2025-2028 - 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 2026 2027

Detail	Data
School name	UTC Leeds
Number of pupils in school (KS4)	302
Proportion (%) of pupil premium eligible pupils in KS4	22%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025/6 2026/7 2027/8
Date this statement was published	September 2025
Date on which it will be reviewed	July 2027
Statement authorised by	Emma Robinson -Coe
Pupil premium lead	Emma Robinson -Coe
Governor / Trustee lead	Roz Wyatt-Millington

Funding overview 2026 2027

Detail	Data
Pupil premium funding allocation this academic year	£88000
Service Premium Funding	£720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2690
Total budget for this academic year	**£91410**

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium

Our aim is for all pupils, regardless of background or challenges, to make good progress and achieve high attainment across the curriculum. Our pupil premium strategy supports disadvantaged pupils—including those identified as PP, SEND, or PP with English as an Additional Language—as well as vulnerable pupils such as those with a social worker or young carers. The activities outlined support all these groups, whether or not they are disadvantaged.

High-quality teaching is central to our approach, focusing on areas where disadvantaged pupils need the most support. This helps close the attainment gap and benefits all pupils. We aim for sustained attainment and progress for all students alongside their disadvantaged peers.

We also believe that broader opportunities and experiences are essential for students' preparation for further education, employment, training, and their personal development.

Our approach is based on thorough diagnostic assessment to meet both common and individual needs. The strategies used work together to help pupils succeed.

To ensure effectiveness, we will: challenge disadvantaged pupils in their learning; use high-quality, responsive teaching to identify and address gaps quickly; provide all staff with CPD to develop support strategies; offer a wide range of opportunities to broaden disadvantaged students' experiences; and adopt a whole-school approach where all staff take responsibility for improving outcomes and raising expectations for disadvantaged pupils.

Publicly funded schools in England get extra funding from the government to improve education outcomes for disadvantaged students in schools in England.

Evidence shows that children from disadvantaged backgrounds:

- generally, face additional challenges in reaching their potential at school
- often do not perform as well as their peers

Examples of non-academic challenges that students face that can negatively affect their education and impact their access to teaching:

- attendance and levels of persistent absence
- behaviour incidences and exclusions
- wellbeing, mental health and safeguarding concerns
- access to technology and educational materials
- language and communication barriers
- peer and social relationships
- high mobility such as transitions and school moves

The Pupil Premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve. A breakdown of funding can be found here;

https://www.gov.uk/government/publications/pupil-premium/pupil-premium

Abbreviations
PA = Persistent Absence
SA = Severe Absence
PP = Pupil Premium
CLA = Child Looked After
SEND = Special Educational Needs and Disabilities
SENCO = Special Education Needs Co-ordinator
FTE = Fixed Term Exclusions
TA = Teaching Assistant
RMAT = Rodillian Multi Academy Trust
SEMH = Social Emotional and Mental Health
CEIAG= Careers Education Information Advice and Guidance
T & L = Teaching and Learning
SLT = Senior Leadership Team
ML = Middle Leader
EEF = Education Endowment Foundation
NEET = Not in Education, employment or Training

Challenges

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

Challenge Number	Detail of the challenge
1	**Progress and Attainment Gaps:** Remove the progress and attainment gaps between PP and SEN(D) students and non-PP and non-SEN(D) students, where these have been closed the focus will be to continue to maintain / improve.
2	**Reading, writing & comprehension:** Our disadvantaged students generally have lower reading ages at the start of Year 10 when compared to their peers.
3	**Attendance & Punctuality:** Many disadvantaged students and those with SEND arrive in Year 10 with high levels of PA or lower levels of attendance.
4	**Behaviour and Professional Conduct:** Some of our disadvantaged students can find it difficult to self-regulate and require support to reduce the impact on their academic progress. Some students join us speaking English as an additional language. One of our key priorities is to understand how confident these students feel when reading, writing, and speaking English. By doing this, we can better support them and help remove any barriers that might affect their learning and progress.
5	**Limited experiences:** At UTC Leeds, students' social assets—including effective communication, resilience, leadership, emotional intelligence, respect, and the ability to value and celebrate differences—are actively developed to raise their cultural capital. These skills, alongside professional standards, are essential for students to thrive in STEM industries and wider society.
6	**Lower aspiration to progress to further education, training or employment:** Many of our most disadvantaged students come from families without a history of university attendance or experience of higher education. As a result, parental support for navigating post-16 and post-18 pathways can be limited and students may not be fully equipped and/or confident to succeed in their next steps, whether that's higher education, apprenticeships, or employment in STEM industries.

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
Disadvantaged students consistently demonstrate professional behaviour suitable for the workplace.	Isolations and suspensions are decreasing each year. Suspension rates are kept below the national average.
Disadvantaged students make strong, sustained academic progress.	The attainment gap between disadvantaged and non-disadvantaged students is in line with or better than national figures. Students are gaining the knowledge and skills needed for their next stage in education, employment, or training.
Reduce the attendance gap between disadvantaged and non-disadvantage students.	Overall attendance is above the national average. The attendance gap between disadvantaged and non-disadvantaged students is reducing. Persistent (PA) and severe absence (SA) rates are declining.
100% of disadvantaged students secure a post-16 or post-18 destination.	No disadvantaged student becomes NEET (Not in Education, Employment, or Training). All students have a confirmed next step after Year 11 or Year 13.
All disadvantaged students take part in enrichment activities.	They have equal or greater access to opportunities compared to their peers. Opportunities may include: • Participation in Board of Trustees • Employer-led projects or interview days • Educational trips or visits • Enrichment in music, art, or sport • Career education, information, advice and guidance (CEIAG)

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: £62524

Activity	Strategy Detail Evidence that supports this approach EEF Focus Teaching and Learning Toolkit | EEF The EEF Guide to the Pupil Premium | EEF (educationendowmentfoundation.org.uk) LexiaUK | EEF Research-Proven Literacy Programs for Schools EEF-Effective-Professional-Development-Guidance-Report.pdf Five a day: supporting high-quality teaching for pupils with... | EEF reducing-class-size | EEF How to manage change and reduce workload in your school	Challenge number(s) addressed
Continuous Professional Development and Training for teaching and non-teaching staff	We are committed to delivering high-quality teaching and learning for all students, creating meaningful opportunities that help every learner thrive. Our appraisal process supports staff development and continuous improvement, with the ultimate goal of improving student outcomes and ensuring successful post-school destinations. • **Regular Department Meetings** focus on evaluating curriculum implementation, teaching effectiveness, and assessment practices. • **Exam Reviews** include in-depth analysis of questions, skills, and assessment objectives to inform future teaching. • **Biannual Reading age and Literacy reviews** are conducted by the Head of English and SENDCo to monitor progress and refine strategy. • Staff workload is regularly reviewed, with improvements guided by staff feedback. • Our **Feedback Policy** is designed to help teachers identify learning gaps and misconceptions. • Teachers use this insight to plan effective, targeted lessons that lead to meaningful student progress. • Students needing the most reading support access the **Lexonic Leap, Lexonic Advance and Rapid Plus Catch up Literacy programmes**, with staff receiving ongoing training to maximise its impact. • **Weekly reading lessons**, led by the English department, help all KS4 students develop their comprehension, expand their vocabulary and strengthen their reading skills, while also fostering a love of reading and encouraging reading for pleasure. • All staff access **whole-college CPD**, aligned with: • **EEF strategies** for SEND (Think 5: scaffolding, cognitive strategies, explicit instruction) • **Pupil Premium First** strategy to ensure effective use of PP funding • **Positive behaviour approaches**, including least invasive interventions and positive framing	1, 2, 3, 4, 6

	• **Responsive teaching** aligned with the RMAT Excellence Framework • **SEND best practice** is regularly shared among staff, including strategies for ADHD, autism, and dyslexia. • Professional communication skills are taught through mapped content in **Professional Skills lessons**, including how to write emails and prepare for the workplace. • **Interview skills training** is provided ahead of mock interview days to help students succeed in real-world scenarios.	
Recruitment & retention of staff	We have recruited a Senior Inclusion Support Worker and a team of Inclusion Support Workers to provide dedicated support for disadvantaged and SEND students. These roles supports a wide range of interventions, tailored to individual needs, including: • Literacy and numeracy • Mentoring and professional skills • Social and communication development • EHCP-specific support • Pastoral and emotional support • Therapeutic interventions, such as LEGO Club and Mindmate resources to promote engagement, wellbeing, and social interaction	1, 2, 3, 4, 6
Reading, handwriting & vocabulary	• Reading strategy informed by **Education Endowment Foundation (EEF)** guidance. • Literacy review with Head of English and SENDCo. • Senior Inclusion Support Worker to lead on delivery of literacy interventions including phonics, comprehension, fluency alongside handwriting and other forms of intervention. • **Lexonic Leap, Lexonic Advance and Rapid Plus Catch up Literacy programmes** are used to rapidly close gaps in reading skills to support weak readers including students with dyslexia and EAL students. • **Read&Write Gold** is used to support students with dyslexia, EAL students and other students with reading / writing difficulties, • Staff development focused on subject-specific vocabulary development through the Excellence Framework, with an emphasis on effective instruction, guided practice and retrieval strategies to strengthen students' understanding and use of key vocabulary. • Within Professional skills lessons mapped out points to teach students **professional communication skills** e.g. how to write a professional email. • **Interview skills training** for all students, followed by an Interview Day each year where every student has a practice interview with an employer and receives feedback to help them develop. • **Weekly reading lessons**, led by the English department, help all KS4 students develop their comprehension, expand their vocabulary and strengthen their reading skills, while also fostering a love of reading and encouraging reading for pleasure. • **Handwriting Intervention** for identified students and those using laptops.	1, 2, 3, 4, 6

	• **Read and Write Gold** training for students using laptops and for exam access arrangements.	
Values and professional skills	Disadvantaged students" refers to those facing barriers such as lower socioeconomic background; possibly weaker academic preparation; less access to networks, extracurricular experiences etc. Here's how the Values & Professional Skills sessions help them in particular: • **Bridges experience gaps** with workshops, mock interviews, and guest speakers that expose students to professional environments. • **Builds confidence and aspiration** through mentoring, role models, and reflective sessions. • **Improves employability** by teaching key skills such as CV writing, application techniques, and interview preparation. • **Supports English and maths re-sits** with close monitoring to reduce the risk of students becoming NEET. • **Widens post-16/18 options** through access to academic and vocational pathways, work placements, and employer-led projects. • **Provides consistency** through regular, structured sessions with clear skill development and expectations.	
Additional CPD / work with external agencies for specialist roles to support whole college CPD		
Additional staff training	**IAT: Communication and Interaction including Autism.** Lead Practitioner working with Leeds Inclusion and Advisory Team to develop targeted strategies to support students with Autism. **SEND Network Leeds LA:** Share best practices and update on effective SEND strategies. **RMAT SENCO Half Termly meetings** Share best practices and update on effective SEND strategies. **SEND staff training:** Enhance skills to support SEND students effectively. E.g dyslexia and ADHD **CLA Virtual school training with relevant local authorities:** Exchange best practices to improve outcomes and PEPs for Children Looked After	1, 2, 3, 4

	Lexonic Leap and Lexonic Advance Training: Equip staff to deliver the reading programme effectively and close literacy gaps. External agencies supporting SEND students and providing training/guidance: • Leeds Deaf and Hearing Impairment Team DAHIT • Speech and Language Therapy (SaLT) • Communication and Interaction including Autism IAT • Leeds Young Carers Leeds LA • Mindmate Support Team • JESS Cluster • Educational Psychologist	

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

Budgeted cost: £15631

Activity	Strategy Detail Evidence that supports this approach - EEF Focus Small group tuition | EEF Teaching and Learning Toolkit | EEF The EEF Guide to the Pupil Premium | EEF Using Digital Technology to Improve Learning | EEF Social and emotional learning | EEF	Challenge number(s) addressed
Packs for students and equipment	Removing Barriers to Learning • All students receive **branded learning packs and essential equipment** to ensure they are prepared and ready to learn. • This helps create a level playing field, particularly supporting **disadvantaged students**.	1, 3, 4, 5, 6

Small group subject specific intervention
 	
Targeted students for numeracy and literacy groups
	Effective Small Group Tuition (Based on EEF Guidance) - extended college day including some holidays.
	
	• Small group tuition (2–5 students) can lead to an average of +4 months' additional progress per year.
	• Most effective when:
	  ○ Targeted to specific learning needs using diagnostic assessments
	  ○ Delivered by trained staff
	  ○ Focused on students who are falling behind
	  ○ Aligned with classroom teaching to reinforce key concepts
		1, 2, 3, 4, 6

Laptops and tech	• **Additional laptops** provided to support:
	  ○ **Intervention sessions**
	  ○ **Sixth formers** working during free periods
	  ○ Especially helpful for students with **limited access to devices at home**
	• **SMART boards** and **visualisers** enhance teaching and learning across the curriculum.
		1, 2, 3, 4, 5, 6

	• Use of **online platforms** such as Educake, Dr Frost, and Microsoft Teams:
	  ○ Supports **independent learning**
	  ○ Reduces reliance on extra resources outside of school	

Reading and phonics intervention programme	• Emphasis on **targeted interventions** and **structured assessment** to support literacy.
	• **Lexonic Leap** and **Lexonic Advance** are used to develop phonics, strengthen word-decoding skills, and improve students' grammar and reading comprehension
	• **GL reading tests** conducted twice yearly for Years 10 and 12.
	• **GL dyslexia screening** completed in Year 10
	• **Small group tutoring** provided for weakest readers using Rapid Plus reading programme, focusing on:
	  ○ Phonics
	  ○ Fluency
	  ○ Comprehension
	• Interventions are **regularly evaluated** through retesting to monitor progress and adapt support.
	• Staff receive **ongoing CPD** to improve delivery of reading strategies and interventions.
		1, 2, 3, 4, 6

Provision of resources	The college provides essential learning resources to students, including: • Scientific calculators • Textbooks and revision guides • Exam packs and stationery • Coloured books and overlays • Fidget devices to support concentration and engagement	1, 3, 4, 6
Exam Support for ESBA	For students requiring Exam Support for External School-Based Assessments (ESBA), the college ensures: • Invigilation at designated off-site centres • Fortnightly wellbeing checks to monitor and support student welfare during exam periods	1, 6

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

Budgeted cost: £13254

Activity	Strategy Detail Evidence that supports this approach EEF Focus Small group tuition | EEF Teaching and Learning Toolkit | EEF	Challenge number(s) addressed

	The EEF Guide to the Pupil Premium | EEF Using Digital Technology to Improve Learning | EEF Social and emotional learning | EEF	
Application process, interviews, induction days – getting to know you	Early information gathering ensures tailored support for Year 10 starters. Key activities include: • Use of the **Applicaa** application system • **"Revving Up" STEM challenges** to build early exposure • **1:1 meetings** with all applicants • **Induction days** to welcome students • **Parental engagement** to set expectations and build understanding • 1:1 induction opportunities for those with SEND, previous low attendance, low English proficiency etc.	1, 3, 4, 5, 6
Attendance incentives	• Attendance and punctuality are supported through clear expectations and data-driven monitoring. • Staff work with families to remove barriers and intervene early with at-risk students. • Perfect attendance correlates with significantly higher academic achievement. • Attendance reflects the school's high standards and commitment to student success. • Access to the rewards trip for excellent attenders	1, 3, 4, 5, 6
Careers interactions – raising aspirations	Industry-led curriculum prepares students for careers in engineering, science, and digital tech. Opportunities include: o Employer-led projects and real-world challenges o Work experience placements o STEM industry mentorship o Masterclasses and guest lectures o Mock interviews with personalised feedback o Career workshops on CVs, interviews, and applications o One-to-one guidance in Years 11 and 13 o Access to specialist facilities (design, robotics, CAD, manufacturing) o Participation in city-wide business networking events Disadvantaged students receive: o Prioritised access to placements and mentoring o Targeted career guidance support o Monitoring of destinations and NEET risk with timely interventions o Additional information on university access programs	1, 3, 4, 5, 6
Building student Cultural Capital	UTC Leeds is committed to enriching students' educational experience by broadening their cultural capital. We provide a range of opportunities designed to	3, 4, 5, 6

	expose students to new ideas, environments, and experiences that support personal growth and future success. These include: • **Theatre Trips:** All Pupil Premium students have access to theatre visits, offering exposure to the arts and enhancing cultural awareness beyond the classroom. • **UTC Societies:** A variety of student-led clubs and societies promote creativity, teamwork, and leadership skills while encouraging participation in cultural and academic activities. • **Duke of Edinburgh Award:** Students engage in this nationally recognised programme, which develops outdoor adventure skills, resilience, and self-confidence through volunteering, physical activity, and expeditions. • **Employer Visits:** Regular visits to partner organisations provide real-world insights into different industries, fostering aspiration and understanding of career pathways. • **National Competitions:** Students participate in prestigious competitions such as the **Maths Challenge** and **Greenpower Electric Car Challenge**, promoting problem-solving skills, teamwork, and practical application of STEM knowledge.	
Student Pastoral support	Strong pastoral care focuses on disadvantaged students' social and emotional wellbeing. Based on EEF research, the programme builds resilience, self-regulation, and positive relationships. Support includes mentoring, wellbeing programmes, and close family collaboration. **Access Fund** *Supports student hardship (uniform, food, travel)* **EEF link:** Social and emotional learning; behaviour interventions; aspiration support **Cultural Capital Building** *Theatre trips, UTC societies, Duke of Edinburgh award* **EEF link:** Arts participation; outdoor adventure learning **Attendance Prioritisation** *Collaboration with MAT Attendance Manager, KS4/5 leaders, pastoral teams* **EEF link:** Behaviour interventions; parental engagement **Behaviour Interventions & Parental Involvement** *Use of AIP advice and structured behaviour support* **EEF link:** Behaviour interventions; social and emotional learning **Student Mentoring (SEMH)** *Internal mentoring plus JESS cluster external support (counsellors, therapists, bereavement, family)* **EEF link:** Mentoring; social and emotional learning	1, 3, 4, 5, 6

	Holiday and After-College Revision Programmes *Focused support for exam preparation* **EEF link:** Small group tuition; summer school **Assertive Mentor Programme** *Targeted support for high achievers (academic & pastoral)* **EEF link:** Metacognition and self-regulation; one-to-one tuition; mentoring **Work Experience Placements** *Practical workplace exposure* **EEF link:** Aspiration interventions; social aspects **Comprehensive Careers Programme (Years 10–13)** *Employer-led projects, workshops, CEIAG* **EEF link:** Aspiration interventions; social aspects **Independent Careers Advisor** *One-to-one impartial guidance* **EEF link:** Aspiration interventions; social aspects **Social Group Mentoring & Games** *Small social groups at break/lunch for peer support* **EEF link:** Mentoring; social and emotional learning; behaviour interventions **Breakfast Club During Exams** *Meal provision to support wellbeing and focus* **EEF link:** Social and emotional learning; be	

Total budgeted cost: *£91410*

Part B: Review of outcomes in the previous academic year 2025-26

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: £ 9117

Activity	Strategy Detail **Evidence that supports this approach EEF Focus** Teaching and Learning Toolkit | EEF The EEF Guide to the Pupil Premium | EEF (educationendowmentfoundation.org.uk) LexiaUK | EEF Research-Proven Literacy Programs for Schools EEF-Effective-Professional-Development-Guidance-Report.pdf Five a day: supporting high-quality teaching for pupils with... | EEF reducing-class-size | EEF How to manage change and reduce workload in your school	Challenge number(s) addressed
Continuous Professional Development and Training for teaching and non-teaching staff	We are committed to delivering high-quality teaching and learning for all students, creating meaningful opportunities that help every learner thrive. Our appraisal process supports staff development and continuous improvement, with the ultimate goal of improving student outcomes and ensuring successful post-school destinations. • **Regular Department Meetings** focus on evaluating curriculum implementation, teaching effectiveness, and assessment practices. • **Exam Reviews** include in-depth analysis of questions, skills, and assessment objectives to inform future teaching. • **Biannual Literacy Reviews** are conducted by the Head of English and SENDCo to monitor progress and refine strategy. • Staff workload is regularly reviewed, with improvements guided by staff feedback. • Our **Feedback Policy** is designed to help teachers identify learning gaps and misconceptions. • Teachers use this insight to plan effective, targeted lessons that lead to meaningful student progress. • Students needing the most reading support access the **Lexia programme,** with staff receiving ongoing training to maximise its impact. • Plans for **the year's literacy CPD** include a college-wide focus on subject-specific literacy and oracy: • *Read like a mathematician, write like an engineer, speak like a scientist* All staff access **whole-college CPD**, aligned with: • **EEF strategies** for SEND (Think 5: scaffolding, cognitive strategies, explicit instruction) • **Pupil Premium First** strategy to ensure effective use of PP funding • **Positive behaviour approaches**, including least invasive interventions and positive framing • **Responsive teaching** aligned with the RMAT Excellence Framework • **SEND best practice** is regularly shared among staff, including strategies for ADHD, autism, and dyslexia.	1, 2, 3, 4, 6

	• Professional communication skills are taught through mapped content in **Professional Skills lessons**, including how to write emails and prepare for the workplace. • **Interview skills training** is provided ahead of mock interview days to help students succeed in real-world scenarios.	
Recruitment & retention of staff	We have recruited a Higher Level Teaching Assistant (HLTA) to provide dedicated support for disadvantaged and SEND students. This role supports a wide range of interventions, tailored to individual needs, including: • Literacy and numeracy • Mentoring and professional skills • Social and communication development • EHCP-specific support • Pastoral and emotional support • Therapeutic interventions, such as LEGO Club, to promote engagement, wellbeing, and social interaction	1, 2, 3, 4, 6

Reading, handwriting & vocabulary	• Reading strategy informed by **Education Endowment Foundation (EEF)** guidance.
	  • Literacy review with Head of English and SENDCo.
	  • New appointment of HLTA to lead on delivery of literacy interventions including phonics, comprehension, fluency alongside handwriting and other forms of intervention.
	  • Plans for literacy staff development next year. Training focused on whole college subject literacy and oracy CPD focus: Read like a mathematician, write like an engineer, speak like a scientist
	  o Training focused on how to develop subject specific oracy, writing, vocabulary development and reading within lessons
	  o Alongside this, within Professional skills lessons mapped out points to teach students professional communication skills e.g. how to write a professional email
	  o Interview skills training for students before interview day.
	  o Subject Reading Weeks – Reading weeks for each subject to further develop reading.
		1, 2, 3, 4, 6

Values and professional skills	Disadvantaged students" refers to those facing barriers such as lower socioeconomic background; possibly weaker academic preparation; less access to networks, extracurricular experiences etc. Here's how the Values & Professional Skills sessions help them in particular: • **Bridges experience gaps** with workshops, mock interviews, and guest speakers that expose students to professional environments. • **Builds confidence and aspiration** through mentoring, role models, and reflective sessions.	

	• **Improves employability** by teaching key skills such as CV writing, application techniques, and interview preparation. • **Supports English and Maths re-sits** with close monitoring to reduce the risk of students becoming NEET. • **Widens post-16/18 options** through access to academic and vocational pathways, work placements, and employer-led projects. • **Provides consistency** through regular, structured sessions with clear skill development and expectations.	
Additional CPD / work with external agencies for specialist roles to support whole college CPD		
Additional staff training	**STARs Tier 2 Training:** Develop targeted strategies to support students with Autism. **SEND Network Leeds LA:** Share best practices and update on effective SEND strategies. **PATOSS SPLD Training:** Update on dyslexia intervention resources and approaches. **SEND Training:** Enhance skills to support SEND students effectively. **CLA Conference:** Exchange best practices to improve outcomes for Children Looked After (CLA). **Lexonic Leap Training:** Equip staff to deliver the reading programme effectively and close literacy gaps.	1, 2, 3, 4

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

Budgeted cost: £45589

Activity	Strategy Detail Evidence that supports this approach - EEF Focus Small group tuition | EEF Teaching and Learning Toolkit | EEF The EEF Guide to the Pupil Premium | EEF Using Digital Technology to Improve Learning | EEF Social and emotional learning | EEF	Challenge number(s) addressed
Packs for students and equipment	Removing Barriers to Learning • All students receive **branded learning packs and essential equipment** to ensure they are prepared and ready to learn. • This helps create a level playing field, particularly supporting **disadvantaged students**.	1, 3, 4, 5, 6
Small group subject specific intervention Targeted students for numeracy and literacy groups	Effective Small Group Tuition (Based on EEF Guidance) - extended college day including some holidays. • Small group tuition (2–5 students) can lead to an average of +4 months' additional progress per year. • Most effective when: • Targeted to specific learning needs using diagnostic assessments • Delivered by trained staff • Focused on students who are falling behind	1, 2, 3, 4, 6

	• Aligned with classroom teaching to reinforce key concepts	

Laptops and tech	• **Additional laptops** provided to support:
	  o **Intervention sessions**
	  o **Sixth formers** working during free periods
	  o Especially helpful for students with **limited access to devices at home**
	• **SMART boards** and **visualisers** enhance teaching and learning across the curriculum.
	• Use of **online platforms** such as Educake, Dr Frost, and Microsoft Teams:
	  o Supports **independent learning**
	  o Reduces reliance on extra resources outside of school
		1, 2, 3, 4, 5, 6

Reading and phonics intervention programme	• Emphasis on **targeted interventions** and **structured assessment** to support literacy. • **Lexonic Leap** used to develop word decoding, grammar, and comprehension skills. • **GL reading tests** and **dyslexia screening** are conducted twice yearly for Years 10 and 12. • **Small group tutoring** provided for weakest readers, focusing on: • Phonics • Fluency • Comprehension • Interventions are **regularly evaluated** through retesting to monitor progress and adapt support. • Staff receive **ongoing CPD** to improve delivery of reading strategies and interventions	1, 2, 3, 4, 6
Provision of resources	The college provides essential learning resources to students, including: • Scientific calculators • Textbooks and revision guides • Exam packs and stationery • Coloured books and overlays • Fidget devices to support concentration and engagement	1, 3, 4, 6
Exam Support for ESBA	For students requiring Exam Support for External School-Based Assessments (ESBA), the college ensures: • Invigilation at designated off-site centres • Fortnightly wellbeing checks to monitor and support student welfare during exam periods	1, 6

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

Budgeted cost: £36471

Activity	Strategy Detail **Evidence that supports this approach EEF Focus** Small group tuition | EEF Teaching and Learning Toolkit | EEF The EEF Guide to the Pupil Premium | EEF Using Digital Technology to Improve Learning | EEF Social and emotional learning | EEF	Challenge number(s) addressed
Application process, interviews, induction days – getting to know you	Early information gathering ensures tailored support for Year 10 starters. Key activities include: • Use of the **Applicaa** application system • **"Revving Up" STEM challenges** to build early exposure • **1:1 meetings** with all applicants • **Induction days** to welcome students • **Parental engagement** to set expectations and build understanding • 1:1 induction opportunities for those with SEND, previous low attendance, low English proficiency etc.	1, 3, 4, 5, 6
Attendance incentives	• Attendance and punctuality are supported through clear expectations and data-driven monitoring. • Staff work with families to remove barriers and intervene early with at-risk students. • Perfect attendance correlates with significantly higher academic achievement. • Attendance reflects the school's high standards and commitment to student success. • Access to the rewards trip for excellent attenders	1, 3, 4, 5, 6
Careers interactions – raising aspirations	Industry-led curriculum prepares students for careers in engineering, science, and digital tech. Opportunities include: ○ Employer-led projects and real-world challenges ○ Work experience placements ○ STEM industry mentorship ○ Masterclasses and guest lectures ○ Mock interviews with personalised feedback ○ Career workshops on CVs, interviews, and applications ○ One-to-one guidance in Years 11 and 13 ○ Access to specialist facilities (design, robotics, CAD, manufacturing) ○ Participation in city-wide business networking events Disadvantaged students receive: ○ Prioritised access to placements and mentoring ○ Targeted career guidance support	1, 3, 4, 5, 6

	○ Monitoring of destinations and NEET risk with timely interventions ○ Additional information on university access programs	
Building student Cultural Capital	UTC Leeds is committed to enriching students' educational experience by broadening their cultural capital. We provide a range of opportunities designed to expose students to new ideas, environments, and experiences that support personal growth and future success. These include: • **Theatre Trips:** All Pupil Premium students have access to theatre visits, offering exposure to the arts and enhancing cultural awareness beyond the classroom. • **UTC Societies:** A variety of student-led clubs and societies promote creativity, teamwork, and leadership skills while encouraging participation in cultural and academic activities. • **Duke of Edinburgh Award:** Students engage in this nationally recognised programme, which develops outdoor adventure skills, resilience, and self-confidence through volunteering, physical activity, and expeditions. • **Employer Visits:** Regular Visits to partner organisations provide real-world insights into different industries, fostering aspiration and understanding of career pathways. • **National Competitions:** Students participate in prestigious competitions such as the **Maths Challenge** and **Greenpower Electric Car Challenge**, promoting problem-solving skills, teamwork, and practical application of STEM knowledge. • **Yorkshire Show Trip:** The Yorkshire Show helps students experience Yorkshire's agricultural heritage, rural communities and food production industries. This broadens their understanding of different ways of life and increases their appreciation of the important role these sectors play in society. • **Culture Day:** Celebrating the range of cultures, traditions and perspectives beyond their everyday experiences. It develops respect, understanding and appreciation of diversity, helping students become more informed, confident and inclusive citizens in modern Britain.	3, 4, 5, 6

Student Pastoral support	Strong pastoral care focuses on disadvantaged students' social and emotional wellbeing. Based on EEF research, the programme builds resilience, self-regulation, and positive relationships. Support includes mentoring, wellbeing programmes, and close family collaboration. **Access Fund** *Supports student hardship (uniform, food, travel)* **EEF link:** Social and emotional learning; behaviour interventions; aspiration support **Cultural Capital Building** *Theatre trips, UTC societies, Duke of Edinburgh award* **EEF link:** Arts participation; outdoor adventure learning **Attendance Prioritisation** *Collaboration with MAT Attendance Manager, KS4/5 leaders, pastoral teams* **EEF link:** Behaviour interventions; parental engagement **Behaviour Interventions & Parental Involvement** *Use of AIP advice and structured behaviour support* **EEF link:** Behaviour interventions; social and emotional learning **Student Mentoring (SEMH)** *Internal mentoring plus JESS cluster external support (counsellors, therapists, bereavement, family)* **EEF link:** Mentoring; social and emotional learning **Holiday and After-College Revision Programmes** *Focused support for exam preparation* **EEF link:** Small group tuition; summer school **Assertive Mentor Programme** *Targeted support for high achievers (academic & pastoral)* **EEF link:** Metacognition and self-regulation; one-to-one tuition; mentoring **Work Experience Placements** *Practical workplace exposure* **EEF link:** Aspiration interventions; social aspects **Comprehensive Careers Programme (Years 10–13)** *Employer-led projects, workshops, CEIAG* **EEF link:** Aspiration interventions; social aspects **Independent Careers Advisor** *One-to-one impartial guidance* **EEF link:** Aspiration interventions; social aspects	1, 3, 4, 5, 6

	Social Group Mentoring & Games *Small social groups at break/lunch for peer support* **EEF link:** Mentoring; social and emotional learning; behaviour interventions **Breakfast Club During Exams** *Meal provision to support wellbeing and focus* **EEF link:** Social and emotional learning; be	

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025-26 academic year.

2025 - 2026 data

87 Pupil Premium students in 10 and 11

Total PP in Year 10: 46
Total PP in Year 11: 41
% of PP who were free school meals: 96%
% of PP who are SEN: 33%
% of PP who were LAC status: 1%

KS4 Yr 11 GCSE Attainment 2025 - 2026

Students	Standard Pass Maths %	Strong Pass Maths %	Standard Pass English %	Strong Pass English %	Standard Pass English & Maths %	Strong Pass English & Maths %
PP	82	67	76	58	73	45
Non-PP	86	67	79	65	75	58
Gap	4	<1	4	8	2	12

Destination data 25 26

Measure:	PP / %	Non PP / %
% students staying at UTC Post 16 Level 3	26	74
% students staying at UTC Post 16 PEO	25	75

% students going to other colleges or sixth form L3	21	79
% students going to other colleges or sixth form L2	27	73
% students going to other colleges or sixth form L1	50	50
% students going to other colleges or sixth form Entry level	0	0
% students gained apprenticeships L3	0	100
% students gained apprenticeships L2	0	100
Education Sports Scholarship L3	0	0
Moved abroad	0	0
NEET	50	50

Reading Tests:

Target Group:

Literacy Intervention	**Year 10**	**Year 11**
Reading Baseline Assessment	18 students had a reading age below 12 years.	4 Year 11 students had a reading age below 12 years.

Actions / Interventions:

- Targeted 1:1/small group literacy intervention by agency literacy specialists and literacy intervention programme.

Literacy Intervention	**Year 10**	**Year 11**	**Year 12**
Reading- phonics, fluency and comprehension (Lexonic Leap / Lexonic advance / Reading intervention)	13	4	
Reading Fluency / Comprehension Intervention - Set Texts	9	16	
Read/Write Gold – Support for dyslexia, weak readers / EAL students			4
Handwriting intervention	15		
Literacy intervention	7	22	
Speech and communication – Lego therapy	4		
Speech and communication – 1-1	2		

- Used reading test data as part of staff CPD.
- CPD took place on closing vocabulary gap.

Reading Intervention Impact:

Reading Intervention	**Impact**

2025-26 Reading intervention impact	To be measured in scheduled October retests

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
N/A	

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?	£320 Intervention and resources such as study guides/theatre tickets