

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 Reading
Number of pupils in school	500
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	17/10/2022
Date on which it will be reviewed	October 2023
Statement authorised by	Jax Snipp
Pupil premium lead	Thom Trayers
Governor / Trustee lead	Charlotte Badarello

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,697
Recovery premium funding allocation this academic year	£14,766 (4 instalments)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£67,463

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Transforming lives through learning

Our intention is that all pupils, irrespective of their background or the challenges they face, achieve high quality destinations at the end of each key stage. This is to be achieved with high quality lessons, employer engagement a rich curriculum and the opportunity to experience all that non disadvantaged students at school can.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This includes good communication between the school and disadvantaged students and their families. Clear understanding of what the school can offer in way of support. To understand intended destinations and how the school can help learners achieve these. Where intended destinations are not yet known, to offer as much engagement as possible to help them learn what is available and to help motivate them into gaining required qualifications and experience to allow those destinations to be realised.

To work with the families of disadvantaged students, to allow them to help their children gain high quality destinations. To offer families opportunities what may allow improved social mobility and improved home situations. This is proven to have the greatest impact on closing the disadvantage attainment gap. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment and destinations will be sustained and improved alongside their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

The strategy will respond to individual needs, understood my regular high-quality communication and relevant and robust assessment and tracking of student attainment.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students have a worse and widening attainment gap historically and from the pandemic.
2	Literacy and oracy of disadvantaged students is poor and has been made worse by the pandemic.
3	Students often have a lack of ambition for high quality destinations exacerbated by generational lack of ambition in families, lack of understanding what is possible, lack of exposure to high quality destinations and lack of confidence.
4	Disadvantaged students often have worse attendance than their non-disadvantaged peers. This can lead to worse academic attainment and missed opportunities for high quality destinations by not having minimum requirements to apply.
5	Lack of opportunities when not in school can lead to a widening attainment gap as disadvantaged students do not have the opportunity to embed skills and enrich their understanding of the curriculum during time out of school.
6	Disadvantaged students do not always have a hot meal at home regularly and may not be given breakfast before they come to school meaning they could be missing out on 2 meals per day.
7	Disadvantaged children may not have the correct basic equipment, books or uniform for school and do not want to “stand out” from their peers. This can mean that they cannot participate in all of the school and extra-curricular activities that their peers can and therefore not have access to the full range of opportunities on offer.

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
Improved high quality destination outcomes for disadvantaged students at least in line with their non-disadvantaged peers.	2022/2023 destination data showing improvements towards equality towards non-disadvantaged. With this being at least equal by summer 2024/2025 results.
Improve GCSE attainment of disadvantaged students and therefore close the gap of GCSE results when compared to non-disadvantaged students.	2022/2023 attainment and progress data showing equality towards non-disadvantaged. With this being at least equal by summer 2024/2025 results.

Literacy and oracy of disadvantaged students to be students at least in line with their non-disadvantaged peers.	2022/2023 literacy and oracy data showing improvements towards equality towards non-disadvantaged. With this being at least equal by summer 2024/2025 results. Can be shown using read theory and GCSE results.
Attendance of disadvantaged students to be students at least in line with their non-disadvantaged peers	2022/2023 attendance data showing improvements towards equality towards non-disadvantaged. With this being at least equal by summer 2024/2025 results.
Disadvantaged students to be offered any employment offered to non-disadvantaged student in the school with priority over non-disadvantaged.	Data collected from school opportunities to show the percentage of disadvantaged to non-disadvantaged students attending opportunities working towards being equal by summer 2022/2023 to being at least equal by summer 2024/2025.
Disadvantaged students are often the students with poor behaviour leading to suspensions and exclusions.	Ensuring the use of a therapeutic and trauma-informed approach to behaviour management which will allow the use of "learning consequences" where we can put education in place to teach disadvantaged students a better way of behaving. Helping them to understand their behaviour to avoid the use of suspensions and exclusions. Therefore the rate of suspensions and exclusions for disadvantaged students should be decreasing as we move towards 2024/2025.

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: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted tutoring through the University of Reading Brilliant club.	Targeted small group work improves key academic progress.	1, 2, 3, 4

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

Budgeted cost: £4500

Activity	Evidence that supports this approach	Challenge number(s) addressed
For disadvantaged families a termly information and network meeting with a meal provided for the whole family to give clear 2-way communication.	Sometimes, families do not get to sit and eat together, let alone in public setting. Offering a free meal for all the family is a way of motivating attendance to the event. Communicate key dates, strategies and opportunities.	1, 3, 4, 5
Tutoring key students in key subjects to raise academic achievement.	Tutoring of key disadvantaged students in key subjects. This will involve school staff being used in the first instance paid at an hourly rate to deliver high quality tracked small group tutoring or 1-1 tutoring. It will also involve outside tutoring companies coming in for specific students.	1, 2, 3, 4, 5

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

Budgeted cost: £ £47,040 for breakfast and lunch and £11,923 for everything else

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged students will be prioritised for employer engagement and activities to ensure best efforts for attendance. These activities, if have a cost, will be subsidised to allow engagement.	Disadvantaged students miss out of opportunities to embed the curriculum, especially with out of school activities where cost, time and or family ambition may be a factor. Ensuring every barrier to engagement with these activities are removed can help students take advantage of these opportunities.	1, 2, 3, 4, 5
Disadvantaged students to enter the round the island sailing race for summer 2023.	Build a team that focusses on teamwork, resilience, presenting, literacy and to embed academic skills in training for, funding, advertising sailing to get to a standard they will enter and compete in the round the island race in 2023	1, 2, 3, 4, 5

Cost of travel for some disadvantaged students when travel is becoming a barrier to coming into school	Disadvantaged students, particularly those with social worker involvement or where there are financial hardships are having attendance issues because lack of funds to pay for travel. This in turn is affecting their progress in lessons due to poor attendance.	4,5
Cost of meals when students are entitled to free school meals and are pupil premium	School may be the one opportunity when disadvantaged students are able to get a hot meal during the day. They should also have access to breakfast.	6
Cost of books, equipment, uniform and access to trips to give disadvantaged students equity with the non-disadvantaged students	Disadvantaged students often do not have the basic equipment and uniform to be able to access the curriculum and life in school. By missing the opportunity of trips, they are missing out on an academic experience which could enhance their learning and put them on a par with non-disadvantaged students	7

Total budgeted cost: £ 67,463

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 2021 to 2022 academic year.

Following detailed analysis of the educational outcomes of year 11 students in summer 2022, the overall picture was not one that as an organisation we were satisfied with. Whilst it is the case that overall destinations of year 11 students have been secured, the examination results did not reflect student ability and teaching quality available to the students. This was reflected across the whole cohort and highlighted the gaps between those in receipt of PP and those not.

It is important to note that the DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

Given the traditional measures of progress such as examination data don't always show the full story and context behind these students, there were some incredible life changing opportunities provided to some of our disadvantaged students. Whilst it is hard to correlate their engagement in the activities with educational outcomes, the development of our attributes of being confident, aware, resilient, professional, enterprising in this students is immeasurable.

Once such opportunity was a group of 10 students coming together to form a team to enter and compete in the Round the Island race in the summer of 2022. For most of them this was some of the first time they had visited the coast, let alone spent time sailing. As part of their development, they were able to gain their comp crew sailing certificate and one of these students was supported in learning how to swim as part of the preparation. A truly life changing opportunity for these students and one that will inspire and motivate them for years to come. More can be read about the story [here](#).

The Brilliant club tutoring programme took a group of 6 students during the autumn term in which the students received 43 hours of tutoring from a PhD researcher. When surveyed on self-efficacy at the end of the programme the learners involved overwhelmingly agreed that their confidence to succeed as learners in school had increased.

In terms of destinations, our pupil premium students progressed onto a mixture of FE colleges or have stayed on at UTCR. 40% of the cohort have stayed at the UTC to complete either A levels, technical qualifications or a combination of the two. Of the remaining 60% of students, 82% of them have progressed onto vocational and

technical courses/qualifications at local FE Colleges. In most cases the choice is Reading College, the most local offer and studying a range of subjects such as plumbing, hair and beauty, travel and tourism, music, art and media studies. Of the entire cohort, just over 50% of the students have stayed on at the UTC from the end of year 11 to year 12 in September 2022.

When evaluating examination and qualification outcome for the PP cohort for 2022, the overall picture is that they have performed on average 1 grade lower than the non PP cohort across all core subjects with the exception of geography where the PP students have achieved in line with the non pp students.

For the level 2 technical qualification in computing the PP students have performed at the same level as the non-PP students.

For the level 2 engineering qualification the story is similar with a slight drop of half a grade between PP students and non pp students.

There is also half a grade between PP and non pp students in the level 2 business qualifications which is also a vocational option for the students.

Attendance for PP student across the year has been a challenge, in part because of long standing attendance challenges, but added to through the impact of Covid. As a year group, the year 11 attendance over the year was not high enough and the PP students reflected this at 66%. There were 3 students in this cohort who were experiencing significant SEMH challenges for long period of time which prevented them from attending school despite efforts to support them from the school and external agencies.

Addressing attendance, removing barriers to attending and ensuring the quality of education in the classrooms is high quality are all at the heart of moving this forward. Whilst the PP students have made progress and moved on to good destinations at the end of year 11, their potential has not been realised in it fullest and this is something as a school we must ensure is not repeated in the years ahead in this future strategy.

Further information (optional)

The school focuses on employer engagement opportunities leading to high quality destinations. We ensure disadvantaged students are prioritised for these opportunities and remove the barriers for these engagements.

We value experiences for all our students especially opportunities which can be provided by the combined cadet force. Disadvantaged students are encouraged to join, encouraged to take part and if they do not apply for activities, staff contact parents directly to find out why not and offer support to remove any barriers.