**Pupil Premium Statement 2016/17**

Academic year: 2016/17

PP Budget: £26265.30

Statement completed: Oct 2016

Reviews: Apr 2017

Sept 2017

Total Students at UTC: 239

Total PP students at UTC: 48

Context

* Upon entry to Lincoln UTC:
  + - 23% of all Y11 students were PP
    - 7% of PP students had no data from KS2
  + Of those PP students that had KS2 data:
    - 85% of PP students made less than 3 sub levels of progress from KS2 to the start of KS4
    - 23% of PP students made no progress from KS2 to the start of KS4
    - 31% of PP students had regressed from KS2 to the start of KS4

Student results in the summer 2015/16 series

|  |  |  |
| --- | --- | --- |
|  | Eligible for PP at Lincoln UTC | Not eligible for PP at Lincoln UTC |
| % of PP students achieving  A\* - C in English & Maths | 64 | 62 |

Barriers identified for our PP students

* Many students including those eligible for PP arrive at the UTC disinterested in education
* Many students including those eligible for PP arrive at the UTC already behind their peers – evidenced independently and externally by GL Assessment tests completed at the UTC on arrival
* There is a national gap between PP and Non-PP students and this must be closed at Lincoln UTC
* Students receive a travel bursary from LCC and whilst this is helpful many students have an extended day including an extended time travelling to and from Lincoln UTC. As a result of this many of our current students do not have time to complete homework

Expected results

* Students eligible for PP are able to close the gap with their counterparts both at Lincoln UTC and nationally
* All students eligible for PP achieve at least 5 A\* - C grades at GCSE, with a good proportion achieving A\* - C in 8 subjects

Actions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Action | Rationale | Implementation | Staff lead | Approximate cost |
| Summary class sheets to be used by teacher with PP students in their classes | Staff need to know who these students are and how they are performing / what additional help they might require | Formal teacher observations during each term  Informal walks within each department | VP / Principal | Training / QA check throughout the year:  £500 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Action | Rationale | Implementation | Staff lead | Approximate cost |
| Intervention provided for students that fall behind in their studies – PP students to take priority | Intervention will allow issues and misconceptions regarding students understanding in their subjects to be identified  Coaching / teaching in a smaller intervention setting will allow these students to make accelerated progress in order to catch up with their peers | Specific and individual student interventions are to be initially introduced in their normal lessons  Students withdrawn from PE / breaks / lunchtimes in order complete extra interventions  TAs are to support the implementation of the interventions | HoDs / Subject teachers | £10000 |
| Action | Rationale | Implementation | Staff lead |  |
| Smaller class sizes than in other more conventional schools | Smaller class sizes allow staff to know their students in more depth – this will allow for better planning and differentiation for all PP students | Employment of appropriate number of staff in order to allow this to be written into the TT | VP / Principal |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Action | Rationale | Implementation | Staff lead | Approximate cost |
| Reading support / guided reading for students who are below their chronological age  Drop Everything and Read (DEAR) time to be implemented in mentor time | Reading on a regular basis allows a student to access information presented to them in all subjects  If students can overcome this hurdle they will make accelerated progress  DEAR time will focus all students on reading and enhance their skills impacting on all subject areas | Students will be withdrawn from PE / breaks / lunchtimes in order complete extra reading support  TAs are to support the implementation of this strategy  Mentor time once a week to be dedicated to DEAR | VW  TAs  Mentor | £5000 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Action | Rationale | Implementation | Staff lead | Approximate cost |
| External agency support to develop revision workshops for all students – some of whom are PP and have weak literacy skills  Parents evening supporting the development of revision at home | Students often find revision a difficult task to complete without support from ‘others’  External agency support for revision will back up the support already in place from the school | Parents evening delivered with attendance from both parents and students  TAs to support revision planning / development / timetabling / implementation | VW  TAs  VP / Principal | £4000 |