

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year. **Year 2 of the 3 year plan**) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	ENL UTC
Number of pupils in school (Years 9-11)	204
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Governors and Principal
Pupil premium lead	Assistant Headteacher (Professional Standards) Richard Endicott
Governor / Trustee lead	Nigel Whittle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,130
Recovery premium funding allocation this academic year	£11,890 £2,846 (Post-16)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£96,866

Part A: Pupil premium strategy plan

Statement of intent

We want our students to make rates of progress equivalent to their peers for technical and academic subjects. All students to be successful in their destinations, and are supported in this, at 16+ and 18+. For students to have a positive attitude and become a successful member of a community.

To support progress in lessons, and ensure academic success, ENL UTC puts quality-first teaching at the forefront with an agile curriculum, effective use of assessment and data tracking, alongside specific interventions for individual students. Students have access to quality careers advice and guidance, as well as opportunities to work with employers. Finally, the pastoral care at ENL UTC is tailored to support the individual needs of our students.

Challenges

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

Challenge number	Detail of challenge
1	Low attendance (2021-22 91.2% PP v 94.1% non-PP attendance)
2	Attitudes to learning (2021-22 25% of instances of IE are PP students)
3	Aspirations (student voice: reasons for joining UTC is often cited as 'fresh start')
4	Academic

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.

Intended outcome	Success criteria
Reduce and eradicate the attainment gap between PP and non-PP students	<ul style="list-style-type: none">• 21-22: Less 10% between PP-non-PP GCSE attainment• 22-23: Less 5% between PP vs non-PP GCSE attainment• 23-24: 0% gap between PP vs non-PP GCSE attainment gap

Improved attendance for PP students	<ul style="list-style-type: none"> • 21-22: reduce the gap of 2.9% between PP vs non-PP students • 22-23: increase attendance of PP students to national average • 23-24: improve attendance to above national average
Attitudes to Learning	<ul style="list-style-type: none"> • 21-22: ensure instances of IE for PP students are minimised and less than 15%. PP students are receiving awards in line with their peers. • 22-23: instances of IE for PP are less than 10% and PP students are receiving awards in line with their peers. • 23-24: instances of IE for PP students are less than 5% and PP students are receiving awards in line with their peers.
Destinations	<p>As 3x the national average of students are going onto apprenticeships at 16+ at ENL UTC, in the three plan, we would continue this and ensure equal representation from our PP cohort. Ongoing throughout the three-year strategy.</p>

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 above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
External CPD for specific roles within ENL UTC to strengthen the quality of teaching and learning, as well as support in school (NPQ for Culture and Professional Standards; Advanced Certificate in the role of RSE/PSHE lead; MA SENCO qualification)	NPQ recognised as prestigious by DFE. Other qualifications lead to high-class support, teaching and CPD in school, improving quality of provision overall.	4
DfE Early Careers Training (Ambition Institute). External CPD.	Quality first teaching.	4
In-house training to address our needs: Literacy, Pastoral Briefings	EEF: <ul style="list-style-type: none"> • Behaviour interventions • Individualised instruction • Mentoring 	1, 2, 3, 4
Development of a Middle Leadership Team (Head of Science; Head of Maths; Head of English)	Highly qualified staff leads to improved outcomes. Quality first teaching.	4
TLRs for retention and development of staff	Highly qualified staff leads to improved outcomes. Quality first teaching.	4
Appointment of full time teacher (English)		
Subscription to TES for high-quality teachers and strong field of applications for vacancies	EEF: <ul style="list-style-type: none"> • Reducing class size • Individual instruction • Mentoring 	1, 2, 3, 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 45000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and utilisation of YIPIYAP tutoring programme.	EEF: <ul style="list-style-type: none"> Reducing class size Individual instruction Mentoring 	1, 2, 3, 4
Achieve 3000 and Literacy interventions, assessment materials and funding.	EEF: <ul style="list-style-type: none"> Oral language interventions Reading comprehension strategies 	1, 2, 3, 4
Development of a reading culture, including purchasing of books and class readers for English lessons.	EEF: <ul style="list-style-type: none"> Reading comprehension strategies 	1, 2, 3, 4
Y11 small group and 1:1 tuition for Maths, English and other subjects as required, delivered by specialist staff. This would form part of Enrichment and Intervention timetable, increasing in frequency for Year 11 as academic year progresses.	EEF: <ul style="list-style-type: none"> Reducing class size Individual instruction Mentoring 	1, 2, 3, 4
Small group and 1:1 learning sessions focusing on specific needs of disadvantaged students, delivered by appropriate staff, including members of the pastoral team (SEND support for dyslexia, low literacy, low numeracy, confidence and self-esteem)	EEF: <ul style="list-style-type: none"> Reducing class size Individual instruction Mentoring 	1, 2, 3, 4
Access Arrangements applied following JCQ guidelines. Assessments will be completed by qualified staff (external)	EEF: <ul style="list-style-type: none"> Individualised instruction 	1, 2, 3, 4

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

Budgeted cost: £38413

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Attendance Officer to provide attendance tracking, monitoring and support systems. Use of SOL attendance for effective tracking of attendance and supporting regular conversations to improve attendance over time.	EEF <ul style="list-style-type: none"> • Behaviour interventions • Social and emotional learning • Parental involvement 	1, 2, 3, 4
Timely pastoral support to meet individual needs. Opportunity for training to be provided to match needs of students. Training to be costed and paid for staff as required and needed, to benefit the individual. Pastoral specific support packages to deliver 1:1 or small group sessions for specific needs	EEF <ul style="list-style-type: none"> • Meta-cognition and self-regulation • Behaviour interventions • Social and emotional learning 	1, 2, 3, 4
Dedicated line management time to analyse withdrawal data to discuss interventions for students to support self-regulation of behaviour	EEF <ul style="list-style-type: none"> • Meta-cognition and self-regulation • Behaviour interventions • Social and emotional learning • Mentoring • Parental involvement • Individualised instruction 	1, 2, 3, 4
Funding for external placements and bought-in support for PP students who have additional needs (Solutions)	EEF <ul style="list-style-type: none"> • Behaviour interventions • Social and emotional learning • 	1, 2, 3, 4
PASS Survey to identify poor pupil attitudes to self and school	EEF <ul style="list-style-type: none"> • Aspiration interventions • Individual instructions • Mentoring 	1, 2, 3, 4
Incentives for any improvement drives (attendance, values, academic attainment, PROUD of work)	<ul style="list-style-type: none"> • Aspiration interventions • Self-regulation 	1, 2, 3, 4
Trips and visits	EEF <ul style="list-style-type: none"> • Aspiration interventions 	1, 2, 3, 4
Funding for student hardship support (including uniform purchase, food, travel etc.)	EEF <ul style="list-style-type: none"> • Social and emotional learning • Behaviour interventions • Aspiration intervention • Social aspects 	1, 2, 3, 4
Careers guidance and business mentors for all	EEF <ul style="list-style-type: none"> • Aspiration intervention • Individual instructions 	1, 2, 3, 4

students, with dedicated meeting time	<ul style="list-style-type: none"> • Mentoring 	
External services and guest speakers to provide motivation and support.	EEF <ul style="list-style-type: none"> • Aspiration intervention • Individual instructions • Mentoring 	1, 2, 3, 4
Regular reward ceremonies and praise drives to focus on the personal and individual efforts.	EEF <ul style="list-style-type: none"> • Meta-cognition and self-regulation • Feedback • Collaborative 	1, 2, 3, 4

Total budgeted cost: £103413

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Targets:

Remove/reduce the progress and attainment gaps between PP and non-PP students

- In year 11, PP students performed better than Non-PP in one subject (Construction). In three subjects (Biology, English Language and Systems) PP students were under three-quarters of a grade below that of the Non-PP students in those subjects. The overall gap for all subjects was three-quarters of a grade, PP below Non-PP.
- In Year 10, there was some variation in subjects with one subject with a gap of greater than 10% (Biology), 6% in another (English Language) but all the rest had a gap of 2.3% or less. The overall gap for all subjects is 3.0%.
- Again, variation across subjects with a gap greater than 10% in one subject (mathematics), one at 9% (Eng Lit) and all others at 7.5% or less. The overall gap for all subjects is 6.3%.
- Reading ages are improving with each year group. Year 11 PP students were, on average, 9 months lower than Non-PP students. In Year 10, PP students were 7 months lower and in Year 9, PP students were, on average, 4 months higher than Non-PP students.
- Additional support offered to PP students, such as pastoral support in school, and academic support, including use of laptops where necessary.
- Breakfast club continues to support students return to school. No charge for this.
- All PP students in year 11 have been purchased revision guides.
- Word of the Week has been continued to support literacy skills.
- Library created to allow students space to loan books from.
- Equipment packs have been put together to support learning.
- Pastoral Briefing continues and has been expanded to allow for discussion between tutors and heads of year.

Next steps: Additional support (academic and pastoral) on an individualised basis for PP students; Staff PP training/whole-school focus. New tutoring system (Yipiyap) introduced to support Year 11 progress.

21-22: reduce the attendance gap of 2.9% between PP vs non-PP students

- At the end of the year, the attendance gap between PP and Non-PP students was 3.95%.
- **Next steps:** Work with the Attendance Officer to ensure rigorous systems are in place for monitoring attendance and acting on concerns.

Reduced % of internal behaviour sanctions for PP students

- Instances of Internal Exclusion seemingly continue to lower, including for PP and SEN students. Each half term, the amount lowers.
- Routine systems and structures often lead to IE for students.

Next steps: Analysis of systems and alternatives that could be used to lower this number without reducing standards. Focused support for students (PP) who have repeat behaviour incidents, including 1:1, small group, counselling or workshops. Explore systems to support students' behaviour. Thrive training and application to Behaviour Hub.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Achieve 3000	McGraw Hill
NGRT Reading Test	GL Assessment
CAT4	GL Assessment
YIPIYAP Tutoring	YIPIYAP

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pastoral support for individuals who required it.
What was the impact of that spending on service pupil premium eligible pupils?	This was not fully utilised by families: this year, service families will be made aware of the support we can provide.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.