

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 Leeds
Number of pupils in school	401
Proportion (%) of pupil premium eligible pupils	32.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	5th October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Gemma Wright
Pupil premium lead	Sarah Ellis
Governor / Trustee lead	Carol Stagg

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,120
Recovery premium funding allocation this academic year	£8,100
School led tutoring allocation	£9,570
LAC funding allocation this academic year	£4,690
16-19 tuition funding	£10,000
SEND Top up funding	£2,332
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0



<p>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</p>	<p>£95,812</p>
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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 school. 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 the National Tutoring Programme 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 £955 for every secondary age student who claims **free school meals**, or who has claimed free school meals in the last 6 years.

Schools get £2345 for every student who has been **adopted from care or has left care**.

Schools get £2345 for every student who is **looked after by the local authority**.

Service Pupil Premium

Schools get £310 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.

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

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 2021-22 academic year.
3	PA for PP and SEN(D) students to be at national or better by the end of the 2021-22 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

	<ol style="list-style-type: none"> 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 are able to 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. No students use the phrase '<i>I only need a...</i>' 9. The greater percentage of interventions targeted at PP students and those with SEN(D) in KS4 are for stretch and challenge and not just to meet targets.
<p>FTEs for PP and SEN(D) students are at national or below by the end of the 2021-22 academic year.</p>	<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 implementation of a more comprehensive education package for students to follow whilst serving an exclusion. 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 as a result 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 2021-22 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.

	<ol style="list-style-type: none">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. Absences are challenged by all teachers on a first day return and subject-specific conversations regarding attendance feature in all staff-student-family conversations about progress with individual subject teacher5. Students have attendance that is at least in line with national; they are prioritised for daily absence challenge 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.
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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: £ 1250

Activity	Evidence that supports this approach EEF Focus https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	Challenge number(s) addressed
STARs Tier 2 training	Small group tuition	1
Phonics/Reading training	Reading comprehension strategies	1

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

Budgeted cost: £47,062

Activity	Evidence that supports this approach EEF Focus https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	Challenge number(s) addressed
Targeted students for numeracy and literacy groups	Small group tuition, Reducing class size	1
National Tutoring Programme	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 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
National Teaching Programme - Tuition Partner	Small group tuition/intervention sessions for catch up programme	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
Summer school co-ordination and delivery	Summer schools	1

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

Budgeted cost: £ 47,500

Activity	Evidence that supports this approach EEF Focus https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	Challenge number(s) addressed
Breakfast Club	Behaviour interventions; Parental involvement; Extending school time	1
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)	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	Small group tuition; Summer schools	1, 3

support pupils preparing for examination classes		
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

Total budgeted cost: £ 95,812 *[insert sum of 3 amounts stated above]*

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 2020 to 2021 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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

% of PP with Free School Meals – 67.8%

% of PP who are SEN – 18.9%

% of PP who are EAL – 16.7%

% of PP who are LAC status – 3.3%

Attainment 2020-21 (%)			
Measure:	All students	Disadvantaged	Non-Disadvantaged
% achieving Grade 4+ in English and Maths	60.5	17.4	43.1
% achieving Grade 5+ on English and Maths	46.7	13.7	33.9

Destination Data 20-21 (no. of students)			
Measure:	All students	Disadvantaged	Non-Disadvantaged
Destination KS4 and KS5	89	28	61
Year 11 students staying at UTC Post 16	51	17	34

**Analysis of spending for
PP 2020-21 (£88,545)**

Strategies focussing on: Outcomes in Attainment and Progress	Cost (£)	EEF focus	How will we measure impact?
Targeted students for numeracy and literacy groups	£1050	Small group tuition	Progress checking points Data review
16-19 tuition fund	£10000	Small group tuition	Progress checking points Data review
X 2 TAs delivering small group and 1:1 intervention	£13,000	Small group tuition and One to one tuition	Progress checking points Data review SEND report
Literacy leader coordinates literacy programme – SURF, reading catch up	£1000	Reading comprehension strategies	Impact on progress checks and English levels
6 th Form reader mentor programme at KS4 (books and staff oversight) – books for library if COVID restrictions remain	£700	Reading comprehension strategies; Individualised instruction	Progress checking points Data review
Purchase of revision materials	£1400	Homework; Extending school time	Progress checking points Data review Exam grades /gap
National Teaching Programme - Tuition Partner (Randstad) (NI and Pension 20% of £19,000)	£7,600	Small group tuition/intervention sessions for catch up programme	Progress checking points Data review SEND report
Provision of resources, such as scientific calculators, text books etc	£600	Homework	Progress checking points Data review
Technology (e.g Laptops to use at home during lockdown/laptops for specialist Computer Science software)	£8,545	Extending school time	Exam grades/gaps
Strategies focussing on: Physical, emotional and material well-being			
Breakfast Club	£2800	Behaviour interventions; Parental involvement; Extending school time	Attendance, student feedback
Links to RMAT Attendance Manager, KS leaders and pastoral teams prioritising attendance	£450	Behaviour interventions; Parental involvement	Attendance reports
AIP links for advice on behaviour and attendance issues	£800	Behaviour interventions	Behaviour reports on target students

Student Mentoring (SEMH) internal, and membership to JESS cluster external support (e.g Counsellors, therapists, bereavement support)	£4765	Social and emotional learning; Behaviour interventions; Mentoring	Attendance, student feedback
Funding for student hardship support (inc uniform purchase, food, travel etc)	£11,800	Social and emotional learning; Behaviour interventions, aspiration interventions, social aspects	Student feedback
Strategies focussing on: Aspiration and expectation			
Holiday and after school revision programmes to support pupils preparing for examination classes	£600	Small group tuition; Summer schools	Progress checking points Data review Exam grades /gap
Assertive mentor programme for high achieving students – provide support, guidance, academic and pastoral care	£1200	Meta-cognition and self-regulation; One to one tuition; Individualised instruction; Mentoring	Progress checking points Data review Exam grades /gap
Work Experience Yr 10 and 12	£4100	Aspiration interventions	Careers advice, engineering scores for PP, destination data
Strategies focussing on: Social and cultural capital			
Work Experience Yr 10 and 12	See above	Aspiration interventions, social aspects	Careers advice, engineering scores for PP, destination data
A comprehensive programme of careers activities through years 10-13 culminates in focussed CEIAG	£5500	Aspiration interventions, social aspects	Careers advice, engineering scores for PP, destination data
Independent careers advisor employed to offer careers guidance	£8880	Aspiration interventions, social aspects	Careers advice, destination data
Support Student Counselling	£2300	Social and emotional learning; Behaviour interventions; Mentoring	Attendance, student feedback, progress checks
Theatre trip tickets provided for all PP students	£800	Cultural capital	Student feedback
Launch of UTC societies for cultural capital	£3000	Cultural capital	Student feedback, attendance, destination data
TOTAL:	£88,545		

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	Randstad
Students into Schools	University of Leeds

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)