

## PUPIL PREMIUM STATEMENT

The Pupil Premium Fund (PPF), which is additional to main school funding, is given by central government to schools in order to address the underlying inequalities between disadvantaged students – those in receipt of free school meals (FSM) or looked after children (LAC) – and their peers by ensuring funding reaches the students who need it most.

It is for individual schools to decide how PPF, allocated to schools per FSM student, is spent, since they are best placed to assess what additional provision should be made for the individual students within their responsibility in order to maximise their academic outcomes and enhance personal development, thus removing barriers to learning and breaking the link between deprivation and low attainment.

As well as ensuring that teaching and learning opportunities meet the specific needs of all of our 440+ students, PPF allows us to make appropriate and additional activities, resources and academic & pastoral support to increase attainment and “close the gap” for those students belonging to vulnerable groups.

We recognise that not all students who attract PPF will be socially disadvantaged. We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. Further, within the UTC students often move in and out of FSM. Our PPF Grant will therefore be allocated to support any student or groups of students we identify as being socially disadvantaged and not all students receiving free school meals will be in receipt of PPF interventions all the time.

In the academic year 2015/16 Health Futures UTC received £47,451 and in 2016/17 this rose to £78,540, to support its PP students. This was spent on:

Area of Spend	2015/16	2016/17
The provision of student support services to ensure that educational needs and physical and mental health needs of our most disadvantaged students were met.	£12,000	£31,000
The provision of mentoring by senior leadership and learning company leader staff, particularly where PP students are achieving below their targets.	£8,000	£8,000
The appointment of an Attendance Officer to address issues surrounding absence and punctuality.		£16,000
The provision of teaching assistants to provide increased intervention in English and Mathematics so Literacy and Numeracy attainment and progress increase.	£8,000	
The provision of teaching to provide increased intervention in English and Mathematics so Literacy and Numeracy attainment and progress increase.		£10,153
Allocation of support staff time to Personal Prep sessions, allowing students to complete work in a work-like environment rather than at home; 9am to 5pm as compared with other schools. Some evidence suggests that disadvantaged students benefit from this more than others.	£1,600	£1,600
The subsidy of the purchase of laptop computers which can be used by students coming from homes with financial constraints.	£12,000	£6,000
The subsidy of home to school transport, recognising that many of our students travel long distances to be here.	£6,000	£12,000
The subsidy of non-curriculum related trips transport.	£1,500	£3,100
The implementation of software in mathematics and science to improve learning opportunities and support independent learning. Mymaths and Collins Connect	£2,230	£2,230
Health and career related organisations attending the college to inspire and motivate young people.	£1,000	
Achievement Awards and Educational Visits for some students		£1,400

Student cohorts are variable in prior attainment, potential and behaviour; consequently, year-on-year analysis of the progress of disadvantaged students is difficult, but in-year comparisons are clear. The group of 75 PP students in the 2015-17 cohort achieved less well than their non-PP peers. Attendance and punctuality rates for PP students are also an issue for they reduce their school hours and causes them to fall behind. Additionally, a significant minority arrive with serious safeguarding issues; this, too, impacts on attainment.

PP students are making progress but their attainment is lower as they are not in the UTC enough to benefit from high quality teaching. The 2015/17 cohort results were:

2015/17 Roll 142 Dis. Roll 75	ALL STUDENTS	DISADVANTAGED STUDENTS
Progress Eight Measure	-0.96	-1.1
Attainment Eight Measure	34.8	32.9
Overall Attendance	93.2%	92.8%

It is clear that there is significant work for the UTC and its students to undertake to secure the best possible outcomes for students from disadvantaged groups.

One measure of our UTC's success, however, is that all 100% of Year 11 PP students in 2017 had planned destinations; this compares very favourably with national statistics. SLT regularly review the impact of the measures listed to ensure they represent both value for money and have played a direct role in improving the achievement of students of all abilities. We want to offer high quality teaching and learning to all students to further drive up results and progress for all groups. Opportunities for all teachers to develop expertise, improve pace and challenge will provided, alongside peer observations of teachers and Learning Searches by senior and middle leaders.

Alongside this, we will continue to follow the approach used in previous years, reacting to respond to any change in predicted outcomes as we track the progress of disadvantaged students through their time with us.

Our tracking systems show encouraging trends in both the 2016/18 and 2017/19 cohorts:

2016/18 Roll 134 Dis. Roll 41	ALL STUDENTS 2016/18	PPF STUDENTS 2016/18
Progress Eight Measure	-0.59	-0.66
Attainment Eight Measure	39.49	34.92
Attendance of 2015/17 cohort	91%	90%

2017/19 Roll 111 Dis. Roll 39	ALL STUDENTS 2017/19	PPF STUDENTS 2017/19
Progress Eight Measure	-0.06	-0.10
Attainment Eight Measure	41.37	38.0
Attendance of 2015/17 cohort	91%	90%