

1. Summary Information					
School	UTC Bolton				
Academic Year	2016-2017	Total PP budget	£73865	Date of most recent PP Review	December 2016
Total number of pupils	360	Number of pupils eligible for PP	79	Date for next internal review of this strategy	July 2017

2. Current Attainment

	Pupils eligible for PP	Non-PP pupils in the College	Pupils not eligible for PP (UTC average)
% achieving 5A* - C incl. EM (2015-16 predicted data only)	48%	52%	UTC Opened 2015. Predicted data only
% achieving expected progress in English / Maths (predicted data)	36.6%	49.9%	

3. Barriers to Future Attainment (for pupils eligible for PP)

In-school Barriers

A.	Inconsistent use of baseline data to inform planning, teaching, learning and assessment- progress of students
B.	Progress of pupil premium students is below that of non-pupil premium students. In particular, Maths and English.
C.	Inconsistent support to ensure the well being and hevaieur of students.
D.	Inconsistent support and challenge for more able students.

External Barriers

D.	Equal access to the curriculum as a result of factors at home for some students
E	Attendance of PP students is below that of non-PP students. (except year 10) Yr 10 97.57/ 96.56- Term one data- term two is looking lower due to PA. Yr 11 96.46 / 95.60
F	Low aspirations in relation to expected academic outcomes and future career pathways
G	Destination data indicates PP students' career pathways are not consistent with non-PP students

4. Desired Outcomes

Success Criteria

A.	Systematic data management leads to effective interventions for PP students.	<ul style="list-style-type: none"> • All teachers know what progress PP students are making against their predicted outcomes. • The gaps in progress between PP and non-disadvantaged groups is narrowing at a whole College level. • The gap in progress between PP and non-disadvantaged groups is narrowing at a whole College level compared to national levels. • The College Improvement Plan identifies strategies to remove perceived barriers to learning for PP students.
B.	Intervention strategies to improve progress of pupil premium students	<ul style="list-style-type: none"> • Baseline testing identifies specific areas requiring intervention and support. • The Accelerated Reader programme closes the gap between a student's reading age and their chronological age. • All teachers consistently implement the Literacy Across the Curriculum policy. • Greater confidence is evident in PP students' reading, writing and communication skills.
C.	More Able students are supported and challenged to make at least their expected levels of progress, in line with non-PP Able students in the College	<ul style="list-style-type: none"> • All teachers differentiate planning, teaching and assessment appropriate to the needs of PP students. • A range of pedagogical approaches impacts positively on progress and outcomes of PP students. • PP students use feedback and target setting to improve their work. • All students, including PP students, have ambitious targets.
D.	Consistent attention to the well-being and behaviour of students impacts positively on their progress and outcomes	<ul style="list-style-type: none"> • Regular analysis of need and appropriate interventions, ensure improved outcomes for PP students. • All staff are aware of strategies to engage PP students and impact on their learning.
E.	Equal access to the curriculum as a result of factors at home for some students	<ul style="list-style-type: none"> • The College divides its use of funding between activities which have a clear and direct impact on the progress of PP students and those which focused on providing wider opportunities or meeting social/ emotional needs.

		<ul style="list-style-type: none"> • There is evidence of improved engagement and attainment of PP students. • There is evidence the College is using PP funding to support students to develop positive attitudes to learning and a thirst for knowledge across all learning contexts.
F.	Attendance for PP students remains consistent with or higher than the national average.	<ul style="list-style-type: none"> • Prompt identification of PP students at risk of significant PA leads to the swift implementation of an intervention programme. • Academic mentors and Synergy team robust engagement with students and parents/carers where poor attendance is an issue, leads to improved attendance.
G.	Destination data indicates PP students' career pathways are consistent with non-PP students	<ul style="list-style-type: none"> • PP students have an increased understanding of career options at 16. • Aspirations of PP students are raised through a range of strategies, including working with careers guidance professional. • PP students are motivated to pursue higher grades at GCSE. • PP students achieve academic/technical qualifications relevant to their chosen career pathways.

5. Planned Expenditure					
Academic Year		2016-2017			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of Teaching for All					
Desired Outcome	Chosen Action / Approach	What is the Evidence and Rationale for this Choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
<p>The progress and outcomes of PP students is in line with, or higher than, that of non-PP students in the College.</p> <p>Differentiation appropriate to the needs of PP students, is evident in all lesson plans.</p> <p>Students use incisive feedback and target setting to improve their work.</p> <p>PP students achieve academic/technical qualifications relevant to their chosen career</p>	<p>Systematic data management leads to effective interventions for PP students.</p> <p>Lesson plans are rigorous and focused on narrowing the gap between PP and non-PP students.</p> <p>All staff implement strategies appropriate to the needs of PP students which engage them and impact on their learning, progress and outcomes.</p> <p>High quality careers advice and guidance promotes high aspirations for PP students.</p>	<p>Rationale for the choice arises from the strategic direction from the Principal, SLT and Governing Body in line with the College Improvement Plan and SEF priorities.</p> <p>Evidence for the choice of actions is based on strategies employed by schools/colleges where PP provision is regarded as outstanding.</p>	<p>Robust monitoring of the progress of PP students through:</p> <ul style="list-style-type: none"> Regular monitoring of the quality of learning and teaching, Regular analysis of evidence from Data Capture. Regular analysis of outcomes from Work Scrutiny. <p>Departmental Improvement Plans and SEFs identify progress of PP students and are regularly scrutinised by the Principal and SLT.</p> <p>Regular updating of the College Improvement Plan and SEF identifies where effective progress is not being made for PP students.</p>	<p>Assistant Principal-Director of Progress of Vulnerable groups.</p>	<p>January 2017</p> <p>April 2017</p> <p>July 2017</p>

Total budgeted cost					£15,000
ii. Targeted Support					
Desired Outcome	Chosen Action / Approach	What is the Evidence and Rationale for this Choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
<p>The progress and outcomes of PP students is in line with, or higher than, that of non-PP students in the College.</p> <p>The Pupil Premium Designated Governor effectively holds the Principal and SLT to account.</p>	<p>All staff (teachers and Academic Mentors) use coaching with PP students to ensure consistent focus.</p>	<p>Ofsted reports indicate the role of the GB and the PP Designated Governor, are critically important in regularly monitoring the progress and outcomes of PP students.</p>	<p>Robust monitoring of the progress of PP students through:</p> <ul style="list-style-type: none"> • Regular monitoring of the quality of learning and teaching. • Regular analysis of evidence from Data Capture. • Regular analysis of outcomes from Work Scrutiny. <p>Departmental Improvement Plans and SEFs identify progress of PP students and are regularly scrutinised by the Principal and SLT.</p> <p>Regular updating of the College Improvement Plan and SEF identifies where effective progress is not being made for PP students.</p> <p>Meetings of the Curriculum and Standards Sub-committee and meetings of the GB.</p>	<p>Assistant Principal-Director of Progress of Vulnerable Groups.</p> <p>Principal</p> <p>Designated PP Governor</p>	<p>January 2017</p> <p>April 2017</p> <p>July 2017</p>

Total budgeted cost					£14,000
iii. Other Approaches					
Desired Outcome	Chosen Action / Approach	What is the Evidence and Rationale for this Choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
<p>Effective improvement in PP students' levels of literacy.</p> <p>Students' use of incisive feedback and target setting leads to improved rates of progress in all curriculum areas.</p> <p>All staff promote literacy skills in all lessons.</p>	<p>Use baseline tests to identify students requiring support through the Accelerated Reader programme.</p> <p>Ensure consistent use of the revised AfL and Marking Policy.</p> <p>Ensure consistent use of the College Literacy Across the Curriculum policy.</p>	<p>Previous use of the Accelerated Reader programme has shown success in increasing reading age of PP students.</p> <p>Students will understand what they need to do in order to improve.</p> <p>Students' literacy skills will be reinforced in all curriculum areas.</p>	<p>Robust monitoring of the progress of PP students through:</p> <ul style="list-style-type: none"> • Regular monitoring of the quality of learning and teaching, • Regular analysis of evidence from Data Capture. • Regular analysis of outcomes from Work Scrutiny. 	<p>SENDCO</p> <p>Head of English Dept</p>	<p>January 2017</p> <p>April 2017</p> <p>July 2017</p>
<p>The well-being and behaviour of PP students is effectively supported and enhanced.</p>	<p>Review and revise the Behaviour Policy.</p> <p>Provide Academic Mentors for PP students experiencing problems/challenges inside and outside of the UTC (e.g. young carer; medical problems; attendance issues).</p>	<p>The sanctions in the current Behaviour Policy are insufficiently supportive of some PP students.</p> <p>PP students access additional support which raises their aspirations.</p>	<p>Regular monitoring of the Behaviour Log.</p> <p>Regular monitoring of Fixed Term and Permanent Exclusions Log.</p> <p>Regular meetings of the Assistant Principal and Synergy team</p>	<p>Assistant Principal</p> <p>Academic Mentors</p> <p>Synergy Team</p>	<p>On a weekly basis- Synergy meetings.</p>

	Consider establishing a peer tutoring programme for PP students.				
Total budgeted cost					£16,000

6. Review of Expenditure

Previous Academic Year 2015

i. Quality of Teaching for All

Desired Outcome	Chosen Action / Approach	Estimated Impact:	Lessons Learned	Cost
To ensure students entitled to Pupil Premium funding make substantial progress.	<p>Monitor lesson plans to ensure they identify PP students and provide appropriate differentiation to meet their needs.</p> <p>Regularly monitor the progress of PP students. (Heads of Dept. and the SENDCO.)</p>	<p>English predicted results indicate that progress compared to non pp students has raised from - 5% to +6% in the current year 11</p> <p>Maths predicted results indicate that progress compared to non pp students has raised from - 6% to +7%.</p>	<p>Ensure student profiles are accurate from the results of baseline testing.</p> <p>Ensure the needs of AG&T PP students are met.</p> <p>Ensure high aspirations for all PP students are raised through motivational and inspiring teaching.</p> <p>Ensure a rigorous and transparent QA cycle of monitoring and review of student progress to enable any required interventions to be targeted and timely for all students, including PP students.</p>	£2,600

ii. Targeted Support

Desired Outcome	Chosen Action / Approach	Estimated Impact:	Lessons Learned	Cost
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<p>To ensure intervention strategies have a positive impact on the progress, attainment and well-being of students entitled to Pupil Premium funding.</p>	<p>Departmental Intervention plans identify Year 11 PP students.</p> <p>Regular monitoring of the plans to identify Year 11 PP students not making expected progress.</p> <p>Parents/carers of Year 11 students involved in providing support for their child.</p>	<p>Diminishing the differences between non PP students and PP students.</p> <p>In October the data suggested that they were +11% in both English and Maths. This has become more realistic in December mocks with a difference of -5% and -6%.</p> <p>Diminish the gap between non PP and PP in the school as currently they are tracking above national average.</p>	<p>The programme of Year 11 interventions was developed in the late Term 3 2015/2016, which limited the scale and depth of interventions which could be implemented.</p> <p>Ensure a rigorous and transparent QA cycle of monitoring and review of student progress to enable any required interventions to be targeted and timely for all students, including PP students.</p> <p>Consistently monitor teachers' intervention data to ensure that students are correctly identified.</p>	<p>£6,000</p>

iii. Other Approaches

Desired Outcome	Chosen Action / Approach	Estimated Impact:	Lessons Learned	Cost
<p>To ensure students entitled to Pupil Premium funding have equal access to the curriculum.</p>	<p>Develop a strategy for working with a careers guidance professional at pre and post 16 for PP students.</p>	<p>All students have a careers action plan giving them a destination and aspirations to work from.</p> <p>100% of students to go onto either a FE, work placement or apprenticeship in September 2017.</p> <p>No NEETS.</p>	<p>Careers guidance professional has been used for all year 11 students. This was developed in Summer 2016 when the students were in year 10. A meeting in year 11 might have been more beneficial.</p>	<p>£12,000</p>

<p>To ensure intervention strategies have a positive impact on the progress, attainment and well-being of students entitled to Pupil Premium funding.</p>	<p>Departmental Intervention plans identify Year 11 PP students.</p> <p>Regular monitoring of the plans identify Year 11 PP students not making expected progress.</p> <p>Involve parents/carers of Year 11 students in providing support for their child.</p>	<p>English predicted results indicate that progress compared to non pp students has raised from -5% to +6% in the current year 11</p> <p>Maths predicted results indicate that progress compared to non pp students has raised from -6% to +7%.</p> <p>Year 10 PP 30% (29) Year 11 PP 43% (50)</p>		
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7. Additional Detail

A PP academic team was created for September 2016 for year 11 students that has targeted and driven intervention. This promoted the accelerated reader programme as it managed by a single member of staff as opposed to several and means that timely and targeted intervention can take place. Engagement of parents on this has been extremely low and resulted in academic time being used to deliver the support required.

Impact table on accelerated reader.

	Total students engaged	Total quizzes taken	Quizzes passed	%
Term one 2016	13	21	19	80.1%
2015/2016	10	18	9	61.3%
	+3	+3	+10	+18.8%

