

# Pupil Premium Report

September 2020

# **Pupil Premium Funding Report 2019 - 2020**

## **Current National Guidelines**

The Pupil Premium Grant is a Government initiative designed to provide additional funding to address potential underachievement of our most disadvantaged children, nominally those who are (or have been) eligible for free school meals (FSM), looked after by the Local Authority or adopted, or from families with parents serving (or having served) in Her Majesty's forces. Schools decide how best to use this funding, but must report, in a transparent manner, how it is used, and evaluate the impact of any actions or initiatives funded by the grant. At UTC Derby Pride Park, we track the achievement 'gap' between all students and those eligible for Pupil Premium funding. While the number of students receiving free school meals determines much of our Pupil Premium Grant, we are also required to narrow the achievement gap between all the various groups of students. Consequently, we reserve the right to use this funding to address the underachievement of any student, and not just those students who attract it.

## **Introduction and Purpose**

This action plan sets out UTC Derby Pride Park's current approach to closing any achievement gaps. It also outlines how the UTC plans to utilise the Pupil Premium Grant (PPG) to effectively raise standards of attainment and achievement for all students.

At UTC Derby Pride Park we recognise the importance of ensuring all students, whatever their background or circumstance, are provided with a relevant education of the highest quality. This will ensure that all our students are equipped with the knowledge and skills they will need to succeed in, and beyond, the UTC.

At the UTC, strategies to close achievement gaps between groups and individuals are an integral part of every lesson, and evident in all areas of the UTC. Within the classroom there is a clear focus on well planned and differentiated lessons that challenge and stretch all students. All staff are entitled to a program of training that allows them to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions.

## Aims & Objectives

Key Aims: Closing the Gap

1. To develop a clear direction and focus for Closing the Gap across all areas of the UTC; especially PP students.
2. To embed 'Closing the Gap' across the whole UTC curriculum, using a range of resources and strategies.
3. To raise levels of attainment and achievement and narrow the gap between target groups and individuals; specifically for PP students.
4. To improve knowledge and understanding of Closing the Gap strategies and interventions of staff and to share good practice.

## Pupil Premium Funding 2019-2020

Pupil Premium funding is presently regarded as being continuous funding, so many initiatives put in place as a result of this will strongly inform spending in future years. Setup costs for many initiatives represent an initial outlay, but enhanced staffing represents an ongoing financial commitment. Given the evolving nature of the Pupil Premium initiative, funding from one academic year may need to be carried forward to cover some initiatives. The Government's reclassification of Pupil Premium eligibility to cover any students who have been eligible for FSM in the past year has resulted in the UTC receiving £30,512, with 28.6% of students qualifying for the Grant; An outline of how the UTC has targeted the spending of this money is shown below. For 2020 – 2021 provisional allocation is £17,190 with 12%% students qualifying for the Grant.

## Students eligible for Pupil Premium

The PPG per pupil criteria and unit funding for 2019-2020 is as follows:

Pupils in years 7 to 11 recorded as Ever 6 FSM	£1320
Looked-after children (CLA) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300
Service children, pupils in year groups reception to year 11 recorded as Ever 5 Service Child, or in receipt of a child pension from the Ministry of Defence	£300

## How we used Pupil Premium 2019-2020

Provision	Purpose	Cost	Outcomes/Impact	Reason for
<b>Staffing:</b>	<p>Academic and Pastoral staff supported students to 'narrow the gap', especially in terms of attainment and progress, and Literacy and Numeracy</p> <p>Pastoral staff supported with improving levels of attendance for both qualification and non-qualification activities, with a particular focus on pupil premium students.</p> <p>Academic staff to support with one to one tuition, small withdrawal classes and 1-1 tuition</p>	£14,237	Narrow the gap of the attendance, attainment and progress of this group	To support student attendance and completion of exams Positive outcomes for August 2020 Progress 8 score for disadvantaged - 0.24 with national average benchmark 0.
<b>Staff CPD training</b>	CPD of Key staff to ensure they have remained up to date and aware of all initiatives and information is disseminated into UTC.	£1,000	Narrow gap through focused intervention to support progress of disadvantaged	Progress 8 score for disadvantaged -0.24 with national average benchmark 0
<b>Enrichment</b>	Ensuring all students but with a particular focus on Pupil Premium students are able to access learning inside and outside the classroom through agencies, outside providers and motivational speakers	£2,000	Increase cultural capital and destinations for disadvantaged students	All secure positive destinations
<b>Uniform</b>	All new Pupil Premium students have access to full UTC Business Wear	£1,000	High standard of business dress	Ensure access to the UTC and sense of belonging and identity
<b>Intervention / Resources</b>	<p>Selected programmes / intervention to boost learners up a grade to ensure that they either get their Grade 5 in GCSE Mathematics and English, and where necessary in other subjects.</p> <p>Mathswatch On line subscriptions</p>	£5,000	Ensure students achieve L5+ in the respective subjects	<p>Closed gap regarding P8 and attainment 8 from 2018 to 2019</p> <p>English element (19/20) P8 all = -0.38 P8 PP = -0.41</p> <p>Maths element (19/20) P8 all = +0.06 P8 PP = +0.25</p>

<b>Breakfast provision</b>	To ensure staffing in place so that all Pupil Premium pupils have access to a breakfast every morning	£2,500		
<b>IT Resources</b>	To ensure students have access to IT resources	£5,000	Students are not disadvantaged	Ensure students have access within the UTC to IT
<b>Total</b>		£30,737		

### Impact Statement – Outcomes for 2020

	Final results
<b>Year 11 Attainment 8 score for the cohort</b>	39.0
<b>Attainment 8 score for PP cohort</b>	36.0
<b>Attainment 8 score for rest of cohort</b>	40.3
<b>Gap</b>	-4.3
<b>P8 score for the cohort</b>	-0.35
<b>P8 score for PP cohort</b>	-0.24
<b>P8 score for rest of cohort</b>	-0.40
<b>Gap</b>	+0.16

## How we will use Pupil Premium 2020 -2021 to support students

Category	Provision	Cost
<b>Staffing:</b>	<ul style="list-style-type: none"> <li>Academic and Pastoral staff to support students to 'narrow the gap', especially in terms of attainment and progress, and Literacy and Numeracy</li> <li>Pastoral staff to support with improving levels of attendance for both qualification and non-qualification activities, with a particular focus on pupil premium students.</li> <li>Academic staff to support with one to one tuition, small withdrawal classes and 1-1 tuition with a particular focus on pupil premium students</li> </ul>	£7,690
<b>Enrichment</b>	To ensure all students with a particular focus on Pupil Premium students are able to access learning inside and outside the classroom through agencies, outside providers and motivational speakers	£1,000
<b>Transition support</b>	Funds are provided to ensure Pupil Premium students are not disadvantaged in terms of progression routes and further education	£1,500
<b>Breakfast provision</b>	Staffing to ensure all Pupil Premium pupils have access to a breakfast every morning	£1,000
<b>Staff CPD training</b>	CPD of Key staff to ensure they remain up to date and aware of all current initiatives and information is disseminated into the UTC.	£1,000
<b>Uniform</b>	To ensure all transition Pupil Premium students have access to full school uniform	£1,000
<b>Intervention / Resources</b>	Selected programmes / intervention to boost learners up a grade to ensure that they either get their Grade 5 in GCSE Mathematics and English, and where necessary in other subjects. MathsWatch etc.	£2,000
<b>IT Resources</b>	To ensure PP students have adequate access to IT resources	£2,000
	<b>Total</b>	<b>£17,190</b>

## **Strategies for closing the achievement gap**

Interventions There are three distinct waves of intervention.

**Wave 1** - The effective inclusion of all children in high quality teaching & learning.

To include:

- Differentiation in the class to an individual level
- Literacy support in class. Small group work within the class
- Working with peers of a similar/higher ability
- TA support in class
- Invited to after school sessions
- Practical activities
- Revision guides
- Modelling exemplar materials

**Wave 2** - Additional time-limited provision in the form of small-group intervention outside of the normal classroom.

Wave 1 provisions are in place. Wave 2 interventions should be used for students who can be expected to 'catch up' with their peers as a result of the intervention.

To include: Small-group intervention for example after Academy booster classes; holiday revision clubs, withdrawal classes during the Academy day.

**Wave 3** - Specific targeted interventions for identified students outside of the classroom.

- Additional time-limited intervention and provision to enhance the progress of identified children.
- This will involve intensely focused teaching activities that tackle fundamental gaps in skills, knowledge and understanding which is preventing progress
- These would usually be conducted on a 1 to 1 basis where the teacher does not expect students to make the expected progress in a group situation.