# Pupil premium strategy statement – Lincoln UTC

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

# School overview

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| **Detail**  | **Data**  |
| Number of pupils in school  | 387 |
| Proportion (%) of pupil premium eligible pupils  |  24%  |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**  | 3 |
| Date this statement was published  | 25th Nov 2022 |
| Date of review #1 | 20th Feb 2023 |
| Date of review #2 | 2nd May 2023 |
| Date of review #3 | 9th Oct 2023 |
| Date of the next review(s) | TBC: Feb / Mar May / June 2024 |
| Statement authorised by  | J Morrison – Principal  |
| Pupil premium lead  | S Hamer – V Principal D Chung – A Principal  |
| Governor / Trustee lead  | J Smith  |

# Funding overview

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| **Detail**  | **Amount**  |
| Pupil premium funding allocation this academic year  | Apr 21 - Mar 22: £62677Apr 22 - Mar 23: £66804Apr 23 - Mar 24: £69500 |
| Recovery premium funding allocation this academic year  | £16,836 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)* *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*  | £16,836 (2023/24)+£69500 |
| **Total budget for this academic year** *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*  | £86336 |

**Part A: Pupil premium strategy plan**

# Statement of intent

At Lincoln UTC, we aim for all our students to develop a passion for learning, irrespective of their background or prior attainment. Our PP students are no different. We want them to appreciate and enjoy the opportunity to learn with us, and achieve in line with other students, reducing performance gaps to 0. We recognise that there are barriers for many PP students, and we are dedicated to removing these, allowing access to every opportunity within Lincoln UTC.

Our PP strategies focuses on closing the gaps that can be seen between PP students and ‘other’ students. The national figures see a widening gap in 2023. The P8 gap for PP and non-PP students is -0.6 nationally. In 2023 the gap for Lincoln UTC was -0.1.

The focus for all PP our students is rooted in three basic expectations and principles: attendance, class size, and doing what is ‘right’ for our students.

Each year, our attendance figures compare favourably with national. Our attendance data is based on KS4 and KS5 whose attendance is typically lower than students in KS3. Despite this, our attendance is excellent. In 2022/23, our attendance was 96% whereas the national figure was 92.5%, as a result we have almost all PP students in lessons all the time. There was no significant difference in the attendance between our PP and ‘other’ students (attendance for PP: 95.2%; non-PP: 96.2%).

When students are in lessons, they are rewarded with a student to teacher ratio that presently, in KS4, is 20:1 and much lower in KS5. This allows teachers to support students on an individual basis allowing more contact time for each member of the class.

Beyond these two priorities, we deploy a range of strategies outlined in this document to support and develop our PP students to achieve the very best outcomes that they are capable of.

This document is supported across all departments within the UTC as well as being supported through key actions that can be seen in the school development plan.

# Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| **Challenge number**  | **Detail of challenge**  |
| 1  | **Poor student attendance can negatively impact on student progress. If the students are not at school, they cannot learn.** Our approach to attendance ensures that parents are empowered to encourage excellent attendance, and that students are present consistently throughout the year.  |
| 2  | **Low student engagement within lessons can prevent learning.** The reduction of students in each class will allow teachers to engage with more students more of the time.  |
| 3  | **A low reading level can prevent access to the full curriculum and impede a students’ understanding and progress.** The reading programme that we implement supports students’ development in this key area, allowing for better access to the specialist curriculum that is delivered.  |
| 4  | **A lack of understanding and misconceptions within the curriculum can lead to poor performance.** We support students by providing them with revision clubs and tutoring throughout the academic year.  |
| 5  | **Students with social emotional and mental health needs often** **underperform** due to a lack of confidence and engagement. This has recently been affected by the pandemic and the cost-of-living crisis. We support students by allocating key workers and, where needed, a counsellor.  |
| 6   | **Students who are not given the appropriate access arrangement support to complete examinations and assessments will underperform.** We conduct tests with any student that is observed needing additional provision.  |

# Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| **Intended outcome**  | **Success criteria**  |
| 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. At least 40% of students should exceed their progress targets in English, whilst all other PP students should achieve at least their expected progress.  |
| Students eligible for PP, and that havebeen identified as having literacy and reading difficulties, are able to access the full GCSE curriculum. Making expected progress, in line with other PP students. |
| Students eligible for PP participate in a range of extracurricular opportunities, developing as confident learners. | Increased opportunities offered to students that supplement the curriculum, building and developing key skills. Student and parental surveys indicate a positive influence on the students.  |
| High levels of attainment for KS4 and KS5 students eligible for PP. As a result, the attainment gap is narrowed between PP and non-PP students.  | Students eligible for PP should achieve at least their expected progress by the end of KS4 and KS5, with their attainment in line with the national. Students make as much progress as non-PP students by the end of KS4 and KS5 in all subjects.  |
| ‘High attaining’ students in KS4 have improved rates of progress across all subjects.  | High prior attaining PP students make as much progress as non-PP students by end of KS4 in Maths / English and are as successful in other subjects. They should attain a Progress8 score of 0 or above.  |
| Effective revision tools are developed and implemented for all students. Those who are PP complete extensive revision activities and GCSE outcomes are improved as a result.  | All students engaged with revision in and out of school. The GCSE outcomes in Summer 2024 are improved in comparison to 2023 as a result of revision / parental engagement workshops, as well as individualised and tailored support.  |
| Maintenance of attendance in KS4 and KS5 that is higher than the national average, resulting in minimal absence for PP students: Target attendance 96%+  | Absence rates remain below national figures.  |
| More PP students to further their studies at Lincoln UTC.All PP students have a destination when leaving the UTC.  | A three-year trend showing increased PP student numbers continuing their studies following BTEC, T-level or A-level pathways. The NEET numbers of our PP students when leaving school to be 0.  |

# Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed previously on this document.

# Teaching (ie. CPD, recruitment and retention)

Budgeted cost: £79470

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| **Activity**  | **Evidence that supports this approach**  | **Challenge number(s) addressed**  |
| Smaller class sizes in year 10 / 11 (20 students) allow for a greater staff / student contact time than would normally be seen. £78970 | The development of high-quality teaching is the most important lever schools have to improve students’ attainment, including for disadvantaged pupils.  With reduced class sizes, staff members are able to concentrate their efforts on the needs of fewer students in each classroom.  | 2  |
| Staff training to ensure that all teachers are aware of the needs of PP students. £500  | Teachers that know who their PP students are can more effectively support their needs.  | 2  |

# Targeted academic support (ie. tutoring, one-to-one support, intervention)

# Budgeted cost: £61975

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| **Activity**  | **Evidence that supports this approach**  | **Challenge number(s) addressed**  |
| Small group tutoring: 1:2 / 1:3 with NTP tutors. £10750      Reading Plus and other ‘intervention’£4000 Targeted alternative provision on reading, communication and literacy (updated in Nov 2023)£10000 | Intensive small group support can support student learning. This is most successful when explicitly linked to ‘normal’ lessons within the curriculum.  Our HoDs and subject specialists in Science, English and Mathematics collaborate with our NTP tutors to ensure that the content of these planned sessions are explicitly linked to the curriculum and any gaps in knowledge shown in recent assessments.  The SEND team work with a number of students in KS4 to support their development of reading through the Reading Plus programme. A small, targeted group of year 10 students who have been assessed and identified as having reading and literacy difficulties to be given an opportunity to receive targeted reading and communication interventions for 3 lessons a week. Currently, this represents 10% of the cohort.  | 4     4       3 3 |
| Examination arrangement support £3000 Assessments £5000 TA support  | Students receive additional arrangements: extra time / a scribe / a reader / the use of a laptop. Students who do not have these arrangements will not perform as well as their peers who do.  | 6  |
| Support for underachieving students with SEMH £5225 Counsellor £1000 Meetings £21000 Additional TA  | Many of our students and their families, even now, have been adversely affected by the pandemic and the subsequent lockdowns as well as more recently with the cost-of-living crisis.  These students often need increased personal support from the SEND team as well as our school counsellor.  | 5  |
| Easter and May half term revision club  Cost: £2000  | Extended school time such as targeted half term revision can positively impact on student attainment. Sessions within the half term break will be well structured by and linked to the curriculum. These sessions will be delivered by a combination of UTC and NTP staff.  | 4  |

# Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19000

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| **Activity**  | **Evidence that supports this approach**  | **Challenge number(s) addressed**  |
| Visits to university and industrial settings to raise aspirations.  £4000 - University visits £2000 - Industrial visits   | Extracurricular activities are an important part of education. Visits to university and other educational establishments can increase engagement in learning and raise students’ aspirations. Previously, our student voice activities have highlighted these visits as an important part of their learning experience. Students felt that they missed out on these extracurricular opportunities during the Covid-19 lockdown.  | 2 |
| Extracurricular sporting activities, theatre visits and Outward Bound courses for PP students £5000 for sports coaching and £5000 for trips | Extracurricular activities and visits and adventure courses are an important part of education. These make a positive impact to support the learning and the social, emotional, and mental health well-being of our students.  In addition to improving students’ engagement within the UTC, these activities help build students’ resilience, develop a range of key skills, including communication, teamwork and leadership skills.  | 2 & 5 |
| First day absence calls and home visits from the Attendance and Behaviour Officer £3000  | Parental communication and engagement to improve attendance is essential.  The attendance at Lincoln UTC is excellent. This is, in part, due to our steadfast approach to contact parents on the first day of their child’s absence.  When needed, the ABO / VP/ HoKS4 will visit the home in order to develop a working relationship with students and their parents. Parents have reported to the ABO that home visits can be positive in raising aspirations and attendance with students, especially those whose attendance at their previous school was poor.  | 1 |

**Total budgeted cost: £ 160445**

**Part B: Review of the previous academic year**

# Outcomes for disadvantaged pupils

In 2023, the progress8 measure for our PP students was -0.28 and for our non-PP students, it was -0.18. The performance gap of our PP to non-PP students is -0.1. Nationally, the progress8 gap between PP and non-PP students is 0.6 (PP: -0.17; non-PP: +0.57).

The percentage of our PP students attaining grades 4+ in both English and mathematics is 70%. This is broadly in line with our non-PP students (74%) and slightly above the 67% that is seen nationally. When comparing the grades 5+ in both English and mathematics, our PP students outperformed the PP students nationally: 33% 5+ En & Ma compared to 25% nationally.

The impact on the English GCSE results in 2023 was positive. 80% of the students eligible for PP attained a grade 4 or above in their English GCSE qualification. 60% attained a grade 5+. Nationally, for all students (not just PP), the percentage attaining grade 4+ and 5+ in GCSE English was 72% and 55% respectively.

This suggests that the better staff-to-student ratio as well as all the targeted provision have contributed positively to the English results. This is especially encouraging as a school specialises in STEM curriculum.