

2024-2025 - 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 2023 2024

Detail	Data
School name	UTC Leeds
Number of pupils in school (KS4)	277
Proportion (%) of pupil premium eligible pupils in KS4	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Emma Robinson -Coe
Pupil premium lead	Emma Robinson -Coe
Governor / Trustee lead	Roz Wyatt-Millington

Funding overview 2024 2025

Detail	Data
Pupil premium funding allocation this academic year	£81900
Service Premium Funding	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£81 900

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our college. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through intervention for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Pupil Premium

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
- high mobility

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.

Schools get £1050 for every secondary age student who claims **free school meals**, or who has claimed free school meals in the last 6 years.

Schools get £2570 for every student who has been **adopted from care or has left care**.

Schools get £2570 for every student who is **looked after by the local authority**.

Service Pupil Premium

Schools get £340 for every pupil with a parent who is serving in HM Forces/has retired on a pension from the Ministry of Defence. This funding is to help with pastoral support. It can also be used to help improve the academic progress of eligible pupils if schools deem this to be a priority.

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

Evidence suggests that pupil premium spending is most effective when used across 3 areas:

- High-quality teaching, such as staff professional development.
- Targeted academic support, such as tutoring.
- Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour and social and emotional support.

Abbreviations

PA = Persistent 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

SURF = Silent Uninterrupted Reading Fix

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 challenge
1	Remove the progress and attainment gaps between PP and SEN(D) students and non-PP and non-SEN(D) students
2	FTEs for PP and SEN(D) students are at national or below by the end of the 2024-25 academic year.
3	PA for PP and SEN(D) students to be at national or better by the end of the 2024-25 academic year

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
Remove the progress and attainment gaps between PP and SEN(D) students and non-PP and non-SEN(D) students	<ol style="list-style-type: none"> 1. There is a very close working relationship between the senior leaders responsible for the quality of teaching, learning and assessment, Progress and Personal Development Behaviour and Welfare. These leaders provide support and challenge to middle leaders in raising the expectations around the performance of PP and SEN(D) students. 2. KS4 Director works in a coordinated manner to ensure that the progress of PP and SEN(D) students is at least in line with national. They have high expectations of staff and students. 3. Senior Leaders understand the national as well as local picture regarding disadvantaged students. They have established links with providers recognised as being effective in improving outcomes for disadvantaged students 4. All teachers plan effectively to cater for the needs of PP and SEN(D) students in particular. PP and SEN(D) students consistently experience activities that engage and challenge them. 5. Teachers continue to be better predictors of current working levels (against targets), which enables Middle and Senior Leaders to monitor progress more effectively and co-ordinate better-targeted intervention. 6. Monitor the attendance at parents' evenings for families whose children are PP or have SEN(D), ensure the events are meaningful in terms of a dialogue between teachers and families about how best to support progress. 7. Students in all years can articulate where they are on a developmental journey; they know what their goals are and understand how to achieve them. 8. All stakeholders, but especially those linked to PP students or those with SEN(D), believe that the aspirational targets that are set for students are achievable. 9. The greater percentage of interventions targeted at PP students and those with SEN(D) in KS4 are aspirational and not just to meet targets.
FTEs for PP and SEN(D) students are at national	<ol style="list-style-type: none"> 1. The 'number of days lost to FTE' for PP students and those with SEN(D) is reduced through a combination of preventative work reducing incidents and the

<p>or below by the end of the 2024-25 academic year.</p>	<p>implementation of a more comprehensive education package for students to follow whilst serving an exclusion.</p> <ol style="list-style-type: none"> 2. No students, including PP and those with SEN(D) are Fixed-term Excluded more than twice in a year (8 school days) and the number of students excluded from school is reduced. 3. Subject and pastoral leaders work together to create and update a comprehensive curriculum model that can be accessed by students, including PP and those with SEN(D) who are temporarily based off-site (alt provision, FTE, medical etc.) 4. The quality of the diet that students receive in a majority of mainstream lessons increases engagement. 5. Targeted pastoral interventions, delivered in-line with the behaviour policy including external agencies through the Cluster, reduce the number of students whose behaviour escalates beyond isolation to low single figures per half term. 6. No PP students or those with SEN(D) in Key Stage 4, are FTED from school because of effective intervention and support. 7. At the end of Year 11, progress for PP students and those with SEN(D) who have been FTED from school is at or better than national. 8. PP students and those with SEN(D) who have been FTED from school continue to make expected progress within each academic year.
<p>PA for PP and SEN(D) students to be at national or better by the end of the 2024-25 academic year</p>	<ol style="list-style-type: none"> 1. Programmes including those for attendance and the safeguarding systems in school ensure that students are equipped to overcome challenges and feel supported in doing so. 2. Senior and middle leaders are acutely aware of the barriers to attendance faced by PP students and those with SEN(D). Interventions are differentiated by barrier in order that 'absence creep' is prevented, particularly for those with a history of poor attendance. 3. Teachers are effective in making the expectation of students that all work missed during an absence is completed to an acceptable standard and within an agreed time frame. 4. Subject-specific conversations regarding attendance feature in all staff-student-family conversations about progress with individual subject teachers. 5. Students have attendance that is at least in line with national; they are prioritised for daily absence visits. 6. PP students and those with SEN(D) are no less able to articulate where they are on a developmental journey than their peers in mainstream are; they know what their goals are and understand how to achieve them. 7. At the end of Year 11, progress for PP students and those with SEN(D) who have attendance between 80% and 90% is in-line with national. 8. All PP and SEN(D) students whose attendance is below 90%, know what they want to do post 16 and understand what their next steps are. They all secure an immediate onward destination when they leave school.

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: £ 900

Activity	Evidence that supports this approach EEF Focus https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)	Challenge number(s) addressed
TA and intervention providers	EHCP student support/interventions	1, 3
STARs Tier 2 training	Develop specific strategies to support students with Autism	1, 2, 3
SEND Network Leeds LA	Informing Strategies and sharing good practice	1, 3
PATOSS SPLD training updates	Dyslexia intervention resources	1, 3
SEND Training	Develop effective strategies to support SEND students	1, 2,3
CLA Conference	Share good practice to ensure CLA achieve and succeed.	1,2 , 3
Virtual school training	Development of educational care plans	1, 2, 3

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

Budgeted cost: £43407

Activity	Evidence that supports this approach EEF Focus https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)	Challenge number(s) addressed
Targeted students for numeracy and literacy groups	Small group tuition, Reducing class size	1
Intervention	Small group tuition and one to one tuition, extended school time (holidays)	1
Metacognition interventions	Small group tuition, targeted interventions and resources	
Reading and phonics intervention programme	Targeted interventions and resources	1
Virtual school tuition for LAC	Small group tuition and one to one tuition	1
Literacy programme – reading catch up intervention and communication strategies	Reading comprehension strategies, literacy for subjects and purpose e.g. communication in the workplace	1

Purchase of revision materials	Homework; Extending school time	1
Provision of resources, such as scientific calculators, text books, exam packs, exam stationary etc	Homework	1
Technology (Laptops/laptops for specialist Computer Science software)	Extending school time	1, 3

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

Budgeted cost: £37674

Activity	Evidence that supports this approach EEF Focus https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)	Challenge number(s) addressed
Links to MAT Attendance Manager, KS leaders and pastoral teams prioritising attendance	Behaviour interventions; Parental involvement	3
AIP links for advice on behaviour and attendance issues	Behaviour interventions	2, 3
Student Mentoring (SEMH) internal, and membership to JESS cluster external support (e.g Counsellors, therapists, bereavement support, family support)	Social and emotional learning; Behaviour interventions; Mentoring	2, 3
Funding for student hardship support (inc uniform purchase, food, travel etc)	Social and emotional learning; Behaviour interventions, aspiration interventions, social aspects	3
Holiday and after school revision programmes to support pupils preparing for examination classes	Small group tuition; Summer school work	1, 3
Assertive mentor programme for high achieving students – provide support, guidance, academic and pastoral care	Meta-cognition and self-regulation; One to one tuition; Individualised instruction; Mentoring	1
Work Experience	Aspiration interventions, social aspects	1, 2, 3
A comprehensive programme of careers activities through years 10-13 culminates in focussed CEIAG	Aspiration interventions, social aspects	1, 2, 3
Independent careers advisor employed to offer careers guidance	Aspiration interventions, social aspects	1, 2, 3
Support Student Mentoring (Mediation, small social groups at break/lunch)	Social and emotional learning; Behaviour interventions; Mentoring	2, 3
Theatre trip tickets provided for all PP students	Cultural capital, Arts participation	1

Launch of UTC societies for cultural capital	Cultural capital	1, 2, 3
Duke of Edinburgh	Cultural capital/Outdoor Adventure Learning	1, 2, 3
Breakfast Club during examination period	Breakfast club and meal provision	1, 2, 3

Total budgeted cost: £81900

Part B: Review of outcomes in the previous academic year 2023-24

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: £ 1757

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>EEF Focus</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p>	
Teaching assistant	EHCP student support/interventions	1, 3
STARs Tier 2 training	Develop specific strategies to support students with Autism	1, 2, 3
SEND Network Leeds LA – informing strategies	Professional development to support the implementation of evidence-based approaches	1, 3
PATOSS SPLD training updates – Dyslexia intervention	Professional development to support the implementation of evidence-based approaches	1, 3
SEND Training – effective strategies	Professional development to support the implementation of evidence-based approaches	1, 2, 3

CLA Conference	Professional development to support the implementation of evidence-based approaches	1, 2, 3
Virtual schools training	Professional development to support the implementation of evidence-based approaches	1, 2, 3

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

Budgeted cost: £77312

Activity	Evidence that supports this approach EEF Focus https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)	Challenge number(s) addressed
Targeted students for numeracy and literacy groups	Small group tuition, Reducing class size	1
Intervention	Small group tuition and One to one tuition	1
School led tutoring	Small group tuition and One to one tuition	1
16-19 tutoring	Small group tuition and One to one tuition	1
Virtual school tuition for LAC	Small group tuition and One to one tuition	1
Literacy programme – SURF, reading catch up intervention	Reading comprehension strategies	1
6 th Form /Employer reader mentor programme at KS4 (books and staff oversight) – books for library	Reading comprehension strategies; Individualised instruction	1
Purchase of revision materials	Homework; Extending school time	1
Provision of resources, such as scientific calculators, text books etc	Homework	1
Technology (Laptops/laptops for specialist Computer Science software)	Extending school time	1, 3

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

Budgeted cost: £67356

Activity	Evidence that supports this approach EEF Focus https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)	Challenge number(s) addressed
Links to MAT Attendance Manager, KS leaders and pastoral teams prioritising attendance	Behaviour interventions; Parental involvement	3
AIP links for advice on behaviour and attendance issues	Behaviour interventions	2, 3
Student Mentoring (SEMH) internal, and membership to JESS cluster external support (e.g Counsellors, therapists, bereavement support, family support)	Social and emotional learning; Behaviour interventions; Mentoring	2, 3
Funding for student hardship support (inc uniform purchase, food, travel etc)	Social and emotional learning; Behaviour interventions, aspiration interventions, social aspects	3
Holiday and after school revision programmes to support pupils preparing for examination classes	Small group tuition; Summer schools	1, 3
Assertive mentor programme for high achieving students – provide support, guidance, academic and pastoral care	Meta-cognition and self-regulation; One to one tuition; Individualised instruction; Mentoring	1
Work Experience	Aspiration interventions, social aspects	1, 2, 3
A comprehensive programme of careers activities through years 10-13 culminates in focussed CEIAG	Aspiration interventions, social aspects	1, 2, 3
Independent careers advisor employed to offer careers guidance	Aspiration interventions, social aspects	1, 2, 3
Support Student Mentoring (Mediation, small social groups at break/lunch)	Social and emotional learning; Behaviour interventions; Mentoring	2, 3
Theatre trip tickets provided for all PP students	Cultural capital, Arts participation <i>*invited theatre company in to maximise participation</i>	1
Launch of UTC societies for cultural capital	Cultural capital	1, 2, 3

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.

2023 - 2024 data

79 Pupil Premium students in 10 and 11

Total PP in Year 10: 42

Total PP in Year 11: 37

% of PP who were free school meals: 91%

% of PP who are SEN: 34%

% of PP who were LAC status 2%

KS4 Yr 11 GCSE Attainment 2023 - 2024

Students	KS4 Average Progress	KS4 Progress English	KS4 Progress Maths
PP	-0.11	-0.03	+0.05
Non-PP	+0.11	+0.01	+0.24
Gap	0.22	0.04	0.19

Destination data 23 24

Measure:	PP / %	Non PP / %
% students staying at UTC Post 16 Level 3	35	52
% students staying at UTC Post 16 PEO	8	6
% students going to other colleges or sixth form L3	30	29
% students going to other colleges or sixth form L2	14	2
% students going to other colleges or sixth form L1	8	2
% students going to other colleges or sixth form Entry level	3	0
% students gained apprenticeships L3	0	7
% students gained apprenticeships L2	3	2
Education Sports Scholarship L3	0	0
Moved abroad	0	0
NEET	0	0

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
National Tutoring Programme	TA support/Intervention sessions

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
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