

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding (for the 2022 academic year) 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 Heathrow  |
| Number of pupils in school  | 234   |
| Proportion (%) of pupil premium eligible pupils   | Year 10 (17/44) 39%<br>Year 11 (13/35) 37%<br>KS4 (30/79) 38% |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2021-2023   |
| Date this statement was published   | 29/09/22  |
| Date on which it will be reviewed   | 29/09/23  |
| Statement authorised by   | WED   |
| Pupil premium lead  | JKA   |
| Governor / Trustee lead   | Neil Brookes, Sarmin Hossain                                  |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £31,430 |
| Recovery premium funding allocation this academic year  | £11,868 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £43,298 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention for all our students is that they achieve aspirational and meaningful next step destinations – a reflection of our Trust mission statement:

### **Transforming Lives Through Learning**

Regardless of prior attainment of disadvantaged pupils, the quality of teaching and learning is central to our goals. Our Trust Wide “transforming lives group” invested financial and human resources into development of expertise in metacognition and Rosenshine’s principles. This was a natural development from the focus of the previous three years in terms of raising the quality of T&L as a key improvement priority. Additionally, the foundations of a whole school literacy strategy were laid down and this continues to be a key focus throughout the academic 2022-2023.

Our strategy includes targeted tutoring for those most affected to support best possible access to next step destinations at points of transition.

We are a UTC where regardless of prior experience, every student is developing their employability skills within the curriculum and through our specialisms of Engineering and Digital. We work closely with employers so that students get real life experiences to understand their subjects and where they fit into the real world. We encourage students to be explore their skills and strengths, where that failure is welcome (not terminal). The attributes that students develop through the curriculum and within our specialisms should support the skills needed for a students’ development that supports the next steps towards a positive destination. The EEF (Education Endowment Foundation) tells us that most young people have high aspirations, and it is the most effective practice to ensure the development of knowledge and skill to achieve those aspirations than intervention around the aspiration.

We do not yet have all the answers<sup>1</sup> to eradicating the gaps of disadvantage, and we acknowledge that at each strategy review we are likely to use know knowledge and understanding to adapt, but inherent within our strategy is to both rebuild the lost and build new connections with our families, to enable families to enter open, honest and challenging dialogue which helps us respond better to their needs.

<sup>1</sup> Recommendation 1 - <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Disadvantaged children have greater learning gaps as a result of the pandemic   |
| 2                | Basic literacy skills of students arriving in Year 10 and of those in Year 11 is less well developed for students eligible for PP (Pupil Premium) than for other pupils, which reduces access to the curriculum and prevents them from making similar progress to their peers, so growing the gap |
| 3                | An increase in the number of disadvantaged students to the UTC with lack of resources to respond to pastoral and social needs, compounded by impact of pandemic on disadvantaged students.  |
| 4                | Disadvantaged students attend less well and are more likely to be excluded.   |
| 5                | Students are unable to consistently recognise and articulate both their aspirations and their transferable strengths / skills, so reinforcing likelihood of fixed views of "self"   |

## Intended outcomes

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.

| Intended outcome  | Success criteria   |
|---|--|
| For the school to provide additional support materials to all students to enable them to develop learning/revision outside of the classroom. Investment in learning support software to support students. | Investment in learning support software to support students.   |
| improved academic attainment for disadvantaged students both through KS3/4 and at the end of KS4, with a notable focus on English, Maths and Science  | 2023/24 KS4 outcomes result in disadvantaged students achieving a P8 score of +0.0<br><br>By the end of 2024 25% of PP students studying Triple science. Currently 1 student looking like they will take triple science. |

|   |   |
|---|---|
| <p>Increase Literacy levels across the Key Stage 4, Year 10 and Year 11</p>                                     | <p>Reading age of disadvantage students</p> <p>Y10 – 12y 9m (14 years 11 months non-disadvantaged)</p> <p>Y11 – 14y 7m (15 years 8 months non-disadvantaged)</p> <p>KS4 total 13y 10m (15 years 4 months overall non-disadvantaged)</p> <p>Learning Walks Literacy – autumn '21 as baseline</p> <p>Students reading ages improve over time with Reading. Improved students' attainment levels within all subjects at the end of the Key Stage</p> |
| <p>Metacognition and self-regulation are shown to have improved across the cohort of disadvantaged students</p> | <p>Quantifiable progress is seen in the quality of T&amp;L (delivery of Rosenshine's principles and whole school literacy) compared to baseline autumn '21 (including Learning Walks, Book Scrutiny, Lesson Observations, Impact of CPD)</p> <p>Behaviour and engagement data shows long term trajectory of growth in the classroom setting</p>   |
| <p>Attendance improves and exclusions reduce</p>  | <p>Continued trajectory towards matching attendance (96%+) / exclusions for disadvantaged and all students.</p> <p>Student and parent voice demonstrates recognition of high level of pastoral / social support for students (and families).</p>  |
| <p>Disadvantaged students are ambitious for their future</p>  | <p>Maintain zero NEETs and continued growth in entry of disadvantaged students into Sixth Form</p> <p>Opportunities to grow ambition are directly linked to the known aspirations of all disadvantaged students</p> <p>Student surveys demonstrate that all students have an equally strong connection with their future ambitions.</p>   |



## 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: £ 13000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Continued CPD of metacognition and Rosenshine's Principles   | <a href="#">EEF Metacognition and Self-Regulation</a><br><br>A planned CPD programme (staff led and through coaching groups) for 22/23 around both metacognition and Rosenshine's principles  | 1,5                           |
| Improved student engagement with learning material, specifically outside of lesson and independent work.                                   | Improved learning material software for students to access outside of the classroom to support learning.  | 1, 3, 5                       |
| Improvement of whole school literacy through implementation of strategy built upon <a href="#">Improving Literacy in Secondary Schools</a> | <a href="#">EEF Teaching Assistant Interventions</a><br><br><a href="#">Improving Literacy in Secondary Schools</a><br><br>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 | 1, 2, 5                       |
| Effective use of data through Sisra and continued development of use of Class charts   | Provide quantitative evidence to support Gap Analysis and the impact of interventions for groups of students to improve diagnostic techniques for more precise intervention<br><br><a href="#">EEF Gathering and Interpreting Data</a>  | 1, 2, 5                       |

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

Budgeted cost: £17000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| 1:1 and small group tutoring to support students most affected                    | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Using a combination of external tutoring partners and a local tutor, to provide tutoring in English, mathematics and Science across KS4.</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p> | 1, 2, 4                       |
| Reading Comprehension   | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Using Reading Plus to support comprehension</p>   | 1, 2, 3, 4                    |
| In school mentoring   | Small group work  | 1, 5                          |
| CEIAG (Careers Education Information Advice and Guidance) programme which focuses | <p>Drive a rich and broad programme to provide the foundation for social mobility amongst disadvantaged students</p> <p><a href="https://www.gatsby.org.uk/education/focus-areas/good-career-guidance">https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</a></p>   | 3, 5                          |

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| on richness, diversity and social mobility   | <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 <a href="#">EEF Metacognition and Self-Regulation</a></p> <p>Employer engagement with partners in areas to inform aspirations</p> |       |
| The school will pay for equipment to support the curriculum so that students are not disadvantaged, e.g., laptops and personal protective equipment (PPE). | As an engineering college it is essential that all students can access the curriculum. PPE enables students to safely engage with the engineering courses. Provision made so that all students have access to laptops and resources if required.   | 1,3,5 |

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

Budgeted cost: £13298

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed <sup>3</sup> |
|--|---|--|
| The school will provide some Table Tennis tables for students at break time. More after school clubs and provision to engage the pupils. | Student wellbeing is a key factor in attainment. Given the space limitations at the UTC, providing space and facilities for students to release excess energy was felt to benefit their mental health and result in improved performance. | 3, 5                                       |
| Attendance support officer role to be widened beyond attendance administration to support  | <p><a href="#">DfE (Department of Education) Attendance and Attainment</a></p> <p><a href="#">DfE Improving Attendance 2021</a></p>   | 4  |



|  |   |              |
|--|---|--------------|
| attendance, notably PA   | Using the evidence and guidance to focus on increasing attendance of disadvantaged (and all students)   |              |
| Parental engagement approaches including: <ul style="list-style-type: none"> <li>• Engageme nt with Literacy</li> <li>• IT qualificatio ns</li> </ul> Parent voice | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a><br><br>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, 4, 5 |
| Development of the ELSA training to provide greater access for students in support of social and emotional learning. Transfer more 1:1 / group time to students    | Research published by the EEF <a href="#">Social and Emotional Learning</a> provides evidence to indicate the positive impact of Social and Emotional Learning on learning. In addition, research by the Journal <a href="#">Educational Psychology in Practice</a> on the impact of the ELSA programme on pupil well-being suggests that the ELSA programme has a perceived <b>positive impact</b> on multiple components of <b>pupil well-being</b> including <b>positive emotions, negative feelings, engagement, resilience, optimism, accomplishment</b> and <b>relationships</b> . The <b>positive well-being</b> changes experienced by the pupils <b>occurred not only through identified strategies</b> , but also by <b>talking, and forming a trusted relationship</b> with the staff member | 1, 3         |

**Total budgeted cost: £36,698**

## 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.

The L2 Basics at 5 and above for PP students in Y11 were positive for PP students. PP students achieved 35% in L2 (compared Non-PP at 30.8%). However, for L2 basics at 4 and above the PP students achieved 60% (compared to 73.1%) this indicates a need to focus on ensuring PP students achieve the L2 basic at 4 and above in English.

We were able to appoint a new LSA that supported the students within the classroom. They were able work with those students that needed the support and help in achieving the outcomes.

Equipment was purchased for students in engineering which supported all PP students to achieve a L2 Engineering qualification at pass or above.

Students used reading plus which helped to support literacy levels and improved their reading ability and achieved a grade 4 or above in English Language and/or Literature

Attendance for PP students was 4% higher than the national average for PP. This helped students to achieve their outcomes and supports the work of the attendance officer and systems that were purchased as part of the strategy.

### 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     |
|--------------|--------------|
| Vidlearn     | Vidlearn     |
| GCSEpod      | GCSEpod      |
| Class Charts | Class Charts |
| Truancy call | IRIS         |
| Maths Watch  | Maths Watch  |
| Reading Plus | Reading Plus |

## 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?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A     |

## Further information (optional)

We recognise in UTC Heathrow that the combination over the last three years of:

- Rapid school improvement
- Increasing cohort of disadvantaged students (33% across Year 10-11)
- Impact of the pandemic
- Impact of three years of significant staffing restructures (reductions) by new Leadership as part of the five-year recovery plan to support financial stability
- Introduction and School Led Tutoring and Recovery Premiums
- Delivery of balanced budget for 22/23

all bring about a very significant challenges and opportunities to drive forward new, evidence based and creative ways of addressing the challenges of disadvantaged students in our community. Having considered carefully the Six Steps to Implementation <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation> we recognise that building the team and precise use of diagnostic processes will both be important in the first year of the strategy to ensure that we are not implementing “in haste” and will use this first year to target impact where diagnostic processes and evidence are strong and to create the same certainty around our next steps.