**Pupil Premium Statement 2017/18**

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| **Summary Information** | | | | | |
| School | Lincoln University Technical College | | | | |
| Academic Year | 2017/18 | Total PP budget | £32,300 | Date of most recent PP review | 05/2017 |
| Total number of students | 217 | Number of students eligible for PP | 56 | Date for next internal review of this strategy | 09/2018 |

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| 2016/17 Summer results | | |
|  | **Students eligible for PP at Lincoln UTC (Y11 cohort)** | **Students not eligible for PP at Lincoln UTC (Y11 cohort)** |
| % of PP students achieving 9-4 in English & Maths | 64 | 71 |
| Progress 8 | -1.18 | -0.42 |
| Attainment 8 | 4.1 | 4.46 |

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| Barriers to future attainment (for students eligible for PP) | | |
| In-school barriers (issues to be addressed in school, such as poor literacy skills) | | |
| A | 20% of all students entering the UTC (Y11 cohort) have with an English KS2 level of less than 4 (14% of students had no KS2 data). For students eligible for PP (25% of the Y11 cohort) this may be a barrier to learning and prevent them from making good progress in Key Stage 4. 41% of non PP students have a reading age that is less than their chronological age. For non PP this figure is 36%. | |
| B | Many high attaining students, most of whom are eligible for PP, have made less than expected progress at Key Stage 3 and enter the UTC behind national expectation. This prevents sustained high achievement through Key Stage 4. Of the PP students 100% of those students who were in receipt of KS2 data had made 3 sub levels *or less* of progress upon arrival to the UTC. 1 of these PP students had made no progress when compared to their KS2 data in English and 3 students had regressed from their KS2 data. | |
| C | The attainment gap that exists between PP students and non-PP students nationally needs to be closed. The expertise of UTC staff needs to be developed to ensure this can improve year on year. A higher percentage of PP students experience social, emotional and mental health issues (SEMH) which affects behaviour and therefore may have a detrimental effect on progress. | |
| External barriers (issues which also require action outside school, such as low attendance rates) | | |
| D | The extended day, as well as the lengthy distance that many students travel to attend the UTC, means that students cannot easily complete homework or revision and this means that they do not develop effective independent study skills. | |
| Desired outcomes (desired outcomes and how they will be measured) | | Success criteria |
| A | High levels of progress in literacy for Year 10 students eligible for PP. | Students eligible for PP in Year 10 make more progress by the end of the year than ‘other’ students so that at least 40% of students exceed progress targets and 100% meet expected targets. Other students still make at least the expected progress. |
| B | Improved rates of progress across KS4 for high attaining students eligible for PP. | High prior attaining PP students make as much progress as non PP students by end of KS4 in maths and English and are as successful in all subjects as well as in overall progress 8 and attainment 8 scores. |
| C | The attainment gap is narrowed between UTC PP and national non-PP students. | PP students make as much progress as non PP students by end of KS4 in maths and English and are as successful in all subjects and in overall progress 8 and attainment 8 scores (equalling a progress 8 score of 0 as a minimum). |
| D | Students are supported with the use of revision methods as tools that they may need (in consultation with these students) are developed and implemented. As a result PP students complete extensive revision leading to improved results at the end of KS4. | All students engaged with revision in and out of school.  The GCSE outcomes in Summer 2019 are improved in comparison to 2018 as a result of revision workshops as well as individualised and tailored support. |

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| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale to inform this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **Review** | **Cost** |
| Students who are eligible for Pupil Premium meet or exceed academic targets. | Smaller class sizes. The school has 3 teaching groups across all subjects, which are timetabled in pairs (Eng and Sci / Ma and Engi) in order to allow movement between some of the groups groups.  Engineering have slightly smaller group sizes and have 4 groups at KS4. | Having set up the timetable so that some of the subjects (Maths and Engineering / Science and English) are taught at the same time. This allows some movement between sets in paired subjects and this in turn will allow for the movement of students resulting in effective differentiation, stretch and challenge.  This will result in staff teaching that is more focused on the ability of the students rather than having to cater for a huge variety of ability in one class. | Observations of Teaching and Learning and Assessment (OTLA) will ensure that the quality of teaching in all department areas have clear focus on PP students.  Book marking and the ‘checking’ of this marking by the SLT will ensure that subject teachers know their students and are supporting them.  Assessments throughout the year (coinciding with Data Point Capture) will enable the data officer to monitor the student progress. | SENDCo - VW | Dec 2017  Mar 2018 | £6100 additional setting  £650 TA setting |
| Staff are more aware of the requirements and needs of our students who are eligible for Pupil Premium. | Summaries of classes are advocated for all staff in order for them to know their students better.  Annual staff training and refresher training throughout the year from the SEND department in order to ensure that teachers are aware of the needs of Pupil Premium students. | Staff training has been welcomed in the past in order to refresh staff understanding and PP student identification.  Summary sheets for classes will ensure that staff know their students. | OTLA by the SLT (specifically the SENDCo) to monitor class data sheets and implementation of strategies. | SENDCo - VW | Oct 2017  Feb 2018 | £500 SLT |
| Improved outcomes for KS4 students. | Catch up lessons to support the timetabled lessons: (Monday PE allocated time) with specialist staff identified and specific lessons planned in order to support the identified students. | This is based on previous cohort progress where Monday PE time was used effectively and good feedback was gained from both parents and students.  The sessions will initially focus on underperforming students with PP being highlighted within this group.  Parents of student group are to attend an additional parents evening where HoDs will support with revision materials as well as to discuss concerns regarding students. | Specific staff (with good relationships / knowledge of the students in question) to support these sessions.  Subjects covered will rotate to ensure that all areas that are needed are covered as we move through the year. | SLT  HoKS4  HoDs  Subject teachers | Beginning of March 2018  Late March 2018  April 2018 | £3000  TA intervention  £5250 TA support in lessons  £150 meetings |
| Mentoring of KS4 students by sixth form students. | Decision to use students in the sixth form is based on positive feedback from the students in the 2016/17 academic year. | Post mocks an ‘harder to reach group’ is identified. Mentor identified (either academic or pastoral).  Attendance at mentoring is tracked. | HOKS | February 2018  April 2018 | Student mentoring £200 (equipment and rewards)  Head of KS5 £400 |
| Reading intervention:  To include –  Reading plus  Guided reading | Reading plus develops a range of skills needed for a student to access reading successfully.  Guided reading is a good match for the students that need 1:1 support. | Evidence from reading plus to demonstrate progress. | SENDCo  SEND team (TAs) | October 2017  January 2018  March / April 2018 | £3000 reading plus  £1000 NGRT  £100 books  £1000 staffing |
| Visits / Trips to FE and HE establishments to raise aspirations for PP students. | Science practical’s to be completed at Lincoln University.  Open events at local establishments attended. | Previously students have spoken highly of visits taking them out of the UTC in order to open their eyes to the different and varied options available to them.  Students from less academic families are more aware of opportunities as a result of these visits. | Science department to complete science practical’s at Lincoln University and forge links for future events.  This provides students with an awareness and will impact on their aspirations moving forward. | HoD Science | December 2017  April 2018 | £3500 |
| Revision intervention. | Specialist teachers to organise and deliver appropriate content to PP students.  Use of PE time and assemblies in order to promote and develop this idea. | Students all too often don’t know how to revise effectively.  Parents Evening organised for highlighted students that need support – many of whom are PP students.  Parent presentation on the needs of their children if revision is to be effective. Often parents do not know how to support. | Understand of the process of revision from both parents and also students.  Support resources and methods. | SLT | Feb 2018 | £500 revision guides  £900 specialist teaching team  £1500 TA revision support |
| Support for PP students that issues regarding social, emotional and mental health. | PP students with social, emotional and mental health issues are to be allocated with a staff mentor / keyworker  Councillor to be deployed to those in need in order to support.  If needed students might be referred to ‘Healthy Minds’ for additional support. | Students that are allocated a mentor have made good progress emotionally within the UTC especially when approaching the examination period.  Some PP students have little or no support and need this from external sources to the UTC. | Involvement of parents of the identified students in order to support them at home as well as in the UTC.  Key discussions with parents, students and where necessary with other external representatives. | SENDCo  SEND team (TAs)  Key Workers | Oct 2017  Jan 2018  Mar 2018 | £3000 Counsellor  £500 TA Mental Health 2 weekly meeting slots  £1000 SENCO weekly drop in |