

## UTC Derby Pride Park - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail		Data					
School name		UTC Derby Pride Park					
Number of pupils in school		169					
Proportion (%) of pupil premium eligible pupils		49 (29%)					
Year Group Breakdown							
	Whole School	Y13	Y12	Y11	Y10	Y9	
TOTAL	169	11	24	16	43	75	
Total PP	54	0	0	9	16	29	
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )		2021/22 – Research and Review  2022/23 - Refine and Embed  2023/24 – Evaluate and Strengthen					
Date this statement was published		December 2021					
Date on which it will be reviewed		November 2022					
Statement authorised by		Lee Kirkwood					
Pupil premium lead		Sharon Hunt					
Governor / Trustee lead		Andrew Davies (CoG)					

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,415
Recovery premium funding allocation this academic year	£6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18,415

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is to ensure that all students, irrespective of their backgrounds will achieve high attainment across the curriculum whilst developing the skills and achieving the qualifications they need to secure aspirant destinations.

The initial aim of our pupil premium strategy is to ensure that it is robust in its ability to successfully determine our disadvantaged cohort so that any student vulnerable to not accessing our curriculum is supported to do so. The first year of our strategy will seek to scrutinise data from both qualitative and quantitative sources to ensure key stakeholders have a secure and thorough understanding of the challenges faced by our disadvantaged students.

As a University Technical College (UTC), fostering a strong sense of belonging and unity underpinned by our specialisms is important to our success. Students join our UTC from Y9 and do so from a diverse range of feeder schools. Therefore, our transition process is pivotal to our success in ensuring that all students, and in particular our disadvantaged students, go on to secure destinations which are aspirant.

High-quality teaching is fundamental to our approach where a focus on developing effective classroom practice, to ensure high quality provision for all, is the bedrock of our school improvement priorities. Our staff training programme for the current academic year is informed by the work done by the Education Endowment Foundation with staff developing their understanding of feedback and metacognition. Our longer-term intent here is to ensure that the learning done by staff and subsequent strategies adopted in classrooms is improving the attainment and progress of our non-disadvantaged cohort whilst simultaneously narrowing the gap between those in our disadvantaged cohort.

The UTC commitment to improving outcomes for disadvantaged students is shown by the anticipated overspend of approximately £16,500.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Students who attend a UTC do not belong to a single catchment area. Recruitment is diverse and consequently we currently receive students from 21 different feeder schools. The number of schools and number of students from each varies year on year.</p> <p>Through pre-admission interviews and the Transition Process at KS3 there is an indication that disadvantaged students are more likely to have made the decision to move secondary schools as a result of poor prior experience in education and so often require additional support to ensure that transition is effective and gaps in learning and social and emotional development are quickly closed.</p>
2	<p>With admission in Y9 there is a risk of students' progress and learning being decelerated as a result of transition. This impacts disproportionately on disadvantaged pupils.</p> <p>UTC Derby Pride Park has no influence over students' performance in Y7 and Y8. Therefore we do not hold comprehensive data about the students' progress from Y7 to the start of Y9 which can slow down any intervention or strategy to accelerate progress.</p> <p>Each year groups dynamic and demographic is different which means assumptions about past disadvantage/progress of groups does not always hold true for the subsequent year groups.</p>
3	<p>We have seen a significant increase in referrals for support relating to anxiety and low confidence. Teaching staff have noted increased levels of concern amongst students regarding the ability to perform successfully in exams and to be in a position of securing desired future destinations. Such concerns have been inevitably heightened by the pandemic.</p>
4	<p>Our attendance data indicates that attendance amongst disadvantaged students was lower than for non-disadvantaged students.</p>
5	<p>Reading ages/reading comprehension/oracy lower for those designated PP.</p>
6	<p>Our internal quality assurance within the UTC has identified areas of teacher practice that need improvement to most benefit the attainment of disadvantaged students. This is also placed into context of an attainment gap shown in the 2021 progress tracking data for current Y10 for English and maths (although above both KS2 and GL targets).</p>
7	<p>Students from disadvantaged backgrounds are less likely to go to level 3 courses in Y11 and L4+at Post-16.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To develop and maintain an effective transition process which ensures all pupils, including our disadvantaged cohort make a successful start to their UTC journey.	Clear transition process in place which identifies challenges and barriers for individuals and cohorts on entry to enable swift intervention.
PASS data is collated and used with a systematic set of interventions identified to be in place within the first term.	Clear and marked improvement can be seen between PASS survey's in student's attitude to self and study.
Time given to key staff to develop systems and process which effectively identify the needs of our disadvantaged cohort and to improve our teaching and learning and intervention strategy in light of these findings.	Clear evidence informed CPD package is in place that all staff engage in.
Time is dedicated to understanding what disadvantage looks like within UTC Derby.	L+P programme is developed and implemented. Staff surveys show its impact.
Teaching and learning improvement is informed by external good practice and research and internal QA and data.	A member of teaching staff with paid responsibility for teaching and learning focus on strategies that work for disadvantaged students.
A teaching and learning CPD programme is in place that explicitly addresses the gaps in teacher's knowledge around good practice that impacts disadvantaged students most.	Within the first year (identified from the 2020/21 QA) Feedback Revision and Recall Questioning
All students who are disadvantaged are identified swiftly and have a transition interview with a member of the senior team.	Retention of PP students is and in line with non-PP students.
Reduce PA for students who are PP	Swift systems for identification, support, Multiagency working and prosecution are in place.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	PP students is in line with that of non-PP students in all subjects

Careers advice for all students PP and SEND students targeted for early advice in Y9.	PP and SEND students will have priority careers appointments.
Support SEMH of PP students Reduce instances of poor SEMH of PP students.	Reduce instances of poor SEMH through use of internal counselling and mentoring. Learning manager CPD.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged students.	Sustained high attendance with the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.
Initial assessments planned using GL assessments and intervention routes identified and implemented.	Accelerated progress of those identified for intervention.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to be provided to staff to support them to provide quality first teaching to students	EEF Toolkit – Targeted academic support to improve progress and attainment	1-7
Direct support for planning, delivery and intervention providing structured support	EEF Toolkit – Targeted academic support to improve progress and attainment	1-7
Staff specific bespoke CPD sessions to ensure sustained improvement in teaching leading to improvement in attainment and progress for students	EEF Toolkit – Targeted academic support to improve progress and attainment	1,2,5,6

Assessment cycle developed to ensure in class and out of class intervention is timely and effective.	EEF Toolkit – Targeted academic support to improve progress and attainment	1,2,6
Time is given to Specialisms in order to develop new and relevant Employer Led Projects	EEF Toolkit – Wider strategy used to support students	2, 3, 7

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant to work and complete 1:1 support and targeted intervention to support PP students in literacy and mathematics	EEF Toolkit – Targeted academic support to improve progress and attainment	1-7
Tutoring provided to those who are most vulnerable	EEF Toolkit – Targeted academic support to improve progress and attainment	2, 3, 4, 5, 6, 7
After school and tutor group interventions for the consolidation of core knowledge	EEF Toolkit – Targeted academic support to improve progress and attainment	2, 3, 4, 5, 6, 7
Revision materials provided to students to ensure they have equal opportunities to others	EEF Toolkit – Targeted academic support to improve progress and attainment	2, 3, 5, 6
Switch-On used to support and catch up weaker readers	EEF Toolkit – Targeted academic support to improve progress and attainment	1, 2, 3, 5, 6, 7

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment Clubs to support and promote students' social skills and well being	EEF Toolkit – Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers	1,3,4
Inclusion team support for students who have a wider need for support relating to behaviour, wellbeing or SEMH	EEF Toolkit – Wider strategy used to support students	3,4,5
Careers support for all students with specific focus on disadvantaged groups to raise aspirations	EEF Toolkit – Wider strategy used to support students	7
Attendance lead in place to ensure systems of challenge are in place and followed.	EEF Toolkit – Wider strategy used to support students behaviour and wellbeing by removing non-academic barriers	4
Counselling services available to students should they be required Door 43 as well as signposting and referring other services	EEF Toolkit – Wider strategy used to support students	3
Learning Manager in place for each year group to support students from a non-academic perspective and ensure their safety and wellbeing	EEF Toolkit – Wider strategy used to support students	1,2,3,4,6
SLT to complete all transition interviews	Historic evidence from UTC intakes since 2013	1
Learning managers for y11 summer term to work on ensuring smooth transition into Y9.	EEF Toolkit – Wider strategy used to support students	1,4

**Total budgeted cost: £35,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The progress of students in Y10 identified as PP was lower than that of non PP students. In English and Mathematics the expected attainment from progress tracking was above target based on KS2 and on GL assessments.

The impact of the pandemic has meant that attendance of all students has fallen, whereas the persistent absence for all students has risen.

Our tracking of data shows that progress of PP students remains a key focus, as many national experts believe that COVID-19 has had a disproportionate impact on low income families.

An increase in staffing as the UTC pupil cohort numbers grow, including in the Inclusion and intervention department, means that an even greater focus can be placed on these students and support can be implemented effectively and its impact monitored.