

Pupil premium strategy statement



This statement details our school’s use of pupil premium 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	282
Proportion (%) of pupil premium eligible pupils	17.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	/11/2024
Date on which it will be reviewed	November 2024
Statement authorised by	Jennie Thomson
Pupil premium lead	Jennie Thomson
Governor / Trustee lead	Nick Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,520
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£53,520

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 vision is to ensure that every pupil, regardless of background or financial situation, has the support and resources they need to succeed. This Pupil Premium strategy is dedicated to addressing the unique challenges faced by disadvantaged students in our school, with a particular focus on improving attendance, enhancing access to equipment and learning resources, and breaking down barriers related to attendance issues and low aspirations.

1. Improving Attendance

Regular attendance is foundational to academic success and personal growth. We are committed to implementing targeted interventions and fostering a positive school culture that encourages consistent attendance. Our approach will include attendance monitoring, family support, personalized mentoring, and incentives to help students recognize the value of regular school attendance and overcome the barriers that may hinder it.

2. Access to Equipment and Resources

Equal access to educational tools and resources is essential for learning. We will ensure that all Pupil Premium students have the necessary equipment, such as laptops, internet access, textbooks, and other learning materials, to fully engage in both in-person and online learning. By reducing financial and logistical barriers, we aim to provide an inclusive environment where every student can access the tools they need to excel.

3. Overcoming Barriers of Low Ambition

Disadvantaged students often face challenges related to low ambition and limited access to positive role models. Through tailored mentoring programs, career guidance, and exposure to a variety of post-educational opportunities, we will work to inspire and raise the aspirations of our students. Engaging students with relatable success stories and creating structured opportunities for growth, we aim to foster a belief that academic and career goals are within reach for all students.

Our Pupil Premium strategy is rooted in a commitment to equity, focusing on these three areas to bridge the gaps and create a pathway to success for each student. This strategy is not just an investment in resources but in our students' futures, ensuring that every child has the opportunity to reach their full potential.

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 the impact of this has been made worse by the pandemic.
3	Students from disadvantaged backgrounds are disproportionately affected by the cost of living crisis and often miss more than one meal per day and come to school hungry which impacts on their wellbeing and ability to learn effectively
4	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.
5	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.
6	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.
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.	2024/2025 destination data showing improvements towards equality towards non-disadvantaged. With this being close to equal by summer 2026/2027 results.
Improve GCSE attainment of disadvantaged students and therefore close the gap of GCSE results when compared to non-disadvantaged students.	2024/2025 attainment and progress data showing equality towards non-disadvantaged. With this being close to equal by summer 2026/2027 results.

Literacy and oracy of disadvantaged students to be students at least in line with their non-disadvantaged peers.	2024/2025 literacy and oracy data showing improvements towards equality towards non-disadvantaged. With this being close to equal by summer 2026/2027 results. Can be shown using reading assessments and GCSE results.
Attendance of disadvantaged students to be students at least in line with their non-disadvantaged peers	2024/2025 attendance data showing improvements towards equality towards non-disadvantaged. With this being at least equal by summer 2026/2027 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 2024/2025 to being at least equal by summer 2026/2027.
Disadvantaged students are often the students with poor behaviour leading to suspensions and exclusions.	Ensuring the use of a 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 2025/2026.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4,500

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

<p>Use of additional targeted reading programmes with specially trained staff to help improve literacy and oracy skills for those with the lowest levels</p>	<p>Targeted work helps to improve progress. Improvement in literacy impacts on progress across all subject areas</p>	<p>1,2,4,5,6</p>
<p>Staff training on understanding disadvantage, how to support children with difficult home lives and supporting students with low literacy levels in the classroom</p>	<p>Staff are better equipped with knowledge and skills to communicate with, support and enable students to make better progress in all their curriculum areas</p>	<p>1, 2, 4 ,5 , 6 ,7</p>

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students allocated a mentor in school to support their development and track their progress	Individual support and mentoring encourages focus on progress and supports individual wellbeing for the student. Ensures a specific focus on those children who are disadvantaged and may need additional support from the school	1, 2, 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: £36,750

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
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 laptops to ensure students can access their education	Students require equal access to their education in line with their peers so we will purchase a laptop for each child to access their education	1, 2, 5, 6, 7
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	3, 6, 7
Cost of additional top up funds in addition to the standard free school meals allowance so students can access breakfast and lunch at school.	Students have improved wellbeing and cognitive performance when they are well nourished and not hungry. Access to another meal each day at school enables them to have breakfast and be better prepared for their school day.	3
Specific attendance support and rewards for improved attendance across the year.	Attendance at school can be a challenge so support from external provision and local authority to support improved attendance. Incentives to improve attendance and support to remove barriers to poor attendance	1, 3, 5, 6, 7

Total budgeted cost: £ 53,250

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 2023 to 2024 academic year.

In reviewing recent progress data, it's clear that Pupil Premium (PP) students have not made the same level of progress as their non-PP peers, which is cause for concern. Barriers to progress include lower attendance rates, a more disengaged attitude toward GCSEs, and limited parental involvement, all of which hinder these students' potential for success.

In 2022-2023 results the summary data was:

Measure	Whole cohort	PP	Difference
Average Attainment 8 score	49.83	37.57	-1.23
2023-2023 National figures			
Average attainment 8 score	46.30	35.00	-1.13

Although the in year variation for students at UTC Reading showed a gap of 1.23 grades, the disadvantaged children in our cohort outperformed their peers at a national level and we are broadly in line with the national attainment gap. Although this showed good performance for our cohort, we still are not satisfied with the in year variation and will continue to work to improve this.

In 2023-2024 results the summary data was:

Measure	Whole cohort	PP	Difference
Average Attainment 8 score	40.16	26.47	-1.36

(2023-2024 national figures are not yet available at the time of writing)

The data above shows that the attainment gap between PP students and their peers is around 1.3 grades lower for PP students.

It also shows that the gap widened in 2024 for students who are PP and this is something that needs further focus and attention in this academic year

To address these challenges, we recognize that further efforts are needed to connect with families who are harder to reach and may be less engaged with their children's education. Additionally, it's essential to foster a mindset among students that values the extra support offered, helping them see its relevance to their academic and personal growth. By addressing these barriers and putting interventions in place as outlined in this updated strategy, we can work to close the gap and better support our PP students in achieving the progress they deserve.

In terms of destinations, our pupil premium students progressed onto a mixture of FE colleges or have stayed on at UTCR. 27% of the cohort have stayed at the UTC to complete either A levels, technical qualifications or a combination of the two. Of the remaining students, many 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.

Further information (optional)

The school focuses on employer engagement opportunities leading to high quality destinations. We ensure disadvantaged students are prioritized for these opportunities and remove the barriers for these engagements as much as we possibly can by providing priority access, support with resources and access to opportunities outside of students home backgrounds.