



Pupil Premium Report

September 2018

Pupil Premium Funding Report 2017 - 2018

Current National Guidelines

The Pupil Premium Grant is a Government initiative designed to provide additional funding to address potential underachievement of our most disadvantaged children, nominally those who are (or have been) eligible for free school meals (FSM), looked after by the Local Authority or adopted, or from families with parents serving (or having served) in Her Majesty's forces. Schools decide how best to use this funding, but must report, in a transparent manner, how it is used, and evaluate the impact of any actions or initiatives funded by the grant. At UTC Sheffield Olympic Legacy Park, we track the achievement 'gap' between all students and those eligible for Pupil Premium funding. While the number of students receiving free school meals determines much of our Pupil Premium Grant, we are also required to narrow the achievement gap between all the various groups of students. Consequently, we reserve the right to use this funding to address the underachievement of any student, and not just those students who attract it.

Introduction and Purpose

This action plan sets out UTC Sheffield Olympic Legacy Park's current approach to closing any achievement gaps. It also outlines how the UTC plans to utilise the Pupil Premium Grant (PPG) to effectively raise standards of attainment and achievement for all students.

At UTC Sheffield Olympic Legacy Park we recognise the importance of ensuring all students, whatever their background or circumstance, are provided with a relevant education of the highest quality. This will ensure that all our students are equipped with the knowledge and skills they will need to succeed in, and beyond, the UTC.

At the UTC, strategies to close achievement gaps between groups and individuals are an integral part of every lesson, and evident in all areas of the UTC. Within the classroom there is a clear focus on well planned and differentiated lessons that challenge and stretch all students. All staff are entitled to a program of training that allows them to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions.

Currently, 18.67% of our students are supported by Pupil Premium funding.

Aims & Objectives

Key Aims: Closing the Gap

1. To develop a clear direction and focus for Closing the Gap across all areas of the UTC; especially PP students.
2. To embed 'Closing the Gap' across the whole UTC curriculum, using a range of resources and strategies.
3. To raise levels of attainment and achievement and narrow the gap between target groups and individuals; specifically for PP students.
4. To improve knowledge and understanding of Closing the Gap strategies and interventions of staff and to share good practice.

Pupil Premium Funding 2017-2018

Pupil Premium funding is presently regarded as being continuous funding, so many initiatives put in place as a result of this will strongly inform spending in future years. Setup costs for many initiatives represent an initial outlay, but enhanced staffing represents an ongoing financial commitment. Given the evolving nature of the Pupil Premium initiative, funding from one academic year may need to be carried forward to cover some initiatives. The Government's reclassification of Pupil Premium eligibility to cover any students who have been eligible for FSM in the past year has resulted in the UTC receiving £18,700, with 71 (17.4%) students qualifying for the Grant; 20 in Year 9 (20.6%), 30 in Year 10 (28.8%), and 21 in Year 11 (20%). There are 9 in Year 12 (14.7%) and 6 in Year 13 (15.7%). An outline of how the UTC has targeted the spending of this money is shown below. For 2018 – 2019 provisional allocation is £38,335.

Students eligible for Pupil Premium

The PPG per pupil criteria and unit funding for 2017-2018 is as follows:

Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (CLA) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900
Service children, pupils in year groups reception to year 11 recorded as Ever 5 Service Child, or in receipt of a child pension from the Ministry of Defence	£300

How we will use Pupil Premium 2018 -2019 to support students

Category	Provision	Cost
Staffing:	<p>Academic and Pastoral staff to support students to 'narrow the gap', especially in terms of attainment and progress, and Literacy and Numeracy</p> <p>Pastoral staff to support with improving levels of attendance for both qualification and non-qualification activities, with a particular focus on pupil premium students. Year 9 Learning Manager will also support, with the Principal, the transition of students recruited into Year 9 2019 – 2020, with a particular focus on the disadvantaged,</p> <p>Academic staff to support with one to one tuition, small withdrawal classes, counselling and 1-1 tuition</p>	£38,335
Staff CPD training	CPD of Key staff to ensure they remain up to date and aware of all current initiatives and information is disseminated into school through work with TVTSA	£400 specialist support+ £400 cover
Enrichment	To ensure all students with a particular focus on Pupil Premium students are able to access learning inside and outside the classroom through agencies, outside providers and motivational speakers	£2000
Uniform	To ensure all transition Pupil Premium students have access to full school uniform	£2000

Intervention	Selected programmes / intervention to boost learners up a grade to ensure that they either get their Grade 5 in GCSE Mathematics and English, and where necessary in other subjects.	£4,000
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How we used Pupil Premium 2017 - 2018

Provision	Purpose	Cost	Outcomes/Impact	Reason for
Staffing:	Academic and Pastoral staff to support students. To 'narrow the gap', especially in terms of attainment and progress by ensuring improved levels of attendance. This includes one to one tuition, small withdrawal classes, counselling and 1-1 tuition	£4366	Narrow the gap of the attendance of this group	To support student attendance and completion of exams to ensure positive outcomes for August 2018 Progress 8 score for PP -0.63 with national average benchmark 0
Intervention package	Kerboodle programme to boost learners grades to ensure that they either get their Grade 5 English, Science, French and Geography Maths Watch Just Maths GCSE revision guides – e.g. Maths, Geography & Science	£4,231.28 £375 £199 £600	A range of assessment materials including auto-marked tests, self-assessment checklists and a variety of support materials have allowed tutors to track progress of independent study and impact on progress	Resources available for independent study
Post 16 support	Funds are provided to ensure Pupil Premium students are not disadvantaged in terms progression routes and further education	£1850	Year 13 0% NEET and 68% progressed to University	Resources / support available for IAG

Uniform	To ensure all transition Pupil Premium students have access to full school uniform	£1536.95	High standard of business dress	Ensure access to the UTC and sense of belonging and identity
Intervention	The PET-Xi High-5 programme to boost learners up a grade to ensure that they either get their Grade 5 in GCSE Mathematics PET-Xi Geography booster PET-Xi Maths booster	£3,000 £1536 £1152	Ensure students achieve L5+ in the respective subjects	5 / 6 students improved by 1 grade or more in Maths

Impact Statement – Outcomes for 2018 – First year of external results

	Final results
Year 11 Attainment 8 score for the cohort	44.43
Attainment 8 score for PP cohort	38.81
Attainment 8 score for rest of cohort	47.65
Gap	5.92
P8 score for the cohort	-0.42
P8 score for PP cohort	-0.63
P8 score for rest of cohort	-0.31
Gap	-0.21

Strategies for closing the achievement gap

Interventions There are three distinct waves of intervention.

Wave 1 - The effective inclusion of all children in high quality teaching & learning.

To include:

- Differentiation in the class to an individual level
- Literacy support in class ☒ Small group work within the class
- Working with peers of a similar/higher ability
- TA support in class
- Invited to after school sessions
- Practical activities
- Revision guides
- Modelling exemplar materials

Wave 2 - Additional time-limited provision in the form of small-group intervention outside of the normal classroom.

Wave 1 provisions are in place. Wave 2 interventions should be used for students who can be expected to 'catch up' with their peers as a result of the intervention.

To include: Small-group intervention for example after Academy booster classes; holiday revision clubs, withdrawal classes during the Academy day.

Wave 3 - Specific targeted interventions for identified students outside of the classroom.

- Additional time-limited intervention and provision to enhance the progress of identified children.
- This will involve intensely focused teaching activities that tackle fundamental gaps in skills, knowledge and understanding which is preventing progress
- These would usually be conducted on a 1 to 1 basis where the teacher does not expect students to make the expected progress in a group situation.