

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 Swindon
Number of pupils in school	186
Proportion (%) of pupil premium eligible pupils	19.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	13.12.2022
Date on which it will be reviewed	
Statement authorised by	Sam Knowlton
Pupil premium lead	Hollie Danby
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38,415
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,415

Part A: Pupil premium strategy plan

(This should be read alongside our Pupil premium strategy report)

Statement of intent

- The ultimate objectives for our disadvantaged students is to decrease the attainment gap and ensure that the students receive the same opportunities as non-disadvantaged students
- Our current pupil premium strategy plan work towards achieving those objectives
- The key principles of our strategy plan is: 1- development of literacy skills through a reading plus programme 2- Increase academic self-esteem and academic resilience 3- Improve attendance and punctuality of PP students

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped learning skills behind those of non PP students
2	Low academic self-esteem which effects progress
3	Low attendance and engagement

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 progress of underperforming students	Improved progress from previous year
Provision of well-being support (1:1 and in small groups) to increase academic self esteem	High attendance to final exams – confidence, resilience and reduced anxiety around final exams
PP students have experience of university and confidence that they can attend through the Reading scholars programme	Retention of PP students into sixth form with high aspirations
Better word recognition and reading fluency and comprehension through the reading plus programme	Confidence with reading improved and accessibility to exam papers increased. English results improved

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: £12,381

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2024)**, and how we will measure whether they have been achieved.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD of metacognition and Rosenshine's Principles.	<u>EEF Metacognition and Self-Regulation</u> A planned CPD programme (staff led and through coaching groups) for 22/23 around both metacognition and Rosenshine's Principles.	1,2,3
Improvement of whole school literacy through implementation of strategy built upon Improving Literacy in Secondary Schools and embedding of Reading Plus programme.	<u>EEF Teaching Assistant Interventions</u> Improving Literacy in Secondary Schools An evidenced based whole school literacy strategy (including whole staff CPD and parental engagement) combined with a targeted Learning Mentoring approach in English aims to tackle improvements in literacy approaches across the curriculum. <u>Literacy Plus programme</u> All Year 10/11 students to have 60 minutes of supported reading/vocab development throughout the year. Assessment progress reports shared with parents/carers.	1,2
Effective use of data through purchase of Sisra and FFT.	Provide quantitative evidence to support Gap Analysis and the impact of interventions for groups of students to improve diagnostic techniques for more precise intervention EEF Gathering and Interpreting Data	1

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tutoring to support students most affected	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Using a combination of internal academic tutoring to provide support across all subjects, including the quality of writing for technical qualification assessments.</p> <p>Additionally peer tutoring in English and mathematics with Sixth Form students and KS4 students. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring.</p>	1,2,3
Reading Comprehension	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2,3
Online learning tools	Use of online learning tools Seneca and GCSE pod to offer teaching resources and revision materials to students.	1,2,3
In school mentoring/ELSA	Small group/individual work. To provide greater access to the curriculum for the most affected KS4 students.	1,2,3
CEIAG programme which focuses on richness, diversity and social mobility	<p>Drive a rich and broad programme to provide the foundation for social mobility amongst disadvantaged students.</p> <p>https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</p> <p>Most young people have high aspirations for themselves. Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves <u>EEF Metacognition and Self-Regulation</u>.</p>	2,3

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

Budgeted cost £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement approaches including: <ul style="list-style-type: none"> • Engagement with Literacy • IT qualifications • Parent voice 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Creating tailored opportunities for 1:1 and group meetings / discussions with parents to support activities leading to social mobility and targeted support for families to address challenges; literacy and IT being foci.	1,2,3
Attendance support officer role to be widened beyond attendance administration to support attendance, notably PA	DfE Attendance and Attainment DfE Working together to improve attendance September 2022 Using the evidence and guidance to focus on increasing attendance of disadvantaged (and all students).	3
Contingency fund for community engagement (trips, crew etc)	Arts PHE Links Sport to Well Being and Attainment Creating opportunities for students to participate and engage in school activities, whilst promoting physical and mental well-being.	3
Development of the ELSA team to provide greater access for students in support of social and emotional learning Administrative staffing will also increase to support the Pastoral and ELSA team to transfer more 1:1 / group time to students.	Research published by the EEF Social and Emotional Learning provides evidence to indicate the positive impact of Social and Emotional Learning on learning. In addition, research by the Journal Educational Psychology in Practice on the impact of the ELSA programme on pupil well-being suggests that the ELSA programme has a perceived positive impact on multiple components of pupil well-being including positive emotions, negative feelings, engagement, resilience, optimism, accomplishment and relationships. The positive well-being changes experienced by the pupils occurred not only through identified strategies, but also by talking, and forming a trusted relationship with the staff member.	2,3
Development of a Mental Health Lead across the school.	Core designated mental health lead responsibilities Build clear working links with children and young people's mental health services so that the school can refer when appropriate. Coordinate the school's provision for young people's mental health needs, including oversight of interventions where they are being delivered by staff.	2,3

Free school meals	To ensure all students have access to a meal at lunchtime.	3
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Total budgeted cost: £38,381

Awaiting LGC Approval

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.

Due to COVID-19, performance measures have not been published for 2021 to 2022, and 2021 to 2022 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2021 to 2022 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Reading Plus	Reading solutions UK
Seneca learning - teaching and revision resources	Seneca
GCSE Pod – teaching and revision resources	GCSE pod
Mental health support for young people	TAMHS – traded service through SBC - £7800
Educational psychologist	Traded service through SBC - £3564

Service pupil premium funding (optional)

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

Measure	Details

Further information (optional)

Pupil premium strategy budget is higher than the allocation and therefore is taken from the GAG funding to top up. However, we recognise that non- PP students also benefit from support put in place

Awaiting LGC Approval