

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
College	UTC Warrington				
Academic Year	2018/9	Total PP budget	£65,715	Date of most recent PP Review	Sept' 2018
Total number of students	171	Number of students eligible for PP	41	Date for next internal review of this strategy	Jan' 2019

2. Current attainment		
	Students eligible for PP (your college)	Students not eligible for PP (national average)
Progress 8 score average		
Attainment 8 score average	2.8	4.4

UTCW	Pupil Premium	Non Pupil Premium	UTCW In College Gap
% Students achieving 9-5 English	17%	24%	-8%
% Students achieving 9-4 English	20%	43%	-21%
% Students achieving 9-5 Maths	27%	35%	- 8%
% Students achieving 9-4 Maths	37%	37%	0 No Gap
Attainment 8 Score Average	2.3	3.2	- 0.9

UTCW Data	PP	Non PP	Gap	National Data	PP	Non PP	Gap
9-4 in En/Ma	17%	37%	-20%		51%	77%	-26%
9-5 in En/Ma	10%	19%	-9%		31%	58%	-27%
9-7 in En/Ma	0%	2.5%	-2.5%		7%	20%	-13%

3. Barriers to future attainment (for students eligible for PP)

Academic barriers *(issues to be addressed in college, such as poor literacy skills)*

A.	Underachievement at KS3 on entry. Due to a range of factors, the majority of PP students who choose to move to the UTC have not made progress in line with their KS2 start points when baselined on entry. (using GL Assessments which are nationally benchmarked – see data)
B.	Low Literacy Levels on entry Reading age SAS show that our entire cohort are significantly below national averages and the SAS of PP students within that is significantly lower than PP students nationally (see RA assessment scores)
C.	Gender skew on entry As a specialist Science and Engineering College our cohort is gender skewed % Male/ %Female and this is true of the PP cohort % male/% Female. Males nationally make less attainment and progress than Females overall and particularly in English – this is an important contextual barrier for our outcomes when compared to national. (P8 Boys: -0.24/Girls: 0.38. P8DA: -0.40/NonDA0.11)

Additional barriers *(including issues which also require action outside college, such as low attendance rates)*

D.	Low Aspirations and access to social/cultural experiences to aid CIAG Socio and Economic barriers leading to low aspirations and awareness in addition to accessibility to transport, equipment, uniform extra-curricular, clubs, trips, visits and employer engagement events
E.	Low Attendance/High PA Socio economic barriers leading to low attendance rates and continued PA that began in KS2 and 3 (see attendance data)
F.	Negative Behaviours Due to their historic low attendance, underachievement and low literacy levels a large majority of the PP cohort struggle to access the academic/GCSE curriculum and this can lead to negative behaviours and exclusions from college. There is a lack of alternative provision and curriculum support in the local area and it is expensive.
G.	Social/Emotional/Economic factors that affect PP students and their families and incidents of child abuse (over 80% of PP cohort has accessed intensive college support and/or tier 3-4 support from external agencies – see CPOMS reports)

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>	Success criteria
To improve the overall progress and attainment of all students from start point sat UTCW specifically those of PP boys, particularly in English to be in line with national expectations	Current attainment gap of 2.3 PP Boys/3.0 PP Girls reduced. No significant gap between progress of PP and non PP from start points
High levels of progress in literacy for students eligible for pp	Gaps narrowed over time for students eligible for pp
High levels of progress for numeracy for students eligible for pp	Gaps narrowed over time for students eligible for pp
Overall attainment of pp learners in English to be in line with national expectations	GCSE results for English show an increase for 4+ passes and above with discernible gaps narrowed
PP expenditure used robustly to drive up standards and progress across the whole college, systems and procedures embedded to support narrowing the gap of pp v npp students in all year groups	Robust and rigorous pp action plan in place which is regularly audited and leads to improved pp outcomes. All staff aware and confident in terms of pp learners on roll and in class groups
Increase attendance of pp learners across the college in order to meet government attendance expectations of 95%	Attendance of pp learners in line with attendance for the rest of the college with no significant gap between the two. As a minimum attendance needs to meet government expectation of 95%
Behaviour and engagement issues of pp students at risk of fixed term exclusions addressed overtime.	Overall fixed term exclusions for pp students reduced, support strategies embedded with no discernible gap between pp and non pp students
Opportunities for pp students to broaden their horizons and develop employability skills embedded with routes for future destinations made explicit	No discernible NEET gap between pp and non pp students and in line with national expectations

5. Planned expenditure

Academic year

2018 - 2019

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole college strategies.

i. Quality of teaching for all

Intended outcome	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Continuous improvement in the quality and consistency of teaching and learning , assessment and feedback	Bespoke, high-quality T&L CPD provided internally with further external CPD where appropriate	Evidence to support high quality teaching and quality of feedback as principal factors in improving outcomes for pupil premium students	All T&L CPD evaluated for impact by T&L Assistant Principal	KBU	July, 2019
Continuous improvement in the quality and consistency of teaching and learning , assessment and feedback	Improvement in the consistency of marking and feedback which helps to improve progress	Studies find that providing clear success criteria for a piece of work is associated with higher performance.	T&L QA calendar Faculty leaders book sampling Data drops	KBU	December, 2018 April, 2019 July, 2019
Reduced low level disruption in class	Changes to behaviour policy supported by the employment of Behaviour Learning Mentor	Identification, through external monitoring visits and internal student voice, of lost learning through low level disruption	Monitoring and evaluation of behaviour data by Assistant Principal for Inclusion	PRI	July, 2019
Total budgeted cost					£16,000
ii. Targeted support					
Intended outcome	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attitudes to learning in KS4 for identified cohorts	Use of PIXL Horsforth quadrant strategies to support and engage the learning of identified Yr11 students Humanutopia to deliver sessions for each quadrant of students	Internal evidence of the impact of sustained mentoring programmes on student progress and attitude to learning	Analysis of whole college data to measure impact on progress Data tracking to show improvement in attitude to learning – reports	ADO JVR	After each data drop
Raising awareness of career opportunities for pupil premium students and raising aspirations as a result	Additional CIAG interviews/opportunities for targeted and ‘at risk’ pupil premium students	Internal evidence using Gatsby Benchmark tracking	Students identified by Assistant Principal for Employability and Destinations	CHA	September, 2019

Supporting identifies Yr11 students with small group tuition in maths and English	Additional tuition in maths and English through Step up time	Internal evidence from PPE results Identification of students through PIXI V Groups	Students identified and tracked by Assistant Head for T&L and Vice Principal for outcomes Parental engagement to ensure regular attendance and support at home Faculty leaders for maths and English involved in setting direction for intervention	KBU ADO LGA STU	KS4 data collection throughout the year August 2019 exam results
Supporting identified Yr11 students with high quality in class support in maths and English	Employment of high quality TA in maths and English to support learning in key groups	Internal evidence on the impact of high quality TAs working in maths and English with specific students	Progress monitored by Faculty Leaders. TA continually updating skill set	LGA STU HK	KS4 data collection throughout the year August 2019 exam results
Supporting performance of pupil premium students with low reading ages	Increased English curriculum time to allow all students to access Reading Plus Small group reading intervention for student with reading ages of <8 Employment of literacy co-ordinator to support and implement the development of reading for meaning	Internal evidence from GL Assessment reading tests	GL assessment Reading ages testing Internal tracking of reading age improvements	KBU JRI	Reading age retesting data throughout the year Jan 2019 April 2019 July 2019
Total budgeted cost					£29,100.00
Intended outcome	Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved identification of underachieving students with earlier intervention in place	Increased use of SISRA and additional time allocated to Faculty leaders to implement interventions	Internal evidence from underachieving pupil premium students in previous cohort	Regular progress meetings calendared for faculties to review progress data of underachieving students	KBU ADO	Ongoing throughout the year after each data drop

	Revision books to support course content		Use of PIXL V groups to show cross over of underachieving students in maths and English Faculty action plans reviewed and updated Impact statements produced after each round of intervention		
Improved attainment and progress in line with GL baseline	Application of the appropriate PIXL strategies in college including WTM, PIXL Wave, PPE and PLCs	Evidence of impact of PIXL strategies available in national data Internal evidence of impact through data collection	PIXL resources shared with Faculty leaders/departments Vice Principal to hold regular RSL meetings with Faculty leaders to ensure effective implementation of strategies Teaching and Learning QA to look for effective implementation of strategies Regular attendance at PIXL conferences for Faculty leaders Teach-Meet briefing to share good practice	ADO KBU	Ongoing throughout academic year
Improved welfare of vulnerable students	Employment of college Welfare officer and Assistant Principal for Inclusion Use of CPOMs for tracking and collation safeguarding issues/concerns	Internal evidence of the needs of students	Review of pastoral data led by Assistant Principal for inclusion	PRI JC ADO	Ongoing throughout academic year
Improved attendance for pupil premium students	Employment of attendance officer Support from SLA – attendance Reward/Enrichment trips and visits linked to improved attendance	Internal evidence of attendance percentages	Regular review of attendance data from Assistant Principal for Inclusion Reports from SLA	PRI LDE	Ongoing throughout academic year
Improved outcomes for pupil premium students	Vice Principal for Outcomes/Assistant Principal for T&L retain overall responsibility for pupil premium students	Evidence shows the importance of having a member of SLT act as 'pupil premium champion' with overall responsibility for pupil	Regular RSL meetings with Faculty leaders to discuss the progress and attainment of pupil premium students	KBU ADO	July 2019

	College SIP has closing the gap for disadvantaged students as a priority	premium students and their outcomes			
Total budgeted cost					£19,500

6. Review of expenditure

Previous Academic Year	2017/2018
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i. Quality of teaching for all

Intended outcome	Action/approach	Estimated impact: Did you meet the success criteria? (Include impact on students not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Improved outcomes/progress from baseline	To prioritise literacy as a tool to access learning.	Overall P8 Score from Baseline: -0.57 English Progress: -0.61 Maths Progress: 0.28 EBacc Progress: -0.24 Open Progress: -1.45 From their GL start point progress is strong in Maths and separate sciences. English GCSE students came from a very low reading base	Continue the focus on whole college Literacy. Whole college training on Literacy and more focused training where needs are identified. Faculties to promote literacy through SOW, book covers and half-termly piece of extended writing. Continue the Reading plus programme in Y10	£527.15
Improvements in low level disruption and attitudes to learning	To increase capacity within the pastoral team to support students	New behaviour policy has been implemented which resulted in 78% of students with no negative behaviour points	Continue to track and monitor the trends in class removals to support students with their behaviour choices and attitude to learning	£3715.21

Improved outcomes measured against baseline targets in all subjects	To ensure that an appropriate curriculum allows PP students to achieve their full potential, including alternative curriculum provision where appropriate.	Overall P8 Score from Baseline: -0.57 English Progress: -0.61 Maths Progress: 0.28 EBacc Progress: -0.24 Open Progress: -1.45 From their GL start point progress is strong in Maths and separate sciences. English GCSE students came from a very low reading base		£26,325.59
Raising awareness of career opportunities for students and raising aspirations as a result	To deliver excellent Careers Education, Advice & Guidance (CIAG) students and ensure the development of their soft skills.	The appointment of an Associate Assistant Principal for Employability has been successful. He has applied the Gatsby Benchmark self-assessment rigorously and is triangulating evidence robustly to show progress against the resulting action plan. A tracker showing evidence towards Gatsby benchmarks e.g. participation in meaningful work experience, business mentoring by employers, IAG opportunities and employer apprenticeship opportunities as been produced. Leadership of employability has improved and the impact of the new AP is seen in the increased employer engagement and opportunities for young people.	Track and follow up students' access to independent careers advice and guidance, particularly for learners who are currently undecided about their next steps.	£262.50
ii. Targeted support				
Intended outcome	Action/approach	Estimated impact: Did you meet the success criteria? (Include impact on students not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

<p>To narrow the achievement and progress gaps between PP students and their peers at UTC Warrington and to perform above the national average for students in receipt of the Pupil Premium.</p>	<p>Early identification of underperformance against baseline leading to targeted intervention session</p>	<p>DA Overall P8 from Baseline: -0.94 DA English Progress: -0.96 DA Maths Progress: 0.15 DA EBacc Progress: -0.64 DA Open Progress:- 1.92</p> <p>SEN Support Progress: -0.84 EHCP Progress: 0.12</p> <p>From their GL start point the progress score of students in Maths is positive but there was still a gap between DA and non DA students (0.28/0.15)</p> <p>The progress of disadvantaged students showed a gap in their progress compared to non DA students in English, EBacc and Open subjects, but gaps were small, or non-existent in other subjects.</p> <p>Progress of students with an EHCP was good but SEND support progress was weaker. (-0.84 compared to national -0.43)</p>	<p>PP students are under continuous review and scrutiny to try to address any issues before they make an impact on a student's learning and progress Staff are fully aware of the PP students in their class and can put any necessary interventions in place Under-performance of PP students can quickly be identified All staff who teach across all years/abilities to be fully aware of the make-up of the PP cohort in college and have strategies to support them through primarily quality first teaching</p>	<p>£2834.99</p>
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<p>To use regular data entry points and analyse this data to ensure that PP students have targets that are aspirational (in line with their peers) and that they are making at least expected progress towards them.</p>	<p>Staff CPD on how to use SISRA to allow for detailed analysis of PP progress from baseline GL Assessment training to understand target setting</p>	<p>From their GL start point the progress score of students in Maths is positive but there was still a gap between DA and non DA students (0.28/0.15)</p> <p>The progress of disadvantaged students showed a gap in their progress compared to non DA students in English, EBacc and Open subjects, but gaps were small, or non-existent in other subjects.</p> <p>Progress of students with an EHCP was good but SEND support progress was weaker. (-0.84 compared to national -0.43)</p>	<p>Regular RSL meetings have been effective in early identification of underperformance</p> <p>Use of Redbourne data subject packs for Heads of Faculty to discuss progress of PP students</p> <p>Students have baseline targets set from GL progress tests but aspirational targets (MEG) are used to raise challenge for all students</p>	<p>£4200.77</p>
<p>To use targeted interventions in English and Maths to accelerate the progress of PP</p>	<p>Additional staffing allows for smaller class sizes</p> <p>PP students tracked after each data drop and invited to intervention sessions if underperforming against baseline target</p>	<p>DA English Progress: -0.96 DA Maths Progress: 0.15</p> <p>The progress of disadvantaged students showed a gap in their progress compared to non DA students in English, EBacc and Open subjects, but gaps were small, or non-existent in other subjects.</p>	<p>Step up time has been planned into English curriculum time to allow personalised small group intervention.</p> <p>Predicted outcomes for DA students in Year 11 show that progress is in line with non DA students for EBACC and open subjects. There is a gap between DA and non DA subjects in Maths and a gap that is narrowing in English.</p>	<p>£6950.00</p>
<p>iii. Other approaches</p>				
<p>Intended outcome</p>	<p>Action/approach</p>	<p>Estimated impact: Did you meet the success criteria? (Include impact on students not eligible for PP, if appropriate).</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>To reduce Persistent Absenteeism amongst the PP cohort and reduce the attainment gap between them and their peers.</p>	<p>Employment of full time Attendance officer Pastoral team to support with vulnerable students</p>	<p>Attendance is in line with Y10 and Y11 averages nationally Pupil Premium students attendance is higher than the National Average. A process is in place to ensure all students absent on the first day are contacted. A further process is in place to ensure the safety and welfare of students e.g.: home visits, parents to be contacted, LA informed when missing. Attendance in previous colleges was significantly lower for many of our students.</p>	<p>Continue to monitor and improve attendance and punctuality through appointment of a full time attendance and welfare officer. Recognise good attendance and punctuality through college rewards systems Provide support for parents with children who show a resistance to coming into college and look at ways of overcoming these barriers</p>	<p>£1237.00</p>
<p>To support social and emotional development through pastoral support and family liaison/support</p>	<p>Employment of Pastoral support manager Increased capacity in Pastoral team with employment of Progress Leader</p>	<p>Increased engagement with hard to reach families (see cpoms summary)</p>		<p>£12267.98</p>
<p>To ensure all PP students have access to extra-curricular activities, trips and visits as part of their college experience.</p>	<p>Trips and visits planned and offered to all as part of enrichment timetable</p>	<p>Trips and visits have taken place throughout the academic year that has supported academic progress</p>	<p>Y11 PP students have been provided with revision guides as appropriate Funding for trips to ensure that PP students have access to all enrichment opportunities</p>	<p>£1237.50</p>

7. Additional detail

