**Pupil Premium / Recovery Premium Statement 2021-22**

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| **Summary Information** | | | | | |
| School | Lincoln University Technical College | | | | |
| Academic Year | 2021-22 | Total PP budget  Recovery Premium | £59,730  £8410 | Date of most recent PP review | 10/2021 |
| Total number of students | 350 | Number of students eligible for PP | 71 | Date for next internal review of this strategy | 02/2022 |

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| 2019 / 2020 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 | 63% | 73% |
| % of PP students achieving 9-5 in English & Maths | 26% | 31% |
| Progress 8 | -0.3 | 0.04 |
| Attainment 8 | 4.33 | 4.61 |

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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 | 7% of students entering the UTC have a KS2 level of less than 4. 8% 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 level less than 4 was 3% for non-pupil premium students, however for pupil premium students this figure rises to 8%. | |
| B | The attainment gap that exists between PP students and non-PP students’ needs to be closed. At Lincoln UTC the 2021 GCSE progress 8 gap between PP and non PP was -0.26. Whilst this gap is much smaller than the national figure (-0.58) We aim to improve this this year on year. The expertise of UTC staff needs to be continually developed to ensure gap can be kept at a minimum. | |
| External barriers (issues which also require action outside school, such as low attendance rates) | | |
| C | PP students generally have a higher absence when compared to non PP. Pupils that attend school less often will not achieve as well as those that have a higher percentage attendance. In the last ‘non-COVID’ academic year, absence rates nationally for secondary schools were 5.2%. This absence was higher for students within KS4 at 5.9%. For those students with FSM national absence was recorded at 8.8%, whereas non FSM was 4.6%. At Lincoln UTC, absence for FSM and non FSM was lower than the national: 3.9% and 6.3% respectively. Attendance will remain a high priority for Lincoln UTC to ensure all students access a very high percentage of their lessons. | |
| 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. At least 40% of students should exceed their progress targets in English, whilst all other PP students should 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 others subjects. They should attain a P8 score of 0 as a minimum. |
| 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 the end of KS4 in all subjects. |
| D | Effective revision tools are developed and implemented for all students. Those who are PP complete extensive revision and GCSE outcomes are improved as a result. | All students should be engaged with revision in and out of school.  The GCSE outcomes in Summer 2022 are improved in comparison to 2021 as a result of revision workshops as well as individualised and tailored support. |
| E | Continued attendance that is higher than national resulting in minimal absence for PP students. | Absence rates remain below national figures therefore students attend a higher proportion of their lessons. |

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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 – average y11 class size of 21 students. The school has 6 teaching groups in Y10 and 5 in year Y11.  Due to the practical aspects engineering, we have 7 groups in year 10 and 6 in year 11.  Lessons are timetabled to allow movement between these groups. | Having set up the timetable so that each subject is taught to a whole year group at a time, this 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 2022  Apr 2022 | £37000 x 2  (£74000)  Staffing costs to maintain the extra classes in both y10 / y11 |
| All staff are aware of the needs of students who are eligible for Pupil Premium. | 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 | Oct 2021  Feb 2022 | £350 time |
| Improved outcomes for KS4 students.  Recovery from lost time over lockdowns with the use of the Recovery Premium funding. | Small group tutoring: 1-1 and 1-2  All y11 PP students have been provided with small group tutoring in English, Maths and Science, with staff volunteering their time to deliver these sessions. | There is a high proportion of students engaging (61 out of 105) their time on Monday afternoon (not timetabled lessons) for additional small group tutoring.  Staff are willing to volunteer their time to support students within small groups.  Many of the students that are being supported in these sessions are disadvantaged / PP who have been most affected by the lockdowns, such that they have a lower chance of achieving their target grades. | Key staff focus on small group of students.  Subjects offered will change on a rotation basis in line with the needs of the students concerned. | SLT / HOKS | December 2021  February 2022  April 2022 | £8410 teacher intervention  £2500 TA intervention  £100 meetings |
| Improved literacy for KS4 students. | Targeted reading intervention including reading plus. | 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 / SEND team | Oct 2021  Jan 2022 | £3700 reading plus (25 students)  £1025 NGRT  £100 books  £990 staffing |
| Visits to universities to raise aspirations and improve outcomes for PP students. | Trips to the local and regional Universities to participate in practical activities and open day events. | 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 activities to be completed at the university.  Working with other universities to provide students the opportunities to raise aspirations and be inspired. | Leadership team | December 2021  April 2022 | £4000 |
| Visits to industry settings to raise aspirations and improve outcomes for PP students. | Trips to the local industry settings to participate in site visits – bringing learning to life. | Pupil voice states that students value these opportunities.  Students from less affluent families have less access and opportunity to provide such experiences. | Working with the engineering and science department as well as the Industry Relations Officer to develop opportunities visits. | Leadership team | December 2021  April 2022 | £4000 |
| Examination support | Use of Specialist teachers to assess access arrangements for all PP students. | Students benefit from the support gained from access arrangements when completing examinations. | TAs to supervise access arrangements throughout all assessments /examinations. | CL/SEND team | Nov 2022  Feb 2022 | £3000 specialist teachers  £5000 TA access support |
| Support for underachieving students suffering with SEMH. | Keyworker allocation.  Referral to school counsellor.  Involvement of Healthy Minds and CAMHS. | Many of our PP students have been adversely affected by the pandemic and the lockdown periods.  These students often need increased personal support from both the SEND team and our external counsellor.  Knowledge of individual students and their low self-esteem: Some students come from very challenging home circumstances where they may not have received the support that other students have. | Trained school counsellor with termly feedback meetings.  Keyworker meeting recorded and actions completed.  Additional TA to be employed to allow for individual support for PP students. | CL/SEND team | November 2021  February 2022 | £3000 Counsellor  £1000 meetings  £21000 Additional TA |
| Support for disadvantaged students | Renewal of IT (laptop) provision for all students. In the event of another lockdown our disadvantaged students would be able to borrow these laptops from the school. | Students surveyed to ascertain who does and does not have IT provision in the home.  Laptops to be provided to PP students who do not have access to equipment at home. | Briefings with students.  Monitoring of attendance and work completed from online lessons. | CL/JMO | Sept 2021 | £10000 |
| Support for FSM students | Issue of food vouchers, in the event of another lockdown, that are more than the government recommended value to support students with a substantial meal each day. | FSM students need to be in receipt of vouchers in order to feed themselves effectively. | Ensure that parents know that the vouchers should be spent supporting their child with a substantial meal. | NS/JMO | Oct 2021 | £5000 |