

Pupil premium objectives & evaluative statements for 2017/18

Total pupil premium allocation for 2017/18: £39,270

- 1. Raise achievement of PP students, especially HPA PP students, to be in line with other students in the college and above National Average for all students.**

Progress from baseline

Pupil progress at the UTC is judged from their starting point on entry to UTC at the end of KS3. This takes account of the fact that pupils spend only 2 years at UTC and should not be judged on a pupil's progress over five years from KS2. This is especially important because the profile of the cohort which join the UTC shows regular patterns for poor pupil progress during KS3.

The average UTC student achieved a level 4a at KS2 and has an average point score (4.67) in line with National average (4.65). However, the proportion of male students is also very high (73% vs 50% nationally) which also influences results as males on average perform almost half a grade worse than females on Progress 8 measures. Compared to national progress a progress score of -0.09 would be equivalent to score of zero for more usual school cohorts.

Our data shows that there are still issues with progress from starting points for disadvantaged students. Although disadvantaged students make the progress which would be expected of them in their time at the school, they make less progress than their peers (1.37 grades progress compared to 2.45 for other pupils) but close to expected based on national outcomes (1.50 grades). HPA PP students have, however, made 2.2 grades progress, which is very encouraging as it is above National Average expectations of 2 grades. There is no comparable data for prior years due to the introduction of baseline testing for this cohort.

There are still gaps to close in this area and work is ongoing with teachers to ensure early identification of intervention needs for this cohort. Progress of disadvantaged students is a full grade lower than that of other students in every subject area. Only in English and Engineering is the progress of disadvantaged pupils acceptable. This is a priority area to address. Please see PP action plan 2018-19 for further details.

Progress 8

Progress 8 measures show PP pupils making unacceptable progress from Key Stage 2. As established in KS4 narrative (see separate document for further details), this position was already established during KS3.

Adjusting progress 8 calculations for lack of pupil progress during KS3 gives a far more positive picture of school performance. There are still issues with gaps between disadvantaged pupils and other pupils.

Cohort	Full Cohort	Adjusted for starting position
ALL	-0.50	+0.50
PP	-0.93	-0.09
Non-PP	-0.33	+0.74

Impact of non-attendees

3 non-attending students (see separate case studies documents) have a disproportionate impact on Progress 8 as these students have an average KS2 score of 4.5 and represent 4% of the cohort this year. Due to their circumstances, we were confident that these students would be removed from the school figures this summer. We are still seeking to have these students disappplied. The impact of these students is shown below:

Cohort	Full Cohort	Excluding Outliers
ALL	-0.50	-0.38
PP	-0.93	-0.76
Non-PP	-0.33	-0.22

2. **Improve attendance of PP students to be in line with other students in the college and above National Average for all students**

National attendance figures for KS4 are 94% (although we still maintain that 95% should be the very minimum accepted and base our attendance strategy on this figure). Our Y11 PP attendance figure was 93.9% compared to other students' attendance figures of 95.3%.

It is important to note the attendance of pupils during KS3. Over years 7 to 9 student attendance at their prior schools is far below national average (93.5% vs 95% nationally) particularly in Year 9 where average attendance was 92.5% and 27% of pupils missed more than 10% of school sessions. Disadvantaged students' attendance in KS3 was 91.4% and only 88.7% during Y9 with 50% of students missing more than 10% of school sessions. Considering this attendance pattern it is not a surprise that pupils progress at KS3 is much less than expected.

3. **Improve aspirations of PP students so that career choices are commensurate with ability & in line with other students of similar ability in the college**

Pupils are given appropriate guidance in a range of formats (employer projects, mentoring, interview practice, online careers packages, talks and visits, work experience etc.) which translates into excellent progression for students. Outcomes for disadvantaged students are similar to other pupils (based on provisional destination data September 2018). We have also seen an improvement in the number of students staying on into education in 2018 (89% compared to 72% in 2017) and a drop in the % of students leaving education for an apprenticeship (9% in 2018 compared to 19% in 2017) which points to better careers advice supporting students' long-term career plans.

2018 – All students

Y11 – 49% to UTC sixth form, 40% to other sixth forms or FE providers, 9% to apprenticeships, 2% into employment with training (=100% against national average which is 94% for these categories combined according to most recent 2016 data – see https://www.compare-school-performance.service.gov.uk/compare-schools?for=secondary&orderby=pupdest_prov.OVERALL_DESTPER&orderdir=asc&datatype=percent&sortpolicy=inversepolicy for details)

Y12 - 7% to apprenticeships, 2% to other sixth forms or FE providers, 91% continued to Y13

Y13 - 81% to apprenticeships, 14% to University, 5% into employment

2018 - PP students only

Y11 – 37% to UTC sixth form, 63% to other sixth forms or FE providers, 0% to apprenticeships, 0% into employment (=100% against national average which is 94% for these categories combined according to most recent 2016 data – see https://www.compare-school-performance.service.gov.uk/compare-schools?for=secondary&orderby=pupdest_prov.OVERALL_DESTPER&orderdir=asc&datatype=percent&sortpolicy=inversepolicy for details)

Y12 - 0% to apprenticeships, 0% to other sixth forms or FE providers, 100% continued to Y13

Y13 - 0% to apprenticeships, 100% to University (1 student)

4. Improve (reduce) exclusion rates for PP students to be in line with other students in the college and above National Average for all students

Exclusion rates for PP students are now reduced and are either in line with National averages and/or in line with those for other students at the UTC. Please see data below for evidence:

PEX: National Average = 0.02: PP = 1 exclusion (other = 2 exclusions); PP = 0.02 per student (other = 0.02)

FTE: National Average = 0.09 exclusions / 0.42 sessions: PP = 0.16 exclusions / 0.40 sessions per student (other = 0.24 / 1.11); based on PP = 9 exclusions / 22 sessions (other = 26 exclusions / 120 sessions)

Objective 1: Raise achievement of PP students

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications	Evaluation
Make sure teachers are aware of which students are PP in all of their classes, especially HPA PP students	<ul style="list-style-type: none"> All teachers to have PP class lists and seating plans annotated for PP students 	Sept 17	All teachers	Data sheets & Teaching file Cost = £0	Learning Walks 2017-18 show that T&L files with PP class lists and seating plans annotated for PP students in were up to date and present in all teachers' files.
HPA PP students to be key focus of in-class interventions	<ul style="list-style-type: none"> All HPA PP students to reach end of year target grade (see Raising attainment of HPA students" strategy document for further details) 	After every data collection	All	CPD training, subscription to CPD training resource site Cost = £0	See commentary on pages 1-3 for details of impact
Prioritise use by staff of EEF/Sutton Trust T&L Toolkit	<ul style="list-style-type: none"> All staff are aware of https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit and are encouraged regularly and at CPD sessions to look for ideas on how to improve progress especially for PP students 	Start Sept 17 then ongoing	ICR and all teachers	CPD time Cost = £0	Completed as per success criteria (built into CPD throughout year)
All in-class interventions to focus predominantly on PP students wherever possible and applicable	<ul style="list-style-type: none"> PP students make up the majority of in-class intervention students where possible and applicable 	Sept 17 and every half term thereafter (after each data collection)	ICR and all teachers	Intervention forms and stickers & letters home to parents of those in receipt of PP Cost = £0	Analysis of intervention sheets shows that at least 60% of intervention students were on PP register, compared to 34% of whole school of PP register
Increase parental engagement with school	<ul style="list-style-type: none"> All parents informed of in-class interventions taking place for their child All parents informed of revision evening taking place 	After each data collection	DoL & HoY	Printing and postage Cost = £100	Completed as per success criteria
Increase quality of feedback provided by teachers and responded to by students	<ul style="list-style-type: none"> All students have responded to at least 2 Key Pieces of work every half term which are clearly highlighted as such by new sticker system and deadlines listed on school calendar All students report in student voice survey that improved marking system is helping them make better progress % of positive PP respondents compares favourably with % of positive other respondents 	By end Oct 17 & then ongoing Nov 17 Nov 17	ICR & all teachers HoY HoY	Printing of stickers Cost = £25 Printing & collating of student voice surveys Cost = £25 Extra lesson allowance to all teachers to	Work scrutiny forms 2017-18 show that the majority of PP students had responded to teacher feedback on Key Pieces throughout year.

				provide time for additional feedback Cost = £20,000 (£1000 per lesson x 20 teachers)	Student voice (June 2018) showed that 100% of PP students agreed that good teaching and responding to good teacher feedback were helpful in motivating them to try to do well in exams
Provide 1 to 1 tutoring in English Language and Literature for any PP student targeted by English dept. as needing extra help	<ul style="list-style-type: none"> • Mark McGuirk (Gen2 English specialist) will provide additional after-school lessons twice every week during the Spring and Summer terms • Update Feb 18 – DC3 shows some attainment issues with some PP students in English. All of these have been directed, with parental support, to attend this after-school intervention. 	Spring-Summer terms 18	KAW	£0 (volunteer)	Almost all PP students who received strategic interventions following each data capture within English and maths made better progress than those PP students who did not attend. Measures were put in place to ensure that all external barriers such as transport issues and snacks/food were alleviated. By the end of the academic year 80% of out PP students received strategic interventions within English AND maths via a specialist teacher or intervention specialist. Diagnostic testing ensured that the interventions were meaningful at each stage of the academic year to facilitate the opportunity for our PP students to achieve their full potential and make progress.

Provide counselling support for any PP student in need	<ul style="list-style-type: none"> Those PP students with recognized mental health issues and with other emotional needs will be allocated a regular appointment with our school counsellor, Dot Gillespie 	Throughout year	DG/HOY	£3750 (50% of £7500 annual costs)	Student voice (June 2018) showed that 100% of PP students who accessed this service (compared to 86% of other students) agreed that counselling supported them well
Provide bespoke revision resources for students and parents	<ul style="list-style-type: none"> All PP students are aware of what, how, why, when and where to revise to ensure success in their exams via a series of weekly assemblies All parents informed of revision evening taking place 	Starts Nov 17 for Y11 (pre mock exams) Feb 18	ICR	Revision packs and assorted revision tools Cost = £400	Completed as per success criteria
Literacy/numeracy interventions	<ul style="list-style-type: none"> All PP students with low Reading Ages to be given access to Accelerated Reader scheme Maths tutor to prioritise PP student access to interventions 	Oct 17 onwards Sept 17 onwards	KAW & EJ Maths tutor	AR x 40 licences Cost = £800 £'s to employ MT Cost = £4000	Completed as per success criteria (almost all PP students receiving this intervention made better progress than those PP students who did not attend)
Mentoring of key PP students by various colleagues	<ul style="list-style-type: none"> PP highlighted by HOY and data as in need of 1 to 1 support from mentor provided with trained adult mentor from our staff 	March 18 onwards	ICR/MR	£0 (volunteers)	Some mentoring took place but this is an area to be expanded in 2018-19
Mentoring of key PP students by various 6 th formers (Y12)	<ul style="list-style-type: none"> PP highlighted by HOY and data as in need of 1 to 1 support from mentor provided with trained year 12 mentor from UTC 	March 18 onwards	ICR/IAL/AAD	£0 (volunteers)	No formal 6 th form mentoring took place - this is an area to be expanded in 2018-19
Every directorate/year team have a personalized plan for underperforming PP students	<ul style="list-style-type: none"> A separate document will detail these intervention as the year progresses and be attached and updated to this document after every data collection 	Nov 17 onwards	All staff	Staff time £'s for resources	This was amended throughout the year to become incorporated into directorate improvement plans.
Coordinate PP strategy and evaluate all separate elements	<ul style="list-style-type: none"> All objectives to be met by Sept 2018 			VP time @ 20% of time Cost = £11,000	See commentary on pages 1-3 for details of impact
Total cost of resources used to meet Objective 1				£40,100	

Objective 2: Improve attendance of PP students

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications	Evaluation
<i>All PP students who are below 95% (amber) attendance to be placed onto the attendance monitoring report (AMR).</i>	<i>All PP students to be on or above 97% attendance. All PP/PA students to have met with HOY & AO every half term.</i>	<i>Throughout year – attendance figures are evaluated every week</i>	<i>AO, HOYs, Form Tutors, BLS.</i>	<i>10 minutes per week – Form tutors. Meeting time with HOY & parents (3 hours) A.O. time to identify students. Cost = £0</i>	<i>All PP students <90% put on attendance plans and referred to LEA. PP students between 90-95% form tutor phone calls home</i>
<i>Reward 95-100% attendance rate every half-term with extra Reward Points as part of whole school Rewards structure</i>	<i>All PP students in receipt of extra Reward Points</i>	<i>After every data collection</i>	<i>DW</i>	<i>Extra costs to Reward Points scheme Cost = £300</i>	<i>Reward points issued for all students 95-100% Rewards trips</i>
<i>AMR to be implemented by Attendance Officer (A.O) and be monitored by PP students form tutor.</i>	<i>PP students to be mentored by form tutors to improve attendance and completion of AMR. Direct correlation between AMR students and rewards for attendance every half-term.</i>	<i>ASAP</i>	<i>AO, Form Tutors, BLS.</i>	<i>A.O. – time to monitor PP students. Cost = £0</i>	<i>Attendance data sent out by AO to all staff every week. Impact was low this year, individual data to be sent to form tutors going forward</i>
<i>Parents of low attending students to receive ECUTC official “amber” attendance warning letter.</i>	<i>All parents to be aware of their child’s current attendance and how this impacts on educational outcomes for their child.</i>	<i>ASAP</i>	<i>A.O.</i>	<i>Postage - warning letters. Admin. staff time Cost = £25</i>	<i>11 letters sent at the end of term 3</i>
<i>All PP persistently absent (PA) students who are below 90% (red) attendance to be placed onto the attendance improvement plan (AIP).</i>	<i>Parental meeting with BLS, AO, HOY, EWO to have taken place – Minutes evident. AIP actioned. All PP PA students to be on or above 97% attendance (or highest possible attendance dependent on time left in academic year.)</i>	<i>Ongoing</i>	<i>AO, HOY, EWO</i>	<i>Admin. Costs. Time - HOY, BLS, HOY, EWO. Board room use. Cost = £0</i>	<i>9 placed onto attendance plans</i>

<i>Parents of PA students to receive ECUTC official "red" attendance warning letter.</i>	<i>All parents to be aware of their child's current attendance and how this impacts on educational outcomes for their child. Including the possibility of legal action / fines.</i>	<i>Ongoing</i>	<i>AO</i>	<i>Postage - warning letters. Admin. staff time Cost = £25</i>	<i>9 letters sent at the end of term 3</i>
<i>Local Education Authority to issue fines.</i>	<i>Letters of confirmation of fines being issued to parents from LEA. Timeline of strategies used to support legal action.</i>	<i>Ongoing</i>	<i>EWO, AO, CT</i>	<i>Admin time. Cost = £0</i>	<i>9 students referred to LEA - no fines issued.</i>
<i>PP money to be used to support Y10 & Y12 PP students access existing "celebration" trips.</i>	<i>Identified PP students to attend next "celebration" trip as appropriate – attendance. Receipts as proof of purchase.</i>	<i>Various times throughout year</i>	<i>HOYS, BLS</i>	<i>Approx. £20 per student awarded. Cost = £400</i>	<i>33 PP students were funded to go on rewards trip</i>
<i>PP money to be used to supplement Prom tickets for good / improved attendance Y11/ Y13 PP students.</i>	<i>Identified PP students to attend end of year Prom.</i>	<i>7.7.18</i>	<i>BLS, IAL</i>	<i>Approx. - £25 per student. Cost = £200</i>	<i>3 PP students were funded to attend prom</i>
Total cost of resources used to meet Objective 2				£950	

Objective 3: Improve aspirations of PP students so that career choices are commensurate with ability & in line with other students of similar ability in the college

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications	Evaluation
<p>All PP students will have 2 face-to-face careers interviews to ensure that they make informed career choices.</p>	<p>Data collections will show all PP students, especially HPA PP students, on flight path to achieve end of year target grades. All PP students report that careers interviews have given them good advice and that they are more informed about what to do to achieve their goals. Student evaluation forms will be used to evaluate this strategy.</p>	<p>1st interviews completed by end Nov 17; 2nd by end March 18</p>	<p>ICR</p>	<p>Part of £1600 SLA with INSPIRA Cost = £800</p>	<p>All PP students given 1 interview and some chose to access a 2nd interview offer.</p> <p>Student voice (June 2018) showed that 100% of PP students (compared to 95% of other students) agreed that careers interviews were motivational to them</p>
<p>All PP students will have half-termly input from different employers in the form of workshops, careers fairs, etc.</p>	<p>Data collections will show all PP students, especially HPA PP students, on flight path to achieve end of year target grades. All PP students report that regular input from employers has given them good experiences of what they could achieve and the information about what to do to achieve their goals. Student evaluation forms will be used to evaluate this strategy.</p>	<p>Throughout year (at least one different input every half-term)</p>	<p>ICR</p>	<p>Hospitality for local employers Cost = £100</p>	<p>Student voice (June 2018) showed that between 92% and 100% of PP students agreed that employer contact activities (there were 3 major events throughout the year) were motivational to them</p>
<p>Many PP students will have access to mentoring in year 10 from volunteer employers trained by Inspira</p>	<p>Data collections will show all PP students, especially HPA PP students, on flight path to achieve end of year target grades. All PP students and their mentors report that the mentoring programme is having a positive effect upon attitude to earning and attainment.</p>	<p>Throughout year 10 starting Oct 17</p>	<p>CA</p>	<p>Cost of rooms and organizing interview slots Cost = £500</p>	<p>All Y10 students in receipt of mentoring report that it had a positive effect on their attitude to learning. Transference of increase in AtL to attainment not apparent in data for all students.</p>
<p>Bespoke career support plans created for PP cohort in conjunction with CCOP/Hello Futures organisation</p>	<p>Data collections will show all PP students, especially HPA PP students, on flight path to achieve end of year target grades.</p>	<p>Throughout year starting Nov 17</p>	<p>HoY</p>	<p>Time to organize meetings and events and accompany students Cost = £500</p>	<p>See commentary on pages 1-3 for details of impact</p>

<i>All PP students will have access to new Employability Skills tracking system (linked to new Rewards system)</i>	<i>All PP students report an improvement in at least 1 of the 8 Employability Skills at the end of each 12-week cycle</i>	<i>Every 12 weeks</i>	<i>Tutors</i>	<i>Employability Skills booklet & review of improvements made document Cost = £50</i>	<i>Employability rewards points totals show increase in amount achieved by PP students over course of year</i>
Total cost of resources used to meet Objective 3				£1,950	

Objective 4: Improve (reduce) exclusion rates for PP students					
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications	Evaluation
<i>All students who are identified as PP, who have more than two periods of FTE to be placed on a behavioral monitoring report when the school re-admittance meeting has taken to identify areas for concern / areas for improvement.</i>	<ul style="list-style-type: none"> <i>PP students currently receiving a disproportionate amount of FTE (12.5%) to be brought below NA and towards the rest of school average (3.8%)</i> 	<i>Ongoing throughout year</i>	<i>BLS & HOYs</i>	<i>2 students @ one hour each X BLS and HOY. Cost = £200</i>	<i>PP FTE rate now below school average and national average (PP FTE's disproportionately affected by one student who was FTE 7 times and then PEX and one student who was FTE 5 times and is at risk of PEX.)</i>
<i>PP "behavioural" parents to be invited to meeting with BLS and appropriate HOY to identify key behaviours and put students onto behavior improvement plan.</i>	<ul style="list-style-type: none"> <i>Identified poorly behaved PP students' parents meeting minutes to show agreed action plan for the improved participation of their child in the school curriculum.</i> 	<i>Ongoing throughout year</i>	<i>BLS & HOYs</i>	<i>2 students @ one hour each X BLS and HOY. Cost = £200</i>	<p><i>BLS met with 7 / 43 PP parents for behaviour meetings.</i></p> <p><i>7/43 PP students put onto behaviour improvement plans.</i></p> <p><i>3/7 students received a FTE.</i></p>
<i>All PP students to be supported by "Young Cumbria" for one hour a week to work on student aspirations and future pathways. http://www.youngcumbria.org.uk/</i>	<ul style="list-style-type: none"> <i>FTE for PP students to be 3% in line with ECUTC average.</i> <i>PP student voice analysis to positively reflect improved attitudes to learning and student aspirations.</i> 	<i>Ongoing throughout year</i>	<i>BLS & PLM's</i>	<i>Young Cumbria Cost = £0 (Cost of rooms & organizing interviews= £500) Student time = 30 minutes per week.</i>	<i>PP FTE rate now below school average and national average</i>

Investigate the possibility of using PP money to support students accessing National Citizen Service. www.ncsefltrust.co.uk/NCS	<ul style="list-style-type: none"> PP money to fund PP students access to National Citizen Service Events / Support. 	Early 2018	BLS & PLM's	Transport Costs, etc. Cost = £50	Not required due to support from CCOP
Use new reward scheme to promote rewards for positive attitudes to learning and achievement	<ul style="list-style-type: none"> PP to be rewarded for improved and correct behavior by earning points and selecting rewards Reward Points scheme. 	After every data collection	ICR,	Cost approx.. £4000 per year	Completed as per success criteria – many of end of year award winners were from PP cohort
PP money to be used to support Y10 & Y12 PP student's access existing "celebration" trips.	<ul style="list-style-type: none"> Identified PP students to attend next "celebration" trip as appropriate. 	Throughout year	HOYS, BLS	(Approx £20 per student awarded Cost = £200)	33 PP students were funded to go on rewards trip
PP money to be used to supplement Prom tickets for good / improved behaviour PP students in Y11 & Y13.	<ul style="list-style-type: none"> Identified PP students to attend end of year Prom. 	Throughout year	BLS, IAL	(Approx. - £25 per student Cost = £200)	3 PP students were funded to attend prom
Total cost of resources used to meet Objective 4				£5,350	
Total cost of resources used to meet all 4 Objectives				£48,350	