Scarborough UTC Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2024 academic year) 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	Scarborough UTC
Number of pupils in school	201 (22/23) 254 (23/24)
Proportion (%) of pupil premium eligible pupils	33% (22/23) 24% (23/24)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 year
Date this statement was published	17.11.22
Date on which it will be reviewed	01.07.24
Statement authorised by	Helen Dowds, Principal
Pupil premium lead	Rob Shephard, Director of Engineering
Governor / Trustee lead	Chris White, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,223
Recovery premium funding allocation this academic year	£13,662
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	£64,895

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students should have access to high quality education and that quality teaching and learning is key. We want to ensure that students from a disadvantaged background access the opportunities that other students have and that any barriers to their learning are overcome with targeted support. We intend to support all students so that they can achieve their goals. We particularly focus on Engineering as this is a specialism of our college.

We consider the challenges of all of our students and support them to achieve. The activity outlined in this statement supports the needs of all.

It is shown that high quality teaching is central to this goal of closing the attainment gap between those who are disadvantaged and those who are not.

The use of the 'School Led Tutoring' grant to help students who have been affected by the COVID pandemic and disadvantaged pupils not making expected progress are central to this support. Students who need support to reach their targets in Science, Maths and English will have access to this programme through the employment of external tutors.

The UTC approach will look at personalised strategies to respond to student challenges and learning needs through an incremental coaching approach. It will also look at the whole child and support their personal and academic education with Technical Excellence, Employable Graduates at the centre. Through working with employers, we will raise aspiration, widen opportunities and forge connections with the world of work through a range of work-related learning opportunities. We have a whole college approach where all staff take responsibility for narrowing the gap and supporting our learners.

Challenges

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

Challenge number	Detail of challenge
1.	Absence has a negative effect on the progress of students. The attendance of students from disadvantaged backgrounds is different to that of those from non-disadvantaged. Disadvantaged attendance for 2021/2022 is 80.1% Non-Disadvantaged attendance is 85.8%. Disadvantaged attendance for 2022/2023 is 87.6% Non-Disadvantaged attendance is 89.0%. Current data position whole school in line with national Y9 better than whole school (95.9), Y10 & Y11 (YTD) 92% (93/88.4) gaps are beginning to open National is 93.5% *School SIP reference Review and monitor attendance strategies, incorporating new national guidance, with a view to minimising the impact of persistent absenteeism.*
2.	Due to the pandemic and the significant deprivation faced by some of our students, the achievement gap between non-disadvantaged pupils to disadvantaged pupil had increased in 2021/2022 data to 0.32 (Sisra P8 21/22 exam data). However, following the planned interventions in 2022/2023 the gap has been closed and reversed to 0.25 (SPI 22/23 exam data) this now needs to be sustained. *School DP - 'Utilise the national tutoring programme again, with earlier focus so it can have the same or better outcomes than last year'*
3.	Poor reading ability is a significant barrier to accessing the whole curriculum, and improving this key skill will help students to achieve well in all of their learning. Currently 39.5% of disadvantaged students in Year 11 and 39% of disadvantaged students in Year 10 have a reading age below their chronological age. *School DP - Redevelop the Tutor time curriculum introducing self-efficacy and the big read so as to promote resilience and literacy skills.*
4.	Recognising the challenges that come with deprivation without creating labels to educate pupils through high quality personal development so that they have the tools to deal with challenges such as abuse, neglect and lack of familial support. *School DP - Continue to grow further employer partnerships and deepen the wider curriculum offer further, to enable at least half termly experiences for all young people.*

5.	Student aspiration and access to opportunity has been affected by the pandemic with many students not being able to access the visits and partnerships with professionals due to the restrictions. College commitment to one academic trip or visit per half term. Students cultural capital as a result of the pandemic and the areas of deprivation the pupils come from have been dramatically affected along with aspirations and ideas about future careers. *School DP -* *Continue to grow further employer partnerships and deepen the wider curriculum offer further, to enable at least half termly experiences for all young people.* *SOL review to ensure employer opportunities are clear and explicit.*
6.	Large new intake of students in Y9 and Y10 need to investigate and break down barriers to learning and to then provided targeted bespoke support as soon as possible.

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
Improve reading ages and levels of literacy and communication skills across the college.	Improved reading ages for all students. Students actively reading for pleasure to improve their knowledge and learning.
	Reading tests
	Reading for pleasure / The Big Read initiative embedded across thecollege including a college library.
	Literacy support utilised through year 11 catapult forms and through use of NTP.
	Thinking reading programme (If TA provision allows).
Improve numeracy skills and levels of mathematical thinking across the college.	Improved numeracy skills and mathematics attainment for all students.
	Students able to see mathematical thinking links across all subjects.
	Math's tests
	Numeracy support embedded through year 11 catapult forms and through use of NTP.
	Maths groups set to allow for adaptive teaching.
Improve quality of teaching to ensure that high levels of personalised learning are taking place across the curriculum.	Consistent application of the Conduct for Learning Policy including Language for Learning. Successful deployment and embedding of incremental coaching methods to with foci on metacognition, self-regulation and self-regulated learning being ad-dressed in class teaching across the curriculum.
	Progress plans are in place for all classes that clearly identify interventions in

| | support of high-quality teaching for all students in each teaching group.

All teachers build their expertise and knowledge with regard to addressing student needs through effective application of personalised learning techniques.
The Pupil Premium Bromcom profiles and information is used in conjunction with this expertise.

Teaching improves in most classrooms and therefore students' learning improves.

Students, particularly the most disadvantaged and those with SEND, are making expected progress and therefore achieve targeted outcomes for summer 2024 – continuing trend from 2023. |
|---|---|
| To improve attendance for all pupils, particularly our disadvantaged pupils. | To narrow gap from current attendance levels. To significantly increase the attendance of students from disadvantaged backgrounds.

Continued rigorous enforcement of established attendance procedures through attendance officer.

Embedding of the National Schools breakfast programme.

Use of targeted intervention through the use of Emotion Switch – focus on Y9. |
| To sustain and achieve improved wellbeing and mental health support for students from disadvantaged back grounds | Data from student voice, involvement in enrichment activities and use of emotion switch. |
| Raise aspiration and work readiness amongst disadvantaged students | Completion of work experience

Engagement with project- based learning activities and employer engagement opportunities.

Engagement in educational visits and industrial mentors and speakers.
One visit / speaker per year group per half term. |

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

Budgeted cost: £28,207

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and numeracy support through NTP. Literacy support and development through the big read and reading for pleasure during form time and start of English lessons. Numeracy support through use of setting to facilitate targeted adaptive teaching methods. Assistants for those who are below expected in reading and writing through Thinking Reading Programme – if TA provision allows.	EEF PP and SEN Toolkits Reading comprehension strategies	Toolkit Strand	Education Endowment Foundation	EEF	5,4 2,3,6

2023/2024 Incremental coaching HT foci based on college needs including personalised learning.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction https://arkonline.org/blog/incremental-coaching-all-about-unleashing-excellence-teachers https://www.ambition.org.uk/blog/incremental-coaching-next-big-thing-teacher-development/ Buck, A. (2018) Leadership Matters 3.0. John Catt Educational Ltd. Henshaw, P. (2017) CPD research argues case for 'incremental coaching'. SecEd online http://www.sec-ed.co.uk/news/cpd-research-argues-case-for-incremental- coaching/ Matthews, P. (2017) The power of incremental coaching – improving teaching quality. Professional Development Today, 19.1, 40-50 https://www.tes.com/news/how-incremental-coaching-could-improve- professional-development-your-school	2,6
Work Experience for all students and opportunities to work alongside employers	https://d2tic4wvo1iusb.cloudfront.net/documents/news/Employer_Engagement_in_Education.pdf	1, 5
Pupil Premium profiles on Bromcom – Automatically 'pop up' so all staff can see them	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf Rowland, M, 2021. *Addressing educational disadvantage in schools and colleges.*	2, 6
World Views and Modern issues explicitly taught	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4, 6

Targeted academic support

Budgeted cost: £15,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring sessions, for pupils whose education has been most impacted by the pandemic, by local areas of deprivation and are working below target. This will be in Maths English and Science. A significant proportion of recipients will be disadvantaged (60%)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low at-taining pupils or those falling behind, both one-to- one: One to one tuition | EEF (educationendowmentfoun-dation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069886/Updated_School-Led_Tutoring_Guidance_.pdf	6.7,2 2, 3, 6
The Brilliant Club Programme for Year 10 students who are academically able and from a majority of disadvantaged backgrounds.	https://thebrilliantclub.org/the-scholars-programme/	1,2,5
Maths interventions Through NTP sessions and set groups.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,6
Up Learn for A level Maths		2,4,5

Year 11 Catapult form lead by Maths, English and Science specialists who will deliver intervention in form times.	Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	2,4,5

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

Budgeted cost: £22,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer. This is linked to EEF toolkit that highlights the need to support whole-school strategies to improve attendance, behaviour and readiness to learn.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1,4,6
To provide counselling and well-being support for students including mentoring, sleep and substance support. Use of Emotion Switch and councilor (if applicable)	EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation (eif.org.uk)	1,4,6
Breakfast club	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	1,4,6
Industrial mentors, speakers and visits	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions https://www.suttontrust.com/wp-content/uploads/2019/12/PotentialForSuccess.pdf Rowland, M, 2021. *Addressing educational disadvantage in schools and colleges.*	4,5

Day to day provision supply Provision for revision books, key school equipment such as exam pencil case, pens, calculator.		4,6
Assertive mentoring programme – Extended leadership team	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Rowland, M, 2021. *Addressing educational disadvantage in schools and colleges.*	1,2,4,6
Targeted intervention through Emotion Switch to address attendance and attitudes towards time off school	https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1666980392	1,4,6

Total budgeted cost: £65,867

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 2021 to 2022 academic year.

Students participated in activities to narrow the gap between achievement for all students and disadvantaged students in 2021 – 22. This involved both academic and pastoral and material support for our students in order for them to aspire and achieve in their learning.

Our Pupil Premium plan was interrupted due to staff absence and changes in entering the MAT.
Maths and English intervention groups ran with some great successes and raised pupilks reading ages and mathematical abilities. The college worked with The National Tutoring Programme and worked with online tutors from Teaching Personnel and students from year 11 group had tuition in Maths Science and English. Engagement was affected by the lockdown and internal internet issues.

Disadvantaged students had a year total of 86.1% and non-disadvantaged of 86.4% which are below the expectations set by the college. However, Attendance and positive well-being interventions took place with 10 year 10 pupils in the spring term which had a positive impact on attendance. Over this period this would place it in line with national average attendance for disadvantaged students.

The previously impactful aspiration raising programme, the Brilliant Club (half of the participants are from disadvantaged backgrounds) didn't take place this year due to the aforementioned.

Exam / NEA based attainment for Year 11 show that students from disadvantaged backgrounds achieved a progress 8 score of -0.95, and non-disadvantaged had a progress 8 of 0.18. However from their starting point measured from GL
made progress form their starting points which placed them in the top 10% when compared to national figures with a progress score of +1.10.

Wider strategies we used last year included increased counselling and mentoring in college and access to learning materials by loaning of laptops and learning equipment. Student families were also given food vouchers to support them.

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our Pupil Premium plan was re-launched last year following changes in personnel and in entering the MAT in 2021.

Students participated in activities to narrow the gap between achievement for disadvantaged and non-disadvantaged students in 2022 – 23. This involved both academic, pastoral and material support for our students in order for them to aspire and achieve in their learning. The activities, interventions and resources resulted in the disadvantage gap being closed and reversed – Overall Sisra Subject Progress Index (SPI) 0.19, non-disadvantaged 0.11, disadvantaged 0.36, meaning that our disadvantaged students progressed and performed a quarter of a grade better than their non-disadvantaged peers and nearly 0.4 of grade better than their national peers.

The college worked with the National Tutoring Programme very successfully last year and ran 15 weeks of intervention with year 11 students. Three forty-minute sessions per week led by specialist Maths, English and Science tutors. This worked significantly better than it had the year before with it being face to face. However, the year 11's attendance on the most part was good but requires a change in strategy going forward.
Disadvantaged students had a year total attendance of 87.6% and non-disadvantaged of 89.0% which are below the expectations set by the college. However, Attendance monitoring and responses from the attendance and data manager have worked well and continue to raise attendance.
Positive well-being interventions took place with Emotion Switch for selected Year 9, Year 10 and Year 11 pupils in the spring term which had a positive impact on attendance and aspirations. Over this period this would place it in line with national average attendance for disadvantaged students. The greatest benefit of this programme was seen in new starters (Y9 and Y10) and their 'buy in' to the UTC way, goal setting and how it is different to their previous school.

The previously impactful aspiration raising programme, the Brilliant Club (half of the participants are from disadvantaged backgrounds) was relaunched with 14 Year 10 students where they worked with the University of York on 'The history of early English education and schooling'. Students who took part had the opportunity to see Newcastle University and University of Leeds. 50% of the students who graduated gained a 2:1 or 1st meaning they have the potential to do very well at GCSE and those with a first at A level.

Wider strategies we used last year included assertive mentoring in college, access to learning materials by loaning of laptops and learning equipment along with the very successful and increasingly popular breakfast club.