

**Activate Learning Education Trust**

<b>Report title: Pupil Premium Report</b>	<b>Agenda item reference 09</b>
<b>To: LGB</b>	
<b>Date of meeting: October 2<sup>nd</sup> 2018</b>	
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<i><b>This report is for information</b></i>	

**Pupil Premium Report** - Pupil premium strategy / self- evaluation (secondary) – to be completed by member of SLT with responsibility for PPG.

1. Summary information					
School	UTC Reading				
Academic Year	2018-2019	Total PP budget	£25245	Date of most recent PP Review	June 2018
Total number of pupils	460	Number of pupils eligible for PP	Yr 11 – 12 Yr 10 – 14 Yr 12 – 14 Yr 13 - 10	Date for next internal review of this strategy	March 2019
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average			<b>0.298 (Summer 2018)</b>	97% of schools between -1 and +0.7 (2017 result)	
Attainment 8 score average			<b>51.7</b>	44.6 (2017 result)	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers (issues to be addressed in school, such as poor literacy skills)					
A.	Students arriving at the UTC having not made the expected progress in KS3 in their previous school				
B.	Students often arrive at the UTC with a lack of interest in developing literacy skills.				
C.	Students often arrive with low self esteem and lack of confidence.				
Additional barriers (including issues which also require action outside school, such as low attendance rates)					
D.	Attendance and punctuality rates for PP students for those below (96%). This reduces their school hours and causes them to fall behind on average, however they are making progress but their attainment is lower as they are not in school enough to benefit from high quality teaching.				
4. Intended outcomes (specific outcomes and how they will be measured)				Success criteria	
A.	Improvement in the Progress of all PP students in all subjects so students are reaching their target grades				

<b>B.</b>	All PP students reach a positive destination and have the opportunity to stay on at UTCR through the achievement of grades that meet the entry criteria for post 16 study.	
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**5. Planned expenditure**

<b>Academic year</b>	<b>2018-2019</b>
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improvement in Quality of Progress in all subjects so that progress is in line with targets	To ensure expected progress for students eligible for PPG in all subjects	Disadvantaged groups continue to perform slightly behind non disadvantaged students at UTC Reading. Whilst the gap has closed in 2017 there is still work to do.	Targeted intervention using in house tutors early in the year. Access to online revision tools, GCSE Pod, Access to all online learning materials available through the office 365 system.	SLT	December 2018
To ensure that teachers are aware of the students in their class who are identified as PP and are tilting their lesson preparation towards the disadvantaged	More direct intervention in class before further out of class intervention is required	In many cases, PP students can perform very well and make excellent progress despite challenging circumstances. Teachers must know who these students are and provide motivation and direction to help them achieve	Regular learning walks, audits and student voice panels which will include students in receipt of PPG	SLT	December 2018

					£6000
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<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Intervention groups for PPG in Mathematics and English along with computer science and science so targeted support in lessons. Increase the use of GCSE Pod with these students and ensure effective use of teams	Improvement in Quality of Progress and attainment in L2 Basics to be in line with Students not eligible for PP.	Attainment in English, maths and sciences below non PP students for 5+ in E & M. More specific intervention required to target the higher grades for PP students	Increased external verification on progress and results in English, maths and the sciences. Increased intervention for the PP group specifically and further analysis of the 2018 summer results to make it more specific	NG, CS, ST, GG	March 2019
<b>Total budgeted cost</b>					<b>£7000</b>
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Laptop Provision	To ensure students who are eligible for PPG are able to participate in all activities	UTC Reading student population all use a laptop as this is a standard piece of equipment that all students require.	At the start of the Academic year all PPG students are issued with a laptop.	JS	March 2019
Attendance monitoring	Attendance officer to meet with support staff to monitor PP students attendance	PP student attendance lower than non PP students, raising attendance will increase lesson time and attainment	Weekly attendance monitoring, new attendance policy and regular updates with parents	JT, KJ and JH	Termly
<b>Total budgeted cost</b>					<b>£12000</b>

6. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To ensure expected progress for students eligible for PPG in all subjects	Improvement in Quality of Progress in all subjects so that progress is in line with targets	Targeted intervention has taken place from an earlier point this year with the use of tutor doctor and specific focused intervention within particular subjects. English from AP3 showed signs of underperforming but the use of further in class support, Tutor doctor and a residential visit has brought about improvements in closing the gap. GCSE Pod usage has increased dramatically this year with both students and staff really maximising the use of digital learning platforms to enhance learning experiences.	This approach has been working and will continue but closer monitoring from SLT is required at more regular intervals over the course of the academic year.	
Creating a platform for teachers to embed the TEEP methodologies within the classroom and to share their practice more effectively.	Building on the establishment of TEEP in the classroom using TEEP Level 2 trained staff to lead this.	The TEEP team have worked through staff development to support the staff cohort in developing further TEEP methodologies. This has been further developed by the AP appointed in December to focus on bringing fizz into lessons and developing more structure and organisation into marking and feedback. Student voice sessions have included disadvantaged students in all that have been recorded.	TEEP is now embedded although not fully embedded. We will be continuing with this approach going forward. The need for constant push with learning approach is high. There is always a need for a small number of staff to champion an approach like this	
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

Intervention groups for PPG in Mathematics and English so targeted support in ILT. Increase the use of GCSE Pod with these students but also build on the use of Yipiyap tutors and where possible tutor doctor to improve outcomes	Improvement in Quality of Progress and attainment in L2 Basics to be in line with Students not eligible for PP.	The PP students have achieved well this year and there was some specific intervention this year to help close the gap. The impact has been felt but the Yipiyap tutor was not effective and is something that we will not use again.	This worked well but the intervention groups need to spread wider into the sciences including computer science.	
Targeted Intervention by subject staff to support students in all subjects.	Increased Staffing Provision to support Intervention	This still needs further work, particularly with staff turnover. More information relating to the identification of PP students is required early in the year and more direction to staff as to how to support them better is required.	Intervention does not need to cost. It can be carried out within the classroom effectively and other students can support well. This approach will be continued.	

### iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To ensure students who are eligible for PPG are able to participate in all activities	Laptop Provision	All students in receipt of PPG funding have been supported by providing them with a laptop. This allows access to the full curriculum both in the UTC and out and lasts for the full duration of their studies.	This approach is an absolute must at the UTC. The laptops help to level the playing field for PP students and enhance their learning experience.	£10000
Attendance officer to meet with support staff to monitor PP students attendance	Attendance monitoring	Attendance monitoring is now being complete effectively but the two Assistant principals and reported on regularly to the rest of SLT. Where underperformance is identified, parents are contacted and improvement plans are set accordingly	Attendance monitoring has had a big impact this year and with the addition of the Pastoral support coordinator and the	£5000

## 7. Additional detail

