

UTC BOLTON

PUPIL PREMIUM SPEND

Pupil Premium Report 2017-2018

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 at KS4 providing £44,880. At KS5 a bursary is provided for pupils. There are 13 pupils who are identified as disadvantaged/Pupil Premium at KS5.

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 SENCO, 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-curricular 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 spending is forecast for the current academic year.

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

| Aspect | Focus of Work | Impact | Rationale |
|-------------------------|---|---|--|
| Academic Support | Use of data to inform planning, teaching and assessment | Baseline testing identifies areas for intervention/allowed teachers to target work at individual needs in lessons and in intervention sessions. | 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 enables timely interventions to take place. Students are prioritised and personally invited to participate in specific | Ensures consistent and targeted support is provided |

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|--|------------------------------------|--|---|
| | | <p>interventions 'over and above' the regular programmes e.g Easter school, Saturday conference</p> | <p>Students understand their needs are being met</p> <p>Adverse external factors are mitigated</p> <p>Students' motivation and commitment is increased</p> |
| | Differentiation of need | <p>Clear and appropriate differentiation evident in lesson plans</p> <p>Fresh Start Reading scheme purchased for one Pupil Premium student with a very low reading age</p> | <p>Strategies to 'diminish the difference' are evident in lesson plans</p> <p>Learning is tailored to the needs of individual students</p> |
| | Use of feedback and target setting | <p>Students know what they have to do to improve</p> <p>Academic Mentors coach students to develop a positive mind-set</p> | <p>Students have ownership of the learning process</p> <p>Coaching is used consistently across the UTC</p> |
| | Reading for Pleasure strategy | <p>Every student is provided with a book of their choice from a prescribed list</p> <p>All students have a tour of the University of Bolton library</p> <p>All students encouraged to join UoB library</p> | <p>Adverse external factors are mitigated</p> <p>Students' literacy skills are enhanced</p> <p>Reading ages shared with all staff</p> <p>Reading ages for students on Accelerated Reader Scheme improve over year</p> |

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| | | <p>Accelerated Reader Scheme purchased and poor readers identified</p> <p>Paper-based Reading Tests purchased</p> <p>Reading Scheme purchased for low ability readers</p> | <p>Individual reading scheme improves reading age</p> |
| | Careers Advice and Guidance | <p>Students' careers action plan identifies a preferred career destination</p> <p>Students' early work with careers professionals 'Altogether' provides a framework of actions, raises aspirations and motivation</p> | <p>Adverse external factors are mitigated</p> <p>Students are 'career-ready'</p> <p>The UTC has a commitment to no NEETs</p> |
| Amount | | | |
| | | <p>Intervention support programme 2,000</p> <p>Purchase of books 700</p> <p>Careers Advice and Guidance – 'Altogether' 6,000</p> | |
| | | Total 8,700 | |
| Targeted Support | Provision of specific CPD | <p>Needs of individual staff and whole staff are met</p> <p>Individual provision for students' needs</p> | <p>Teachers' practice is research-informed</p> <p>Development of student profiles enable a holistic approach to students' progress and attainment</p> |

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| | | | Staff fully understand the rationale and drive behind accelerating the progress of students |
| | 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 by Progress Leaders and the SENCO Provision for students is mapped and revised according to outcomes from progress monitoring |
| Amount | | | |
| | Staff CPD | 8,000 | |
| | Total | 8,000 | |
| Support for Students' Well-being | Attendance | Appointment of an Attendance Officer impacts positively on student attendance through timely and focused interaction with students and their parents/carers | 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 of the number of PAs and interventions used | Approaches to address students' attendance concerns are consistent and timely across a number of staff |

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| | Personal development and welfare | Appointment of KS4 and KS5 Pastoral Leaders provides regular and 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 and shared with all relevant colleagues to ensure consistency |
| | 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-curricular activities and visits | '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> |
| | SENCO CPD | <p>SENCO carries out testing to identify specific needs of students.</p> <p>SENCO applies for examination access arrangements where required.</p> <p>Students have greater confidence in the examination process.</p> | <p>Students' needs are quickly identified and strategies promptly shared with staff.</p> <p>Students have access to examination access arrangements, creating 'a level playing field'</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 | |

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|--------------------------------|----------------|
| 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 2017-2018

- Internal data for Pupil Premium students monitored every term by Progress Leaders.
- KS4 Progress Leader implemented CSI plans for underachieving students
- Specific Learning Walks each term to monitor learning/progress/teaching strategies used for Pupil Premium students.
- Attendance for Pupil Premium students monitored daily by the Attendance Officer and a range of strategies including parental meetings, implemented as necessary to address any attendance issues
- Specific Work Scrutiny termly for Pupil Premium students to monitor the quality of work/teaching in books.
- Staff more aware of the purpose and focus of Pupil Premium funding
- Staff contribute to the creation of Pupil Premium profiles and develop greater knowledge and understanding of the range of strategies being implemented across the UTC, for example, marking books of Pupil Premium students as a priority

Impact Statement - 2017-2018 Year 11 Leavers

| 2018 Cohort | All Pupils | Upper % | Middle % | Lower % | No Data | Coverage for P8 |
|-------------------|------------|---------|----------|---------|---------|-----------------|
| Non Pupil Premium | 35 | 11 | 15 | 2 | 7 | 28 |
| Pupil Premium | 19 | 5 | 12 | 1 | 1 | 18 |

| 2018 Cohort | All Pupils | |
|--------------------------------|------------|-----|
| | Non | PP |
| 7-9 in English and maths GCSEs | 2% | 0% |
| 5-9 in English and maths GCSEs | 15% | 16% |
| 4-9 in English and maths GCSEs | 44% | 42% |
| EBacc (% entered) | 41% | 47% |

| 2018 Cohort | All Pupils | |
|-----------------|------------|-------|
| | Non | PP |
| P8 Score | -0.46 | -0.22 |
| Maths element | -0.48 | -0.05 |
| English element | -0.35 | -0.22 |
| EBacc element | -0.12 | +0.08 |
| Open element | -0.85 | -0.62 |

