

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 Oxfordshire
Number of pupils in school	291
Proportion (%) of pupil premium eligible pupils	19.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/24
Date this statement was published	5 th November 2023
Date on which it will be reviewed	1 st November 2024
Statement authorised by	Sam Knowlton
Pupil premium lead	Zoe Barnes
Governor / Trustee lead	Kerry Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,654
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	£

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
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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: £13,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Laptops	Access to learning resources and independent learning. Develop typing skills. Removes barriers to learning around handwriting speed (£5,000)	1
Behaviour management well being staff CPD	Principles of Positive Behaviour Management provided by OCC for targeted staff (£125)	3
Recruitment and retention of quality staff	Quality staff ensure a positive experience for students in the classroom and ensure better outcomes (£8,000)	2

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
AA Arrangement testing for PP students to ensure they get correct support in exams	Improved exam attendance and also barriers to learning become less of an issue (particularly speed and reading) (£2500)	1 & 2
Provision of human exam support and reader pens	Removes reading and emotional barrier (£2500)	1 & 2

1:1 support for individuals with high levels of anxiety and structured interventions use of I hub team	Increase emotional resilience and academic progress through increased self-confidence and resilience (£10,000)	1 & 2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,529

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Scholars programme	Provides aspiration for PP students (£1,000)	2
Access to academic trips subsidised	Enrichment trips through the curriculum (£1,200)	2
Attendance monitoring system rigorously applied for a quicker response	Improvement of attendance and barriers to attendance quickly identified and resolved (£12,000)	3
Use of inclusion reflection room for interventions addressing poor behaviour	Reflecting on actions causing poor behaviour and removal from lessons creates greater gaps in lost learning. Reducing this through quiet work-space reduces learning gap (£10,000)	1 & 3

Total budgeted cost: £48,654

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Student evaluations undertaken during the 2020 to 2021 academic year were produced using a rigorous approach of Teacher assessed grades that were submitted to exams boards after standardisation. A minimum of three pieces of assessment evidence was submitted for each student for each qualification and these were internally and externally moderated before final submission to ensure a quality and unbiased approach to grade allocation

UTC Oxfordshire

Pupil groups

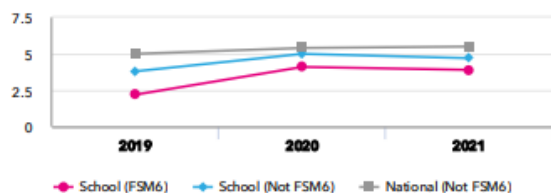
KS4 Pupil groups performance 2021

	Pupils	Actual results			Pupil progress			
		Attainment 8 (Overall)	% English & Maths (Grade 4+)	% Ebacc (Grade 4+)	Progress 8 (Overall)	% English & Maths (Grade 4+)	% Ebacc (Grade 4+)	
Summary	All Pupils	97	4.5	80%	5%	-0.44	+11%	-21%
Gender	Male	64	4.4	80%	6%	-0.40	+10%	-18%
	Female	33	4.7	82%	3%	-0.52	+12%	-28%
FFT Prior Attainment	Higher attainers	22	6.1	100%	5%	-0.54	+4%	-46%
	Middle attainers	30	4.3	73%	3%	-0.71	-8%	-21%
	Lower attainers	33	3.3	67%	0%	-0.12	+33%	-4%
Pupil Premium	FSM (in last 6 years)	26	3.9	73%	0%	-0.67	+12%	-20%
	Not FSM (in last 6 years)	71	4.7	83%	7%	-0.35	+11%	-22%
FSM	FSM	17	4.0	71%	0%	-0.26	+15%	-15%
	Not FSM	80	4.6	83%	6%	-0.48	+10%	-23%
Term of Birth	Autumn Term	29	4.6	83%	10%	-0.24	+15%	-17%
	Spring Term	43	4.6	84%	5%	-0.38	+17%	-23%
	Summer Term	25	4.3	72%	0%	-0.79	-5%	-23%

Disadvantaged pupils

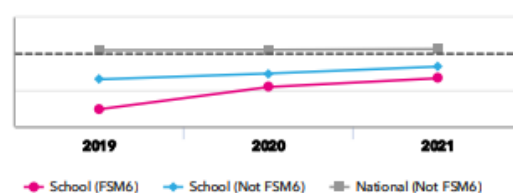
KS4 attainment for disadvantaged pupils 2021

Attainment 8 (Overall)



KS4 progress for disadvantaged pupils 2021

Progress 8 (Overall)



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	Seneca

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?	We had no service Pupil premium students

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