

UTC BOLTON

PUPIL PREMIUM SPEND

Pupil Premium Report 2017-2018 – October 2017

The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from less deprived families. The premium is worth £935 and goes to students who at any point in the past 6 years have been in receipt of Free School Meals (FSM); £1,900 goes to any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act (2002) or who has left care under a Special Guardianship or Residence Order; finally £300 goes to students whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD

The money is not ring-fenced and as such the UTC can use the funds in a variety of innovative and creative ways as it deems necessary. Spending of the Pupil Premium is closely monitored as all schools are accountable for the impact of the money spent. UTC Bolton is committed to ensuring that use of the Pupil Premium enables there to be a 'level playing field' for those students for whom it receives funding.

The ultimate outcome would be to ensure that students who might have experienced economic disadvantage in their families are NOT disadvantaged in their education. Thus the attainment levels and educational experiences of a student should be no different whether they have been 'identified' as Pupil Premium or not. The 'gap' between results for Pupil Premium and non-Pupil Premium students, should be eliminated as far as possible.

External data demonstrates that students who have been eligible for Free School Meals at any point in their school career have consistently lower educational attainment than those who have never been eligible.

In **2016-2017** there were 79 students (38%) entitled to Pupil Premium funding providing £73,865.

In **2017-2018** 48 students (38%) are currently eligible for Pupil Premium funding.

The UTC takes a holistic approach to enabling Pupil Premium students to achieve as well as their non-Pupil Premium peers. Such an approach involves the Director of Inclusion and Student Services, the Synergy team, the SENDCO, the Attendance Officer, KS4 and KS 5 Pastoral Leaders, KS4 and KS5 Progress Leaders and Academic Mentors. This approach has a demonstrable impact on the progress and outcomes of Pupil Premium students.

Pupil Premium students are closely monitored as a sub-group of vulnerable students through a range of timetabled QA procedures which include lesson observations through Learning Walks and Work Scrutiny. The monitoring enables the progress and attainment of Pupil Premium students to be identified and a range of intervention strategies quickly implemented.

In addition, the UTC has a 'positive discrimination' approach to providing equal access to the curriculum; Pupil Premium students have 'first refusal' with regard to extra-curricula activities and trips as well as specific academic interventions.

Independent careers advice and guidance ensures that Pupil Premium students have early and regular opportunities to discuss their career options, thus raising their aspirations and motivating them to succeed in their academic and technical subjects.

A dedicated Attendance Officer closely monitors the attendance of Pupil Premium students and engages them and their families before they become persistent non-attenders.

The table below demonstrates how funding was allocated in the last academic year and how spending is forecast for the current academic year.

Income for 2016-2017 was £73,865

Income for 2017-2018 is estimated at £44,880

Aspect	Focus of Work	Evaluative Commentary/Impact	Rationale
Academic Support	Use of data to inform planning, teaching and assessment	Baseline testing identified areas for intervention	Provides tailored support for all students and opportunities for gaps in students' knowledge and understanding to be filled; particularly vital in Year 11 with new curriculum
	Intervention strategies to improve progress	Regular and systematic monitoring of students' progress in Mathematics and English through 'challenge' meetings enabled timely interventions to take place. Students were prioritised and personally invited to participate in specific interventions 'over and above'	Ensures consistent and targeted support is provided Students understand their needs are being met

		the regular programmes e.g Easter school, Saturday conference	Adverse external factors are mitigated Students' motivation and commitment is increased
	Differentiation of need	Clear and appropriate differentiation evident in lesson plans	Strategies to 'diminish the difference' are evident in lesson plans Learning is tailored to the needs of individual students
	Use of feedback and target setting	Students know what they have to do to improve Academic Mentors coach students to develop a positive mind-set	Students have ownership of the learning process Coaching is used consistently across the UTC
	Reading for Pleasure strategy	Every student provided with a book of their choice from a prescribed list All students have a tour of the University of Bolton library All students encouraged to join UoB library	Adverse external factors are mitigated Students' literacy skills are enhanced
	Careers Advice and Guidance	Students' careers action plan identifies a preferred career destination Students' early work with careers professionals 'Altogether' provides a framework of actions, raises aspirations and motivation	Adverse external factors are mitigated Students are 'career-ready' Commitment to no NEETs

Amount			
Intervention support programme		2,000	
Purchase of books		700	
Careers Advice and Guidance – ‘Altogether’		6,000	
Total		8,700	
Targeted Support	Provision of specific CPD	Needs of individual staff and whole staff are met Individual provision for students’ needs	Teachers’ practice is research-informed’
	Students’ Progress	Appointment of KS4 and KS5 Progress Leaders provides up-to-date knowledge of the progress of individual students	Students’ progress is rigorously and regularly monitored
Amount			
Staff CPD		8,000	
Total		8,000	
Support for Students’ Well-being	Attendance	Appointment Attendance Officer impacts positively on student attendance	Attendance Panels positively reinforce importance of regular attendance and attendance improves
	Attendance	Attendance Tracker records interventions Progress and Pastoral Leaders at KS4 and KS5 have a holistic understanding	Approaches to address students’ attendance concerns are consistent and timely

		of the number of PAs and interventions used	
	Personal development and welfare	Appointment of KS4 and KS5 Pastoral Leaders provides up-to-date knowledge of the well-being of individual students	Weekly Synergy meetings monitor students on the 'Live' list, clear actions are set within a specific timescale
	Induction	<p>Programme of induction provides information through baseline assessments</p> <p>External engagement with employers reinforces the UTC ethos</p> <p>External engagement with employers raises students' career aspirations</p>	<p>Students' individual needs are captured in a coherent and systematic manner</p> <p>Students' individual needs can be quickly identified and actions taken to address them</p> <p>Students feel part of the UTC community from the beginning</p> <p>Students become aware of career opportunities available to them</p>
	Provision of extra curricula activities	'Positive discrimination' enables students to have equal opportunities to access the curriculum	<p>Adverse external factors are mitigated</p> <p>Students' career options are enhanced</p>
Amount			
Contribution to Attendance Officer salary		8,000	
Salary 'uplift' for KS 4 and KS5 Progress Leaders		5,000	
Salary 'uplift' for KS 4 and KS5 Pastoral Leaders		5,000	
SENCO CPD		3,200	
Induction Week		1,000	
Activities and trips		800	

Total	23,000
Contingency Fund £5,000	
Total estimated spend	£44,700

Impact of Interventions

Validated data for 2016-2017 will be published in January 2018. Early indications are that provision for Pupil Premium students has had a positive impact on academic outcomes and career destinations.