

UTC@harbourside Pupil Premium Strategy 2017-18

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Executive Summary:

Of the money budgeted for the improvement of 'Teaching and Learning for all' and 'Targeted support' the college's evaluation determined that the money budgeted and spent (equal) was appropriately used. The strategies and initiatives that were deployed did have some impact upon; student attendance, student engagement, and student progress. However the improvement in these key areas was unsatisfactory, leaving an overall achievement gap of -0.5 (internal achievement gap – not: UTC@harbourside PP relative to national P8 (data not available at time of writing)).

Improvements in the strategy for 2017-18 include: clearer prior identification of pupil premium spending (under unique cost centre coding) to allow appropriate monitoring and evaluation of all spending, clear target sets for each strategy and intervention with clear success criteria from the outset.

Summary of actions:

Initiative	Impact	Strategy to continue in 2017-18
Recruitment of 'Science instructor'	Yes	Yes
Teaching assistant support (Maths)	Yes	Yes
Teaching assistant support (English)	Yes	Yes
Supernumerary English staffing – summer term	Yes	No
1-2-1 tuition program	Yes	Yes – following each 'Trial Exam' period
Tutor time English and Maths intervention	Yes	Yes – with increased coordination and strategic planning
Supernumerary Maths staffing – Summer Term	Yes	No – internal coverage of all teacher by existing Maths team.
'Show my homework'	Yes	No – internal replacement
Literacy intervention	Yes	Yes
Numeracy intervention	Yes	Yes
Staff CPD to support PP students	Yes	Yes
Quality first teaching – improving the experience for all students college wide	Yes	Yes. Increased focus upon the highest impact actions of the 'EEF Toolkit'.
Recruitment of high quality teaching and support staff	Yes	As necessary.
Financial support to attend extra-curricular activity	Yes	Yes.
Funding to support purchase of school uniform and equipment	Yes	Yes
Provision of electronic resources / access to electronic resources	Yes	Yes.
Appointment of inclusion mentors	Yes	Yes, albeit it with reduced requirement.
Funding to support purchase of supporting educational materials eg. revision guides	Yes	Yes
Attendance initiatives	Yes	Yes
Food and nutrition	Yes	Yes
Alternative provision	Yes	Yes – as necessary
Safeguarding support (DSL)	Yes	Yes – with increased support and training allocation.
Provision of high quality work experience for PP students	Yes	Yes.

UTC@harbourside Pupil Premium Strategy 2017-18

What is the Pupil Premium?

The Pupil Premium (PP) is additional funding provided by the government (from the Department for Education, or DfE) to enhance the education of the most socio-economically deprived students as identified by those with an entitlement to free school meals (FSM) and those students in care (CLA). Support for students whose parents serve in the military is also provided through the Pupil Premium, however, there are currently no students at UTC@harbourside who fall into this category.

The guidelines for how to spend this additional funding are to use local and national research-driven initiatives:

- to change the culture of a school where there are gaps in the successes of less-advantaged students
- to improve the experience of learning of all students in a way that specifically benefits less-advantaged students
- to put in place additional support that targets specific students who are less likely to succeed if unsupported

Pupil Premium Income at UTC@harbourside

The total income from the Pupil Premium that UTC@harbourside receives:

- 2015-16 - £11,688
- 2016-17 - £26,164
- 2017-18 - £24,310

Rationale

Our number one priority in 2017-18 is to close the gap between the achievement (in both progress and attainment) of students of disadvantaged backgrounds with those from more advantaged backgrounds.

Informed by national research, the key factor in achieving this is a relentless drive to improve the quality of learning in classrooms and a deep layer of pastoral support for all students. To improve the “universal offer” – the experience of all our students – is paramount.

Where this is not sufficient to close achievement gaps, we are developing additional intervention and care that allows all students, but particularly those of disadvantaged backgrounds, to flourish.

Barriers to educational achievement for disadvantaged students

There are many barriers that disadvantaged students face compared to their more advantaged peers. These include:

- Lower than average attendance
- Low self-esteem and resilience
- Low starting points in literacy and numeracy
- Lower levels of Arts participation (for example, playing an instrument)
- Lower academic and career aspirations
- Lack of opportunity for additional tutoring

The Pupil Premium strategy at UTC@harbourside aims to reduce and remove these barriers to enable these students to achieve as well as their more advantaged peers, both locally and nationally.

Pupil Premium Strategy Spending Evaluation 2016-17

1. OUTCOMES				July 2017		September 2017
	Outcome	Success Criteria	Progress	R / A / G	Progress	R / A / G
A	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 70% to 94% in line with national.	Still above 10% Improved by 9%	Red Amber	End of year attendance for PP PA greater than 10%	Red
B	Improve levels of English, Maths and Literacy for students joining UTC	Pupils entering UTC Harbourside eligible for PP and below expected levels upon initial testing make more progress by the end of the year than other pupils so that at least 50% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using English assessments (reading and writing) in October, March and June.	All students tested. Y10 mock exams just sat – initial samples encouraging. Data ready by mid July	Amber/	Year 11 outcomes did not meet this target Current year 11 progress shows better PP progress relative to outgoing year 11 but still lagging behind non PP	Red – Year 11 Yellow – Year 10
C	Improved rates of progress across KS4 for Disadvantaged (more able) students.	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as ‘other’ pupils identified as high attaining, across Key Stage 4, so that 85% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of subjects and senior team.	2 pp students identified in KS4 as more able. 1 of whom is on track and 1 is slightly behind	Amber	Progress of high on entry outgoing Year 11 pupils – 1 on track 1 below	Amber
D	Passivity and poor engagement in some subject areas, especially	More evidence of full class engagement in lesson observations and learning walks. Fewer behaviour incidents	Behaviour incidents and lost periods are both down	Green	Continued low level of behaviour incidents for PP	Green

the founding GCSE Cohort recruited to UTC	recorded for these pupils on the school system (without changing recording practices or standards).	for PP students by 50%		students	
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2. PLANNED EXPENDITURE

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 By when	R / A / G	Sept 2017
Improve levels of English and Maths for students joining UTC	CPD – Mastery learning	In general mastery teaching approaches are more effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.	Consistent use of FAB 5 features. School to School literacy and leadership programme	EMC/ PMA Jun '17	Amber	Amber – mastery intervention had positive impact upon student outcomes accelerating progress (particularly English, Maths and Science). Progress improved but still below national.
Improve levels of English and Maths for students joining UTC	SIR marking (prioritising PP students)	Feedback studies tend to show very high effects on learning according to the EEF toolkit for schools.	Regular Marking scrutinies	AYA/ PMA December, February, June	Amber	Amber – evaluation of teaching and learning does not evidence any differential marking between PP and non PP students
Improved rates of progress across KS4 for	1:1 tutoring	Evidence indicates that one to one tuition can be effective, on	Building in regular time into timetable and weekly review	QGU/ JKU May'17	Red	Progress of high on entry outgoing Year 11

Disadv. (more able) students.		average accelerating learning by approximately five additional months' progress.	meetings			pupils – 1 on track 1 below
	Maths peer tutoring programme with KS5	Overall, the introduction of peer tutoring approaches appears to have a positive impact on learning, with an average positive effect of approximately five additional months' progress.	SLT oversight	EMC Jun '17	Amber	Amber – initiative occurred but impact not possible to measure due to no baseline testing to determine impact
Total budgeted cost		3475				
Evaluation of Pupil Premium spend with regard to 'Quality teaching for all'		<p>Of the money budgeted for the improvement of 'Teaching and Learning for all' the college's evaluation determined that the money budgeted and spent (equal) was appropriately used. The strategies and initiatives that were deployed did impact upon; student attendance, student engagement, and student progress however the overall gains in these key performance indicators was less than desired leaving an overall achievement gap of -0.5 (internal achievement gap – not: UTC@harbourside PP relative to national P8 (data not available at time of writing)). For full details of the evaluation of each employed strategy see section below titled, 'Review and Evaluation of Pupil Premium Strategies 2016-17'.</p> <p>Improvements in the strategy for 2017-18 include: clear prior identification of pupil premium spending (under unique cost centre coding) to allow appropriate monitoring and evaluation of all spending, clear target sets for each strategy and intervention with clear success criteria from the outset.</p>				

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 By when	R / A / G
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Increased attendance rates for pupils eligible for PP.	Establish attendance monitoring, reporting and accountability procedures Identify key causes of poor attendance Remove individual barriers Identify where Progresso can support UTC attendance processes: maximising effectiveness	Behaviour and attendance interventions produce improvements in academic performance along with a decrease in problematic behaviours including persistent absence	Weekly Attendance meetings Recruiting a dedicated Attendance officer Fortnightly MAP meetings	QGU July	Red Sept 17 -Red
Improve levels of English and Maths for students joining UTC	Personalised Acceleration Learning (PALs) programme for Maths and English	small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition	Timetabled regular sessions for Core subjects with emphasis on Maths and English	QGU June	Amber Sept 2017 – sessions did occur however was not directed to PP rather than to all students (did have impact on those attending)
Improved rates of progress across KS4 for Disadv. (more able) students.	Effective differentiation for high attaining students & lower ability	Differentiated learning is able to stretch students and engage them more in lessons	Differentiation leads to engagement in lessons and attainment gaps close c)Student attainment and progress increases	PMA July	Amber Sept 2017 Differentiation remains an issue college wide
A & D	Regular multi-agency meetings to target behaviour & attendance	Engaging with other agencies helps to inform the bigger picture and oftens brings solutions beyond each discipline.	Fortnightly Multi-agency Panels	QGU May	Amber Sept 2017- all meetings

					occurred-behaviour counts declined in terms 5 and 6
Passivity and poor engagement in some subject areas, especially the founding GCSE Cohort recruited to UTC	Establish clear expectations about the quality of presentation and organisation of student work	1:1 work, Small Groups - self-esteem/resilience Student Passports Attendance at PEP's, MAP's and reviews	Weekly meetings with Learning Mentor and SENDCo, Annual Reviews,	QGU June	Amber Sept 2017 – some meetings occurred. Measurement of impact not possible
Increased attendance rates for pupils eligible for PP.	Dedicated space for Pupils to receive mentoring/ withdrawal and additional support	On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment and attendance itself	Weekly meetings with Learning Mentor and SENDCo, Annual Reviews,	QGU June	Amber Sept 2017- overall attendance rates very poor
Total budgeted cost		7150			
Evaluation of Pupil Premium spend with regard to Targeted Support		The college's evaluation of the effectiveness of the spending of the Pupil Premium with regard to Targeted Support determined that the strategies did have impact upon those students eligible for the pupil premium however the overall impact on student outcomes was poor. This was determined largely to be as a result of the lack of a robust tracking and monitoring procedure with regard to the direct impacts of the funding as well as unclear success criteria for interventions (set out in the determination of the spending strategy). All of the budgeted money for these areas was spent and although outcomes were lower than desired the areas of spending are judged to have been appropriate (with necessary future refinements).			

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 By when	Review
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Improve levels of English and Maths for students joining UTC	Extended learning / Homework. Using Show My Homework Tool.	On average, the impact of homework on learning is consistently positive (leading to on average five months' additional progress).	Easy to check usage. Form part of Parent and Student feedback as well as Staff appraisal		Red Sept 2017 – overall headline outcomes poor Although in year progress above national average progress rates
Increased attendance rates for pupils eligible for PP.	Making additional resources or financial provision for travel, uniform etc.	Means-tested assistance for travel and or uniform avoids the student feeling singled-out and creates parent partnerships that improve attendance.	Create process for means testing and discuss at the MAP meetings	QGU July	Amber Sept 2017- attendance rates very poor
Passivity and poor engagement in some subject areas, especially the founding GCSE Cohort recruited to UTC	Providing resources for IT and extended learning opportunities	Evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes.	Cluster leads to ensure that each subject area has plans for extended learning, including trips, revision sessions, on-line links, resources and homework.	QGU, BFL, PMA, July	Amber Sept 2017 –actions listed did not occur
Total budgeted cost		3400			
Evaluation of Pupil Premium spend with regard to Other Approaches		This spending is judged by the college to have been largely appropriate and effective with resultant impact upon the outcomes of PP students however, the overall progress made by PP students (relative to their peers internally and nationally) is less than desired. The spending with regard to Show My Homework proved to be useful in engaging and organising students to complete independent study and homework however in terms of costs vs benefits this spending strategy will not be carried forward. Spending to ensure all PP students had the necessary equipment and uniform to attend school without barriers to learning was well spent and did impact upon the attendance and engagement of learners. This is to continue into the subsequent year. The offer of IT to students will also continue without capital outlay as both hardware and software are now in place. For full evaluation of each strategy used see section below titled, 'Review and Evaluation of Pupil Premium Strategies 2016-17'			

Review and Evaluation of Pupil Premium Strategies 2016-17

Initiative	Actions	Impact	Strategy to continue in 2017-18/amendments to strategy
In lesson support			
Recruitment of 'Science instructor'	Recruitment of a Science instructor to provide small group /individual support in areas identified by in class/homework assessment (Spring term)	Small group support and in-lesson support lead to significant improvements in student behaviour and engagement – Positive residuals in Physics and Biology, (statistically insignificantly difference from 0.0 for Chemistry)	Yes – utilisation of Science instructor to begin much early in year (timetabled lessons)
Teaching assistant support (Maths)	Deployment of teaching assistant to specifically support students in Maths lessons	Students made significantly more progress in Year 11 during Spring/Summer terms than in previous terms.	Yes
Teaching assistant support (English)	Deployment of teaching assistant to specifically support students in Maths lessons	Students made significantly more progress in Year 11 during Spring/Summer terms than in previous terms.	Yes
Supernumerary English staffing – summer term	Temporary recruitment of two highly skilled and experienced teachers to support high quality learning in English (Year 11)	Students made significantly more progress in Year 11 during Spring/Summer terms than in previous terms.	No – internal support to be utilised and that of Millais S2S literacy project.
1-2-1 tuition program	Deployment of TA/Science Instructor as required to support students in core subjects on a one to one basis.	1:1 support lead to significant improvements in student behaviour and engagement – Positive residuals in Physics and Biology, (statistically insignificantly difference from 0.0 for Chemistry)	Yes – following each 'Trial Exam' period
Tutor time English and Maths intervention	Time for key learning leaders to be available to support literacy and numeracy interventions during tutor/pastoral time	Student voice review recorded high levels of student satisfaction with tutor time intervention provision.	Yes – with increased coordination and strategic planning
Supernumerary Maths staffing – Summer Term	Deployment of supernumerary Maths teachers to provide: <ul style="list-style-type: none"> - Small group tuition and teaching - Marking and diagnostic feedback to main class maths teachers to inform 	Students made significantly more progress in Year 11 during Spring/Summer terms than in previous terms.	No – internal coverage of all teacher by existing Maths team.

	<p>future planning</p> <ul style="list-style-type: none"> - Additional Maths lessons outside of allocated curriculum time 		
'Show my homework'	Funding for all students to have access to 'Show my homework' to support personal organisation and effectiveness.	Completion of homework (as recorded on SMHW) increased by 56% from Term 2 to Term 3.	No – internal replacement to supersede SMHW with far less cost
Literacy intervention	Provision of teacher support/published resources/online resources to support bespoke student-by-student activities to support literacy development. Funding to allow time for Learner of literacy to develop bespoke resources.	Student on-line and physical resource use high. Increased subject engagement (evident through Student survey – May 2017)	Yes
Numeracy intervention	Provision of teacher support/published resources/online resources to support bespoke student-by-student activities to support literacy development. Funding to allow time for Learner of numeracy to develop bespoke resources.	Student on-line and physical resource use high. Increased subject engagement (evident through Student survey – May 2017)	Yes
Staff CPD to support PP students	Funding to provide research materials for staff training, attendance to key PP training events, funding to cover travel expenses for members of staff to observe best classroom and leadership practice in other schools and educational settings.	Increased identification of PP students by all staff. College-wide improvements in the overall quality of teaching and learning (evident from Quality of teaching and learning tracker)	Yes
Quality first teaching – improving the experience for all students college wide	Funding to provide CPD training (internal and external), purchase of resources (physical and online) to ensure continual improvement in the overall quality of teaching and learning within the college.	Improvements in teaching and learning evident from increased % of teacher determined to be Good or better from Spring term to Summer term	Yes. Increased focus upon the highest impact actions of the 'EEF Toolkit'.
Recruitment of high quality teaching and support staff	Part (funding) to support the recruitment of high quality teaching and support staff to ensure the continual improvement of teaching and learning, attendance and pastoral care within the college.	Improvements in teaching and learning evident from increased % of teacher determined to be Good or better from Spring term to Summer term	As necessary.

Supporting Student Personal Develop, Behaviour and Welfare			
Financial support to attend extra-curricular activity	Financial support for PP students to ensure no barrier to extra-curricular enrichment activities and to ensure curriculum experience of PP students is at least the same as that of non-PP students	All students provided with full access to enrichment and extra-curricular activities.	Yes.
Funding to support purchase of school uniform and equipment	Financial support to ensure no student is limited by their inability to afford the appropriate school uniform or equipment necessary for success.	All students provided with full uniform/resources as per necessary.	Yes
Provision of electronic resources / access to electronic resources	Access for students (particularly PP) to online revision resources (through small group subscription).	Review of access by students and from Student survey May 2017 indicates high levels of student engagement.	Yes.
Pastoral support	Pastoral team time and resourcing to support students' emotional and social wellbeing	Decreased number of fixed term exclusions and internal isolations from January to May 2017.	Yes
Appointment of inclusion mentors	(Part) funding of inclusion mentors to ensure appropriate management of student behaviour including mentoring and personal development.	Decreased number of fixed term exclusions and internal isolations from January to May 2017.	Yes, albeit it with reduced requirement.
Funding to support purchase of supporting educational materials, for example revision guides	Purchase of revision guides, materials, and appropriate stationary to ensure all PP students have the necessary learning materials for them to be supported and successful in their learning.	All students were provided with all the necessary resources required for effective revision.	Yes
Attendance initiatives	(Part) funding of multi-agency support team to ensure levels of support/challenge with regard to attendance of PP students. Reward programs/initiatives to incentivise high attendance/improved attendance of identified PP students.	Attendance below national average however from Spring term to Summer term saw an increase in the overall attendance of PP students.	Yes
Food and nutrition	Provision of breakfast prior to examinations, food and drink during additional lessons outside of normal timetabled lessons, food as reward/incentive for student effort and dedication to study	Students' needs met throughout term time and external examination period.	Yes
Alternative provision	Funding college places for students where a particular	Students provided with appropriate support and	Yes – as necessary

	learning area could not be supported in school.	curriculum where outside of scope of UTC curriculum.	
Safeguarding support (DSL)	Time and resource provision to ensure the best possible safeguarding procedures for all students, including CPD training for Designated Safeguarding Leader and Deputy DSLs.	Outcomes of external and internal reviews generated areas for improvement which were actioned and met.	Yes – with increased support and training allocation.
Provision of high quality work experience for PP students	Financial support to ensure all PP students have access to an appropriate and engaging work experience.	All students were provided with the opportunity to undertake high quality work experience.	Yes.

Spending Plans for 2017 – 2018

In 2017 – 2018, we intend to ensure the Pupil Premium money is spent on initiatives that have proven impact with our goal to close the gaps completely between those students from deprived backgrounds and those from more advantaged backgrounds nationally.

This will be achieved through further enhancing our provision for students who are eligible for the pupil premium and through enhancing our “universal offer” for all students.

Therefore high ‘quality first teaching’ continues to be at the heart of our vision for closing the gaps.

The national evidence base determines that initiatives such as attendance programmes to get students into school and in to the classroom, smaller class sizes to help personalise the classroom experience, in-class support (such as directed use of TAs), targeted teacher CPD support and enhanced pastoral support where students are struggling to learn in a normal classroom environment are effective. These strategies based upon the national evidence base and professional knowledge experience of the college staff are deployed at UTC@harbourside.

We will continue to invest CPD time into marking and feedback and where we have identified areas where students are not making sufficient progress, we are investing in specific CPD programmes for key staff.

We will also identify target students for specific initiatives for short periods of time. These will be identified termly and reviewed at the end of that term for impact. The impact of this strategy and will be measured against attainment and progress outcomes as we continue to close the gap between rates of progress for disadvantaged students at UTC@harbourside, with those of non-disadvantaged students nationally.

	Objective	Budget allocation
Attendance officer support	To ensure all PP students have a minimum school attendance of 95%	£1500
Literacy catch up sessions	To ensure all PP students have the necessary literacy ability to have full access to their curriculum	£2000
Numeracy catch up sessions	To ensure all PP students have the necessary literacy ability to have full access to their	£2000

	curriculum	
Supply of course books/revision guides/access to online study support	To ensure all PP students have all of the study support resources necessary for independent (and guided) exam preparation	£1200
Stationary provision	To ensure throughout the academic year all PP students have no limiting factors in terms of physical requirements around stationary	£130
Transport	To ensure financial deprivation does not limit access to school/work experience	£1000 (allocated)
Supported funding for educational visits and work experience	To ensure all PP students' attendance to educational visits/ work experience is not limited by personal finances	£950
Nourishment	To ensure all PP students are physically supported to access learning at all times (including afterschool/weekend activities)	£1000
Uniform support	To ensure ownership of appropriate school and PE uniform for all PP students is not a limiting factor in participation, attendance and progress	£1000 (allocated)
Rewards and support to attend UTC social events	To ensure full participation by all PP students in all aspects of college experience. To promote positive study habits.	£500
Staff CPD and training	To ensure all staff (teaching and non-teaching) have the necessary knowledge, skills and experience to be highly effective in the support of PP students	£2500
School counsellor support	To support the emotional needs of PP students where necessary	£950
Teacher Assistant support directly for PP students	To ensure PP students receive targeted study support by specifically trained TAs	£6500
Contingency funding (12.6% of allocated PP funding)	To ensure needs of PP learners are met as deemed appropriate throughout the academic year	£3060

Strategic planning to ensure effective use of the pupil premium

- Appointment of governor to oversee pupil premium effectiveness
- Appointment of senior leader to oversee pupil premium effectiveness
- Financial tracking of pupil premium spending possible through dedicated cost centre code for PP spend
- CPD and MAT support for senior leader to ensure effective leadership of PP Strategy
- Senior Leader responsible for the effective use of the Pupil Premium to report to the College Principal fortnightly as to progress in delivering the objectives of the Pupil Premium action plan
- Progress and effectiveness of PP strategy to be standing item on weekly SLT agenda
- Senior lead to evaluate effectiveness of current PP strategy with review provided to each meeting of the Governing Body Teaching and Learning committee 2017-18