

North East Futures UTC



Pupil Premium Strategy 2019

Supporting Disadvantaged & Vulnerable Students

Date of most recent review: Oct 2020

Reviewed by	Principal and Trustees
Frequency of review	Annually
Lead Sub Committee for discussion	Educational Standards
Reviewed:	02/10/2020
Last review:	22/10/2020
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.

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 <p><u>2020-2021 evaluative comments</u></p> <ol style="list-style-type: none"> 1) Staff have now had literacy training and the feedback process was evaluated so that written feedback identified key areas that are easy to correct across the curriculum 2) Intervention continues to be successful and systemised. The year 10 cohort last academic year were the first to be systemised: <p>Year 10: between September and March we had 26 students receiving literacy intervention. The average gain for these students was positive 8.9 months.</p> <p>Our year 11 students had similar success stories and some case studies can be shared around this.</p>

		<p>We now have a system of reading age tests, retests and broader interventions for young people. In 2019-2020 we were not at this stage and therefore the use of the pupil premium has supported in the expansion of this system.</p> <p>Next steps:</p> <ol style="list-style-type: none"> 1) Continue to regularly retest students 2) Continue to log all interventions and impact 3) Director of English to lead interventions 4) Continue to use external tutors to support this area.
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
		<ol style="list-style-type: none"> some of our most vulnerable students 2) Ensure school wide systems for dealing with incidents are fully embedded 3) Develop a focus on attendance within the PP plan <p><u>2020-2021 evaluative comments</u></p>

- 1) There is now an AP appointed to leading this area of school life and staff within the area have reduced contact time
- 2) Systems across the school have been embedded and are being used effectively. Behaviour report logs show during last academic year PP students received:

Year 10

Informal warning 13

Formal warning 7- *it can be seen that intervention is effective because of the reducing amount between informal, to formal to final.*

Final warning 6

Suspension 14.5 days- *out of 12 students only 2 had more than 1 suspension*

Year 11

Informal warning 12

Formal warning 8- *it can be seen that intervention is effective because of the reducing amount between informal, to formal to final.*

Final warning 5

Suspension 17.5 days- *out of 6 students only 3 had more than 1 suspension*

- 3) Staff voice shows that the call out system works
- 4) Attendance for PP remains below the school and national average

Next steps

- 1) Continue to develop pastoral systems
- 2) Support young people with anxiety in attending school by deploying specialist support
- 3) Establish more capacity and specialism in dealing with attendance issues

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. 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 <p><u>2020-2021 evaluative comments</u></p> <ol style="list-style-type: none"> 1) Due to the issues with covid 19 the role was never advertised and the trust did not approve this spend this academic year. Therefore a wider approach to supporting PP will be adopted, using teaching files, data etc more closely in classroom environments 2) The library continues to grow, reading happens within the curriculum and tutor time 3) Two leaders have been appointed and are developing methods of linking the curriculum area to the world of work. One has led on the development of an immersive space. 4) All students in KS4 had additional 1-2-1 careers guidance and the UTC had 100% positive destinations <p>Next steps:</p> <ol style="list-style-type: none"> 1) Continue to develop and grow the school library and reading materials 2) Ensure all members of staff have a teaching file and are developing seating plans, planning lessons etc with a greater knowledge around the needs of students in mind 3) Continuing developing the library and reading programs, evaluate reading as part of monitoring processes 4) Continue with additional 1-2-1 careers guidance
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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. 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 <p><u>2020-2021 evaluative comments</u></p> <ol style="list-style-type: none"> 1) Students all had additional revision material and packs 2) All students had access to ICT during lock down <p>Outcomes are as follows: From KS2: -0.41 From baseline, which shows progress made from start to end: 0.10</p> <p>Next steps:</p> <ol style="list-style-type: none"> 1) Continue developing revision strategies 2) Monitor data and intervene to support students
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... 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. <p><u>2020-2021 evaluative comments</u></p> <p>100% of PP students had a positive destinations</p> <p><u>Next steps</u></p> <ol style="list-style-type: none"> 1) Continue to implement the careers strategy

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 2019-2020 Total pupil premium budget 2020-2021	£35,000 £69,715
Number of pupils eligible for pupil premium:	73 (48 funded 2019/20) 47(2020/21)		

COHORT INFORMATION- THE AMOUNT OF STUDENTS WHO ARE PUPIL PREMIUM		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	18	
Girls	29	
Yr 11	24	34%
Yr 10	23	41%

Data

CURRENT DISAD ACHIEVEMENT DATA							
		Pupils eligible for PP	Pupils not eligible for PP	All pupils	Data from previous 3 years		
					2017-18	2018-19	2019-20
Progress 8 score average	From KS2	-0.90	-0.38	-0.55	N/A	N/A	-0.41
	From our Baseline	-0.08	0.26	0.14	N/A	N/A	0.10
Attainment 8 score average		3.75	4.68	4.38	N/A	N/A	3.91
		Disadvantaged			Overall		
Attendance data (2019-2020)		Y10- 83% Y11- 86.1%			Y10 non disad- 87.6% Y11 non 88.6%		

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. 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. 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. 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 FTEEx. The UTC will seek to increase staffing within this area to ensure that de-escalation and re-integration is improved. 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	Pastoral Care	Immediately	Text message system	Increased communication	<ol style="list-style-type: none"> 1. Accurate contact information stored in school 2. Appropriate staffing levels from admin 3. Maintain use of the system 	£2,000
2. Develop incentivised attendance initiatives.	TBC	Pastoral Care	Nov '20	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 4. Reporting from pastoral care to SLT 	£2,000
3 Develop relationships with home so that parents see the importance of attending school	Appointment of a PT/FT attendance officer.	SLT	Dec '20	Recruitment resources, top up of salary.	Targeted communication to families. Increased attendance.	<ol style="list-style-type: none"> 1. Identifying parental focus groups to target, PP a priority 2. Appropriate leadership and input from relevant staff, including pastoral care 3. Record keeping, home visits where possible and reporting of this to the LT 	£10,000

4 Swiftly support the students who disengage by addressing their anxieties	Additional 1.0 day with contracted counsellor.	Pastoral Care	Dec '20	Counsellor	Increased attendance by school refusers, those identified as PA and those not attending because of anxiety.	<ol style="list-style-type: none"> 1. Bespoke support package for student from counsellor 2. Counsellor to work with pastoral team to focus on appropriate transitions 3. Engagement with families and students 	£7,000
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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	<p>Purchase revision guides and give access to online learning from home.</p> <p>Develop revision packs for students that includes materials for them to revise with (stationary)</p>	<p>Various</p> <p>Various</p>	<p>Feb ½ term annually</p> <p>Feb ½ term annually</p>	<p>Revision guides for each subject Access to GCSE Pod, My Maths, Seneca.</p> <p>Stationary products</p>	<p>Increased participation in revision</p> <p>Increased academic success</p> <p>An increased ability to revise.</p>	<p>1) Appropriate revision guides to be purchased by departmental staff</p> <p>2) Due direction given to students through PD on use of revision/revision techniques</p> <p>3) Monitoring systems in place and communication with home</p>	£10,000
2. Ensure all children who are disadvantaged have appropriate levels of 1-2-1 guidance	Book in further guidance meetings with the careers officer.	Careers lead	April annually	1-2-1 meetings	Appropriate destinations.	1) CEIAG lead to ensure that additional meetings are booked in based upon need of students	£2,500

<p>3. Appointment of a fixed term leader to co-ordinate interventions</p>	<p>Appointment of leader or restructure of current FTLs</p> <p>Line management with relevant AP</p> <p>Provided with data from AP for data, drive forward data informed interventions.</p> <p>Co-ordination of different tutors.</p>	<p>Interventions co-ordinator</p>	<p>May</p>	<p>Staffing</p>	<p>Participation rates</p>	<ol style="list-style-type: none"> 1) Directed at our most vulnerable students 2) Encourage and incentivize uptake 3) Staff willingness 	<p>£2,800 for TLR</p> <p>£6,200 for interventions.</p>
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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	Director of English	Feb 2019 and ongoing	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	£4,000
2. Ensure socioeconomically disadvantaged students do not miss out on enrichment or/and trips and visits	Ensure all students and their caregivers are aware that they can be financially supported with a trip, visit or enrichment activity. Develop a culture that encourages young people to experience new things and therefore increase social and cultural capital.	Trip leaders/ EVC	Ongoing	As determined by the activity.	Equal participation.	1) Identification of students needing support by every leader of a trip, visit or activity. 2) Development of a fixed term cultural capital leader	£8,000

<p>3. 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>	<p>1) Knowing the young people and developing trust so they are able to discuss needs with us</p>	<p>£6,000</p>
<p>4 The appointment of two fixed term leaders within the health and digital specialisms.</p>	<p>Appointment of two leaders within the specialism in order to bring more of the specialism into the classroom environment.</p>	<p>Director of Computing, Director of Science</p>	<p>Sept '20</p>	<p>Job role for two colleagues, recruitment process.</p>	<p>Improved links between classroom and the specialisms.</p>	<p>1. Successful recruitment of colleagues 2. Successful leadership of colleagues</p>	<p>£9215</p>