAL CAPITALS' OF STUDENTS SO THEY CAN MAKE INFORMED DECISIONS ABOUT THEIR FUTURES

PRIORITY 1- IMPROVE THE ATTENDANCE OF DISADVANTAGED STUDENTS SO THEY ARE IN SCHOOL AND ARE LEARNING

LINK TO 3 YEAR STRATEGY ELEMENTS: B, D AND E

Member of staff responsible: John Pattison

Tasks	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria	Budget
1. Develop communication systems so school can contact home quicker	Text message system	JP	Feb '20	Text message system	Increased communication	<ol style="list-style-type: none"> 1. Training of staff 2. Accurate contact information stored in school 3. Appropriate staffing levels from admin 	£1,000
2. Develop incentivised attendance initiatives.	TBC	JP	Dec '19	Financial resources to purchase incentives	Increased attendance- particularly at drop off times.	<ol style="list-style-type: none"> 1. Forward planning 2. Communication to students and parents 3. Whole school support from staff 	£3,000
3 Develop relationships with home so that parents see the importance of attending school	Parental meetings/open evenings targeted at disadvantaged	SLT	April	Catering. Speakers for parents.	Increased support for attending school and study.	<ol style="list-style-type: none"> 1. Identifying parental focus groups 2. Appropriate leadership and input from relevant staff 3. Sharing of resources that students may need at home 	£1,000

PRIORITY 2- IMPROVE THE PROGRESS MADE BY DISADVANTAGED STUDENTS SO THEY CAN ACCESS APPROPRIATE DESTINATIONS

LINK TO 3 YEAR STRATEGY ELEMENTS: C, D AND F

Member of staff responsible: All members of SLT/Leaders

Tasks	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria	Budget
1. Ensure all students have access to revision material	Purchase revision guides and give access to online learning from home.	Various	Feb ½ term	Revision guides for each subject Access to GCSE Pod, My Maths, Seneca.	Increased participation in revision Increased academic success	1) Appropriate revision guides to be purchased by departmental staff 2) Due direction given to students through PD on use of revision/revision techniques 3) Monitoring systems in place and communication with home	£,6,000
	Develop revision packs for students that includes materials for them to revise with (stationary)	Liam	Feb ½ term	Stationary products	An increased ability to revise.		
2. Ensure all children who are disadvantaged have appropriate levels of 1-2-1 guidance	Book in further guidance meetings with the careers officer.	Sarah H	April	1-2-1 meetings	Appropriate destinations.	1) CEIAG lead to ensure that additional meetings are booked in based upon need of students	£2,000

3. Develop a range of additional opportunities for study outside of the usual UTC timetable	Directed Saturday classes Supervised 'safe study' places	Voluntary	May	Staffing	Participation rates	1) Directed at our most vulnerable students 2) Encourage and incentivize uptake 3) Staff willingness	£4,000
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PRIORITY 3 INCREASE 'CULTURAL AND SOCIAL CAPITALS' OF STUDENTS SO THEY CAN MAKE INFORMED DECISIONS ABOUT THEIR FUTURES

LINK TO 3 YEAR STRATEGY ELEMENTS: A, C AND F

Member of staff responsible: All members of SLT/Leaders

Tasks/Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria	Budget
1. Ensure all students have access to appropriate reading material	Order a library of fiction and non-fiction texts	Jo Harrison	Feb ½ term	Fiction Books Non Fiction Books Book Shelves Safe reading areas	Improved participation in reading	1) Books to be ordered and a system in place for it to be accessible 2) Whole school reading initiatives for students	£3,000
2. Ensure all disadvantaged students have access to appropriate 1-2-1 careers meetings	Book in additional meetings for disadvantaged students who need them.	Sarah Hughes	By April holidays	Careers tutor	Appropriate destinations	1) Identification of need 2) Careers guidance time 3) Communication with child	£2,500

<p>3. Ensure socio-economically disadvantaged students do not miss out on enrichment or/and trips and visits</p>	<p>Ensure all students and their caregivers are aware that they can be financially supported with a trip, visit or enrichment activity.</p> <p>Develop a culture that encourages young people to experience new things and therefore increase social and cultural capital.</p>	<p>Trip leaders/ Liam Clark as EVC</p>	<p>Ongoing</p>	<p>As determined by the activity.</p>	<p>Equal participation.</p>	<ol style="list-style-type: none"> 1) Identification of students needing support by every leader of a trip, visit or activity. 2) Development of a fixed term cultural capital leader 	<p>£8,000</p>
<p>4 Ensure expectations of school life are not a reason for young people not to participate.</p>	<p>Retain this level of budget in order to be responsive to the needs of young people e.g. dress code, transport needs etc.</p>	<p>Leadership team</p>	<p>Ongoing</p>	<p>As determined by the needs of the young people.</p>	<p>A culture of levelling the playing field`</p>	<ol style="list-style-type: none"> 1) Knowing the young people and developing trust so they are able to discuss needs with us 	<p>£4,500</p>