**Pupil Premium Statement 2018/19**

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| **Summary Information** | | | | | |
| School | Lincoln University Technical College | | | | |
| Academic Year | 2018/19 | Total PP budget | £36,025 | Date of most recent PP review | 10/2018 |
| Total number of students | 192 | Number of students eligible for PP | 41 | Date for next internal review of this strategy | 03/2019 |

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| 2017/18 Summer results | | |
|  | **Students eligible for PP at Lincoln UTC** | **Students not eligible for PP at Lincoln UTC** |
| % of PP students achieving 9-4 in English & Maths | 88% | 63% |
| % of PP students achieving 9-5 in English & Maths | 41% | 22% |
| Progress 8 | -0.38 | -0.33 |
| Attainment 8 | 5.04 | 4.10 |

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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 | 22% of students entering the UTC have a KS2 level of less than 4. 14% of PP students enter the UTC with a KS2 level of less than 4 and this may be a barrier to learning and could prevent them from making good progress in Key Stage 4. The percentage of year 10 students who have a reading age less than their reading age is 20% for non pupil premium students, however for pupil premium students this figure rises to 43%. | |
| B | Many high attaining students, most of whom are eligible for PP, have made less than expected progress from KS2 to their starting point in KS4 at Lincoln UTC. 88% of pupil premium students did not make expected 3 levels of progress between KS2 and KS3 in English. These students are entering the UTC behind national expectation. This presents a barrier to high achievement through Key Stage 4. | |
| C | The attainment gap that exists between PP students and non-PP students nationally needs to be closed (At Lincoln UTC the 2017 GCSE progress 8 gap between pupil premium in previous years was 0.76, however in 2018 GCSE progress 8 gap between pupil premium and non is 0.05) – the expertise of UTC staff needs to be continually developed to ensure this can keep remain insignificant year on year. | |
| External barriers (issues which also require action outside school, such as low attendance rates) | | |
| D | The extended day means that students cannot easily complete homework or revision and this means that they do not develop effective independent study skills. As a result of this they require smart tools to enable access and immediate feedback on progress. | |
| 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 all other students make at least their expected progress by the end of Y11. |
| 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 (equalling a progress 8 score of 0 as a minimum). |
| C | The attainment gap is narrowed between UTC PP and national non-PP students. | Such students make as much progress as non PP students by the end of KS4 in all subjects. |
| D | Effective revision tools are developed and implemented for all students. In particular those who are PP complete extensive revision and GCSE outcomes are improved as a result. | 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 4 teaching groups in Y10 and Y11 in Engineering due to the practical aspect of the course. The students have 3 teaching groups across all other subjects that are timetabled to allow movement between the groups. | Having set up the timetable so that each subject is taught to a whole year group at a time allows for the movement of students between these sets. This allows for effective differentiation, stretch and challenge.  As a result this approach allows staff to be able to concentrate on the needs of fewer students in each classroom. | Learning walks (individual; paired within the SEND dept and paired with HoDs) will monitor the quality of teaching with a clear focus on PP students.  Regular scrutiny of work completed will prove that subject teachers know their students well and are meeting their needs.  Planned assessments in the year will allow for monitoring of student progress. | SLT | Jan 2019  April 2019 | £6600additional setting  £900 TA setting |
| **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** |
| All staff are aware of the needs of students who are eligible for Pupil Premium. | Class data sheets are a requirement for all staff to complete.  Staff training to ensure all teachers are aware of the needs of Pupil Premium students. | Staff training has shown that there has been a need for training on the needs of students who are eligible for Pupil Premium.  Surveys completed by PP students enable them to have a voice in the support they need. Class data sheets ensure that staff know students well. | Learning walks to monitor class data sheets and implementation of strategies on these. | CL/ SH | Oct 2018  February 2019 | £350 AP/VP time |
| Improved outcomes for KS4 students. | Academic catch up/support sessions in additional timetable time (Monday afternoon) with key staff and extra interventions put in place in project time. | Rational based on previous cohort progress.  Focussed on underperforming Pupil Premium and/or high attaining on entry who are under performing.  Selected parents to attend a parents evening in November to highlight any concerns/areas for development for student. | Key staff focus on small group of students.  Subjects offered will change on a rotation basis. | SLT HOKS | December 2018  February 2019  April 2019 | £3500intervention  £5900 TA intervention  £100 meetings |
| Mentoring of targeted KS4 students by staff and sixth former students. | Rationale based on previous cohort provision and progress: Those who had a mentor from the Christmas before the exams improved their working at grade and subsequent GCSE grades. | Post mocks an additional ‘harder to reach group’ is identified. Mentor identified (either academic or pastoral).  Attendance at mentoring is tracked. | HOKS | November 2018  February 2019  April 2019 | £260 mentoring  £320 weekly 1 hr attendance officer |
|  | Targeted reading intervention including reading plus and guided reading. | Reading plus takes reading at the speed of the student and develops a range of skills needed to read successfully. It provides graphical evidence of progress and selects suitable text.  Guided reading more suitable to students that need further support on a 1:1 basis. | Graphical evidence from reading plus to show improvements and re-testing of reading age after completion. | CL/SH | October 2018  January 2019 | £3700 reading plus (25 students)  £1025 NGRT  £100 books  £990 staffing |
| Aspirational visits to Universities to raise aspirations and improve outcomes for PP students. | Trips to the local University to compete Science practical’s and open day events.  Visit to a University that is further afield to broaden horizons. | Pupil voice states that students value these opportunities – they remember them in their learning.  Students from less affluent families have less access and opportunity to provide such experiences. | Working with the science department to develop opportunities for required practical’s to be completed at the university.  Working with other university to provide students the opportunities to raise aspirations and be inspired. | Leadership team | December 2018  April 2019 | £4000 |
| Revision intervention. | Use of Specialist teaching team to deliver revision workshops to PP students, a number of whom who have weak literacy.  Use of project time and interventions to create revision material. | Students finding revision difficult, they don’t know what to do or how to do it.  Parents Evening for chosen families to support the development of revision and an appropriate environment in which to do this as not all PP students have the support available at home to help them with revision. | Students will understand how to revise and identify methods that suit them.  Support with revising from school staff in preparation of resources. | CL/SH | November 2018  February 2019 | £630 revision guides  £1000 specialist teaching team  £1850 TA revision support |
| Support for underachieving SEMH students. | Keyworker allocation.  Referral to school counsellor.  Involvement of Healthy Minds and CAMHS. | Knowledge of individual students and their low self-esteem:  Some students come from very challenging home circumstances where there is little or no support for the pupil and school.  Some students struggle with anxiety related to examinations; increased numbers of PP accessing the service as students move further up the school. | Trained school counsellor with termly feedback meetings.  Initiation of parents to complete referral to Healthy Minds/CAMHS.  Keyworker meeting recorded and actions completed. | CL/SH | November 2018  February 2019 | £3000 Counsellor  £650 TA Mental Health 2 weekly meeting slots  £1150 SENCO weekly drop in |