

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

| 2. Current Attainment | | | |
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| | Students eligible for Pupil Premium | Non-Pupil Premium students in the College | Students not eligible for Pupil Premium (UTC average) |
| % achieving 5A* - C incl. English/Maths (2015-16 predicted data) | 48% | 52% | UTC Opened 2015. Predicted data only |
| % achieving expected progress English/Maths (predicted data) | 36.6% | 49.9% | |

| 3. Barriers to Future Attainment (for students eligible for Pupil Progress) | |
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| In-school Barriers | |
| A. | Inconsistent use of baseline data to inform planning, teaching, learning and assessment |
| B. | Progress of Pupil Premium students is below that of non-Pupil Premium students, in particular in Mathematics and English. |
| C. | Inconsistent support to ensure the well-being and behaviour of students. |
| D. | Inconsistent support and challenge for most able students. |
| External Barriers | |
| D. | Equal access to the curriculum as a result of factors at home for some students |
| E | Attendance of Pupil Premium students. |
| F | Low aspirations in relation to expected academic outcomes and future career pathways |
| G | Destination data indicates Pupil Premium students' career pathways are not consistent with non-Pupil Premium students |

| 4. Desired Outcomes | | Success Criteria |
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| A. | Systematic data management leads to effective interventions for Pupil Premium students. | <ul style="list-style-type: none"> • All teachers know what progress Pupil Premium students are making against their predicted outcomes. • The gaps in progress between Pupil Premium and non-disadvantaged groups is narrowing at a whole College level. • The gap in progress between Pupil Premium 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 Pupil Premium 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. • All teachers consistently implement the Marking Policy. • Intervention meetings with English and Maths demonstrate positive impact on student outcomes. |
| C. | Most Able students are supported and challenged to make at least their expected levels of progress, in line with non-Pupil Premium Able students in the College | <ul style="list-style-type: none"> • All teachers differentiate planning, teaching and assessment appropriate to the needs of Pupil Premium students. • Pupil Premium students use feedback and target setting to improve their work. • All students, including Pupil Premium 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 Pupil Premium students. • Tailored CPD enables all staff to be aware of strategies to engage Pupil Premium 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 Pupil Premium students and those which focus on |

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| | | <p>providing wider opportunities or meeting social/ emotional needs.</p> <ul style="list-style-type: none"> • There is evidence of improved engagement and attainment of Pupil Premium students. • There is evidence the College is using Pupil Premium funding to support students to develop positive attitudes to learning across the curriculum. |
| F. | Attendance for Pupil Premium students remains consistent with or higher than the national average. | <ul style="list-style-type: none"> • Prompt identification of Pupil Premium students at risk of significant PA leads to the swift implementation of an intervention programme. • The PA list of Pupil Premium students is monitored and targets/actions set at the weekly Synergy team meeting leading to improved attendance. • Academic Mentors and Synergy team engagement with students and parents/carers is robust where poor attendance is an issue; leads to improved attendance. |
| G. | Destination data indicates Pupil Premium students' career pathways are consistent with non-Pupil Premium students | <ul style="list-style-type: none"> • Pupil Premium students have an increased understanding of career options at 16. • Aspirations of Pupil Premium students are raised through a range of strategies, including working with careers guidance professionals. • Pupil Premium students are motivated to pursue higher grades at GCSE. • Pupil Premium students achieve academic/technical qualifications relevant to their chosen career pathways. |

| 5. Planned Expenditure | | | | | |
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| Academic Year | | 2016-2017 | | | |
| 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 Pupil Premium students is in line with, or higher than, that of non-Pupil Premium students in the College.</p> <p>Differentiation appropriate to the needs of Pupil Premium students, is evident in all lesson plans.</p> <p>Students use feedback and target setting to improve their work.</p> <p>Pupil Premium students achieve academic/technical qualifications relevant to their chosen career pathways.</p> | <p>Use systematic data management to enable timely and effective interventions for Pupil Premium students.</p> <p>Ensure lesson plans demonstrate a focus on narrowing the gap between Pupil Premium and non-Pupil Premium students.</p> <p>Provide CPD to ensure all staff can provide Pupil Premium students with incisive feedback and target setting which will engage them and impact on their learning, progress and outcomes.</p> <p>Ensure Pupil Premium students receive high quality and timely careers advice and guidance through the 'Altogether' and 'Build My Future' programmes to promote high aspirations.</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 Pupil Premium provision is regarded as outstanding.</p> | <p>Robust monitoring of the progress of Pupil Premium 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 Pupil Premium 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 Pupil Premium students; intervention strategies can be implemented in a timely manner.</p> | <p>Assistant Principal-</p> <p>Director of Progress of Vulnerable groups.</p> | <p>January 2017</p> <p>April 2017</p> <p>July 2017</p> |

| | | | | | Total budgeted cost | £24,500 |
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| 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? | |
| The progress and outcomes of Pupil Premium students is in line with, or higher than that of non-Pupil Premium students in the College. | Provide CPD to enable all staff (teachers and Academic Mentors) to use coaching with Pupil Premium students to ensure a consistent focus. Provide additional CPD for the SENDCO | Evidence for the choice of actions is based on strategies employed by schools/colleges where Pupil Premium provision is regarded as outstanding. | Robust monitoring of the progress of PP students through: <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. Departmental Improvement Plans and SEFs identify progress of Pupil Premium students and are regularly scrutinised by the Principal and SLT. Regular updating of the College Improvement Plan and SEF identifies where effective progress is not being made for PP students. Meetings of the Curriculum and Standards Sub-committee and meetings of the GB monitor progress of Pupil Premium students. | Assistant Principal-Director of Progress of Vulnerable Groups. Principal | January 2017 April 2017 July 2017 | |

| Total budgeted cost | | | | | £26,000 |
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| 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 Pupil Premium students' levels of engagement in literacy.</p> <p>Students use feedback and target setting to improve rates of progress in all curriculum areas.</p> | <p>Use baseline tests to identify students requiring support.</p> <p>Ensure consistent use of the Marking Policy.</p> <p>Employ additional English staff to increase capacity</p> | <p>Good practice elsewhere evidences engagement in reading and literacy raises students' aspirations and contributes to their progress.</p> <p>Students understand what they need to do in order to improve.</p> | <p>Robust monitoring of the progress of Pupil Premium 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 Pupil Premium supports and enhances students' progress.</p> | <p>Provide CPD for Academic Mentors with Pupil Premium students experiencing problems/challenges inside and outside of the UTC (e.g. young carer; medical problems; attendance issues).</p> | <p>Pupil Premium 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> |

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| | Provide a range of activities and trips at no cost to Pupil Premium students. Give Pupil Premium students priority in accessing the trips and visits | | | | |
| Total budgeted cost | | | | | £23,000 |
| Total Budgeted Cost £73,500 | | | | | |

| 6. Review of Expenditure | | | | |
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| Previous Academic Year 2015-2016 | | | | |
| i. Quality of Teaching for All | | | | |
| Desired Outcome | Chosen Action / Approach | Estimated Impact: | Lessons Learned | Cost |
| Students entitled to Pupil Premium funding make progress. | <p>Monitor lesson plans to ensure they identify Pupil Premium students and provide appropriate differentiation to meet their needs.</p> <p>Implement regular monitoring of the progress of Pupil Premium students. (Heads of Dept. and the SENDCO.)</p> | <p>English predicted results indicate that progress compared to non-Pupil Premium students has raised from -5% to +6% in the current year 11</p> <p>Maths predicted results indicate that progress compared to non-Pupil Premium 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 HA Pupil Premium students are met.</p> <p>Ensure high aspirations for all Pupil Premium 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 Pupil Premium students.</p> | £2,600 |
| ii.Targeted Support | | | | |
| Desired Outcome | Chosen Action / Approach | Estimated Impact: | Lessons Learned | Cost |

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| <p>Intervention strategies have a positive impact on the progress, attainment and well-being of students entitled to Pupil Premium funding.</p> | <p>Departmental and Intervention plans identify Year 11 Pupil Premium students.</p> <p>Regularly monitor plans to identify Year 11 Pupil Premium students not making expected progress.</p> <p>Involve parents/carers of Year 11 students in providing support for their child.</p> | <p>Diminishing the differences between non-Pupil Premium students and Pupil Premium students.</p> <p>In October the data suggested that they were +11% in both English and Maths. This has become more realistic in the December 'mock' examinations with a difference of -5% and -6%.</p> <p>Diminish the gap between non-Pupil Premium and Pupil Premium in the College as currently they are tracking above national average.</p> | <p>Implement a programme of interventions earlier in the academic year to provide greater opportunities for specific and targeted support.</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,</p> <p>Consistently monitor teachers' intervention data to ensure that students are correctly identified.</p> | <p>£6,000</p> |
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ii. Other Approaches

| Desired Outcome | Chosen Action / Approach | Estimated Impact: | Lessons Learned | Cost |
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| <p>Students entitled to Pupil Premium funding have equal access to the curriculum.</p> | <p>Develop a strategy for working with a careers guidance professional, <i>Build My Future</i>, at pre and post 16 for Pupil Premium students.</p> | <p>All students have a careers action plan giving them a destination and aspirations from which to work.</p> <p>100% of students go onto either a FE, work placement or apprenticeship in September 2017.</p> <p>No Pupil Premium NEETS.</p> | <p>Implement a programme of careers guidance and support for Year 10, rather than just in Year 11.</p> | <p>£12,000</p> |

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| <p>Students entitled to Pupil Premium funding have equal access to the curriculum.</p> | <p>Adopt a 'positive discrimination' strategy to enable Pupil Premium students to access both educational trips and visits as well as well as targeted intervention session.</p> | <p>The aspirations and motivations of Pupil Premium students are raised.</p> <p>Pupil Premium students have equal standing with their non-Pupil Premium counterparts.</p> | <p>Continue to implement the 'positive discrimination' strategy.</p> <p>Ensure evaluation of all educational trips/visits and intervention sessions is undertaken by Pupil Premium students and the results are analysed to evidence impact on students' motivations, aspirations and self-esteem.</p> | |
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| <p>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 Pupil Premium students.</p> <p>Regular monitoring of the plans identify Year 11 Pupil Premium students not making expected progress.</p> <p>Parents/carers of Year 11 students are involved in providing support for their child.</p> | <p>English predicted results indicate that progress compared to non-Pupil Premium students has raised from -5% to +6% in the current Year 11</p> <p>Maths predicted results indicate that progress compared to non-Pupil Premium students has raised from -6% to +7%.</p> <p>Year 10 Pupil Premium 30% (29) Year 11 Pupil Premium 43% (50)</p> | <p>Continue to rigorously monitor the progress of Pupil Premium students.</p> <p>Continue to monitor the impact of intervention strategies on the progress of Pupil Premium students.</p> | |
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7. Additional Detail

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