

## UTC Derby Pride Park - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	2021/22-169 2022/23- 212 Pre-16			
Proportion (%) of pupil premium eligible pupils	2022/23 82 (38.7%)			
Year Group Breakdown				
	Whole School	Y11	Y10	Y9
<b>TOTAL</b>	72	18	37	17
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 2024/25 – Evaluate and Strengthen			
Date this statement was published	December 2023			
Date on which it will be reviewed	November 2024			
Statement authorised by	Lee Kirkwood			
Pupil premium lead	Kimberley Coates			
Governor / Trustee lead	Andrew Davies (CoG)			

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,870
Recovery premium funding allocation this academic year	£17,940
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	£84,870

## 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 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. During the start of each year, 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.

High- quality expert teaching ensures:

- The curriculum is suitably demanding for all learners
- Assessment is used diagnostically to close gaps
- Pupil premium students are prioritised in planning and in lessons

## 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 over 30 different feeder schools. The number of schools and number of students from each varies year on year.</p> <p>Through pre-admission transition tours and the transition immersion days 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 group's 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>Our GL Assessments data shows us that reading ages/reading comprehension/oracy is 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 2022 progress tracking data for current Y11 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 out 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 surveys in students' 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.  CPD package informed by weaknesses shown in meeting the needs of our disadvantaged cohort through an external SEND audit and QA process across the school.
Time is dedicated to understanding what disadvantage looks like within UTC Derby.	L+P programme is developed and implemented. Staff surveys show its impact. Further L&P work to continue targeting SEND and disadvantaged students throughout 2023-34
Teaching and learning improvement is informed by external good practice and research and internal QA and data.	SENDCo, Vice Principal and CD with responsibility for supporting whole school teaching and learning to lead and deliver elements of the CPD program.
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.	"Walk thru" program launched and embedded in practice which support strategies for teaching disadvantaged students and those with SEND
All students who are disadvantaged are identified swiftly and have a transition discussion with a member of the senior team.	Retention of PP students is and in line with non-PP students. With a Y11 cohort size of 14 the statistics were not appropriate to report on. This year becomes more comparable with 41 students.
Reduce PA for students who are PP	Swift systems for identification, support, Multiagency working and prosecution are in place. Responsive analysis of attendance data and internal interventions have been improved which will allow for timely interventions before external agency involvement is required. The aim is to close the attendance gap for PP students whilst

	also continuing to improve whole-school attendance that is already above the national average.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	In some cases for last academic year PP attainment and progress was in line or better but not in all subjects. Goal for this academic year is to try and ensure PP student attainment 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 have priority careers appointments across Y10-Y13.
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.  25 minutes a week given to all staff to specifically contact the parents of disadvantaged students, this is to focus on positive achievements and building a trusting relationship with school staff.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged students.	Sustained high attendance with reduced persistent absence, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced.
Initial assessments using GL assessments and intervention routes identified and implemented.	Accelerated progress of those identified for intervention.  Introduction of Reading Plus intervention for identified students.

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: £58,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD to be provided to staff to support them to provide quality first teaching to students</p> <p>2023/2024 CPD programme to be focussed on SEND and the most vulnerable.</p>	<p>EEF Toolkit – Targeted academic support to improve progress and attainment.</p> <p>Utilisation of EEF toolkit in year 1 and 2 of this plan to further develop the approach:</p> <p>EEF Toolkit – Targeted academic support to improve progress and attainment.</p>	1-7
<p>Direct support for planning, delivery and intervention providing structured support</p>	<p>EEF Toolkit – Targeted academic support to improve progress and attainment.</p> <p>Utilisation of EEF toolkit in year 1 and 2 of this plan to further develop the approach:</p> <p>EEF Toolkit – Targeted academic support to improve progress and attainment.</p>	1-7
<p>Staff specific bespoke CPD sessions to ensure sustained improvement in teaching leading to improvement in attainment and progress for students</p>	<p>EEF Toolkit – Targeted academic support to improve progress and attainment.</p> <p>Utilisation of EEF toolkit in year 1 and 2 of this plan to further develop the approach:</p> <p>EEF Toolkit – Targeted academic support to improve progress and attainment.</p>	1,2,5,6
<p>Assessment cycle developed to ensure in class and out of class intervention is timely and effective.</p>	<p>EEF Toolkit – Targeted academic support to improve progress and attainment</p> <p>Utilisation of EEF toolkit in year 1 and 2 of this plan to further develop the approach:</p> <p>EEF Toolkit – Targeted academic support to improve progress and attainment.</p>	1,2,6
<p>Time is given to Specialisms in order to develop new and relevant Employer Led Projects</p>	<p>EEF Toolkit – Wider strategy used to support students</p>	2, 3, 7

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

Budgeted cost: £35,012

Activity	Evidence that supports this approach	Challenge number(s) addressed
Associate Leader for SEND and Learning Managers to work and complete 1:1 support and targeted intervention to support PP students in literacy and mathematics	<p>Utilisation of EEF toolkit in year 1 and 2 of this plan to further develop the approach: EEF Toolkit – Targeted academic support to improve progress and attainment.</p> <p>Current academic performance of PP cohort supports current T&amp;L approaches.</p> <p>Introduction of Reading Plus Intervention.</p>	1-7
Tutoring provided to those who are most vulnerable	<p>Utilisation of EEF toolkit in year 1 and 2 of this plan to further develop the approach: EEF Toolkit – Targeted academic support to improve progress and attainment.</p> <p>Current academic performance of PP cohort supports current T&amp;L approaches.</p>	2, 3, 4, 5, 6, 7
After school and tutor group interventions for the consolidation of core knowledge	<p>Utilisation of EEF toolkit in year 1 and 2 of this plan to further develop the approach: EEF Toolkit – Targeted academic support to improve progress and attainment.</p> <p>Current academic performance of PP cohort supports current T&amp;L approaches.</p>	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
Reading Plus and Phonics programme, where needed, 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: £29,744

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Enrichment Clubs to support and promote students' social skills and well being	Utilisation of EEF toolkit in year 1 and 2 of this plan to further develop the approach: 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	Utilisation of EEF toolkit in year 1 and 2 of this plan to further develop the approach: EEF Toolkit – Wider strategy used to support students' behaviour and wellbeing by removing non-academic barriers.	3,4,5
Careers support for all students with specific focus on disadvantaged groups to raise aspirations	Utilisation of EEF toolkit in year 1 and 2 of this plan to further develop the approach: EEF Toolkit – Wider strategy used to support students' behaviour and wellbeing by removing non-academic barriers.	7
Attendance lead in place to ensure systems of challenge are in place and followed.	Utilisation of EEF toolkit in year 1 and 2 of this plan to further develop the approach: 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	Utilisation of EEF toolkit in year 1 and 2 of this plan to further develop the approach: EEF Toolkit – Wider strategy used to support students' behaviour and wellbeing by removing non-academic barriers.	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 discussions and tours	Utilisation of EEF toolkit in year 1 and 2 of this plan to further develop the approach: EEF Toolkit – Wider strategy used to support students' behaviour and wellbeing by removing non-academic barriers.	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
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**Total budgeted cost: £123,256**

## 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 2022 to 2023 academic year.

The attainment and progress of students identified as PP was lower than that of non PP students.

All PP students achieved on or higher than GL based targets.

		English Literature	English Language	Maths	Combined Science
PP	5+	33.30%	38.90%	16.70%	25.00%
	4+	55.60%	50.00%	55.60%	50.00%
nPP	5+	39.10%	43.50%	65.20%	56.50%
	4+	91.30%	73.90%	91.30%	82.60%

SISRA P8	All	PP	nPP	English Literature	English Language	Maths	Combined Science
	All	-0.37	-0.19	0.01	0.1		
	PP	-0.35	-0.29	-0.06	-0.2		
	nPP	-0.66	-0.43	0.07	0.35		

When measured against P8 PP students made more progress than nPP in English. In maths PP students closely met expected progress against P8.

Our destination data is positive with all disadvantaged students progressing into college, sixth form or apprenticeship.

The impact of the pandemic has meant that attendance of all students has fallen albeit still higher than national and higher than that of Derby. Attendance of students eligible for Free School Meals (FSM) is significantly above National data while still lower than their peers.

FSM6			All	Year 9	Year 10	Year 11
FSM6	57	<b>School</b>	89.3%	89.7%	88.6%	90.5%
		FFT National	85.3%	84.2%	83.0%	82.9%
		Difference	+4.0% ●	+5.5% ●	+5.6% ●	+7.6% ●
Not FSM6			All	Year 9	Year 10	Year 11
Not FSM6	146	<b>School</b>	92.7%	93.3%	91.5%	93.3%
		FFT National	92.6%	92.1%	91.7%	91.4%
		Difference	+0.1%	+1.2% ●	-0.2%	+1.9% ●

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 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.

### Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	