



## Pupil Premium Plan 2017/18

The pupil premium is additional funding which is allocated to schools on the basis of the number of students who have been eligible for free school meals (FSM) at any point over the last 6 years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

Students eligible to receive the funding are in 4 groups:

- Those entitled to free school meals (FSM)
- Those who have been entitled to FSM during the last six years (Ever 6)
- Children in care or look after (LAC)
- Services Children

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals and their wealthier peers by ensuring that the funding to tackle disadvantage reaches the pupils who need it most.

At Health Futures UTC, the funding is used for academic and extra-curricular activities. The overall aim is to ensure that the funding is used to rapidly narrow the gaps in identified progress and attainment, and to all ensure that all students have the opportunity to partake in activities that contribute to their wider learning opportunities.

During the academic year 2017/18, **53** students in year 10 (**44%**) and **67** students in year 11 (**46%**) qualify for the Pupil Premium grant.

## PURPOSE OF THE PUPIL PREMIUM PLAN

- The purpose of this plan is to outline how we will ensure that the Pupil Premium grant allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged students and their peers.
- As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our students. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged students covered by the Pupil Premium.
- We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on a school's website.
- Section 9 of this regulation requires schools to publish on their website *'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those students at the school in respect of whom grant funding was allocated'*.
- Through this plan we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

Planned Expenditure					
Academic Year	2017/2018 Total Pupil Premium Grant: £133,000				
i. Quality of teaching for all					
Desired outcome	Chosen 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?
A. Raise achievement of Pupil Premium students at a faster rate, narrowing the gap which exists between them and their Non Pupil Premium peers	High quality first teaching, supported by professional use of external consultants	"Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice."	Professional Learning to reinforce key strategies to raise achievement	RGR	Lesson observations Work sampling (Oct 2017; April 2018) Teaching & Learning Reviews (Autumn, Summer) Subject progress reviews (Spring)

<p>B. Levels of literacy will increase, narrowing the gap between Pupil Premium and Non-Pupil Premium students</p> <p>C. Teaching will ensure that Pupil Premium students are engaged and participating, leading to increased rates of progress</p>	<p>Whole school assessment, marking and feedback strategy</p> <p>Revise Raising Achievement Plans to ensure they identify specific barriers to learning with targeted interventions Pastoral and engagement leads Head of Year/LSA</p>	<p>(Supporting the Attainment of Disadvantaged Pupils, DfE, March 2015) Professional</p> <p>“Marking is a central part of a teacher’s role and can be integral to progress and attainment. Written responses offer a key way of providing feedback to pupils and helping teachers assess their pupils’ understanding. Previous research suggests that providing feedback is one of the most effective and cost-effective ways of improving pupils’ learning. The studies of feedback ... found that on average the provision of high-quality feedback led to an improvement of eight additional months’ progress over the course of a year.” (A Marked Improvement, EEF, April 2016)</p> <p>“[Effective schools] seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs.” (Supporting the Attainment of Disadvantaged Pupils, DfE, March 2015)</p>	<p>Professional Learning (September INSET) to present strategy; early monitoring to ensure system is in place across all subjects and Key Stages.</p> <p>Consultation with Middle Leaders on Raising Achievement Plan format</p> <p>Extra support to students and families through pastoral team. Interventions and monitoring of pupils behaviour/attendance /progress</p>	<p>RGR</p> <p>JHA</p>	<p>Lesson Observations Work sampling (Oct 2017; April 2018) Teaching &amp; Learning Reviews (Autumn, Summer) Subject progress reviews (Spring)</p> <p>Achievement Data Lesson observations Line Management Meetings SLT Raising Achievement Meetings (Monthly) Monitoring behaviour log. Sanctions and rewards.</p>
<p><b>TOTAL COST</b> <span style="float: right;"><b>£82,000</b></span></p>					

**ii. Targeted Support**

Desired outcome	Chosen 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?
<p>A. Raise achievement of Pupil Premium students at a faster rate, narrowing the gap which exists between them and their Non Pupil Premium peers</p> <p>C. Teaching will ensure that Pupil Premium students are engaged and participating, leading to increased rates of progress.</p> <p>D. Pupil Premium students will be positively engaged in education, with a further reduction in the instances of be Fixed Term Exclusions</p>	<p>Year 11 English and maths intervention registration groups</p> <p>KS4 Numeracy Intervention</p> <p>1:1 meetings with parents/carers Interventions After school activities PAC/YOGA</p>	<p>Generic mentoring has had little impact on students’ achievement, whereas subject specific mentoring in had a positive impact, with students making more progress than their peers during the course of the intervention.</p> <p>“Pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualifications, and subsequently enjoy a fulfilling and rewarding career” (DfE: Reading: The Next Steps, March 2015)</p> <p>Literacy testing in school shows that a disproportionate number of disadvantaged students have low standardised scores, suggesting that literacy is a significant barrier to learning.</p> <p>Patterns in KS4 outcomes show that key numeracy skills need to be secured at KS3.</p> <p>“[Effective schools] seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs.”</p>	<p>Informed by review of data discussed with consultant associate; careful selection of students; clear registration programme</p> <p>Use of assessment data to identify specific gaps in knowledge and skills to be addressed in short, focused interventions.</p> <p>Early identification of students in need of intervention Monitoring of impact of intervention in place</p> <p>Attendance data Student feedback</p>	<p>HODs</p> <p>MCO TRA</p> <p>MRA</p>	<p>Learning walks and data collection</p> <p>Lesson observations Work sampling (Oct 2017; April 2018) Line Management Meetings Students’ Literacy Data (Standardised Scores)</p> <p>Students’ Literacy Data (Standardised Scores)</p> <p>Lesson observations Achievement Data</p> <p>End of Academic Year</p>

	Work experience/ outside agencies To work with staff and students	(Supporting the Attainment of Disadvantaged Pupils, DfE, March 2015)			
	Intervention and Seclusion	“[Effective schools] seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies. These schools tend to provide both individual support for pupils that have very specific learning needs, and group support for pupils with similar needs.” (Supporting the Attainment of Disadvantaged Pupils, DfE, March 2015)	Early identification of students in need of intervention Monitoring of impact of intervention in place	JHA RGR	Achievement Data Attendance Data Attitude to Learning Data Behaviour/ Exclusion Data
	LSA’s to work with targeted subjects students	“The typical deployment and use of TAs, under everyday conditions, is not leading to improvements in academic outcomes...There is emerging evidence that TAs can provide noticeable improvements to pupil attainment” (Making Best Use of Teaching Assistants, EEF, Spring 2015)	SEND has delivered CPD to ensure effective use of LSA’s in lessons; use of achievement data to identify students in need of support	RGR	Achievement Data Lesson Observations Learning Walks Intervention impact data
<b>Total Cost</b>					£15,000

iii. Other approaches					
Desired Outcomes	Chosen 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?
<p>A. Pupil Premium students will be positively engaged in education, with a further reduction in the instances of behaviour leading to Fixed Term Exclusions</p> <p>B. The proportion of students who are persistently absent will reduce and overall attendance of PP students will rise</p> <p>C. Raised aspirations of Pupil Premium students</p>	<p>Focus on attendance Heads of Year monitoring behaviour and students placed on reports Outside agencies used to work collectively with pupils</p> <p>See school action plan for attendance protocol. Meetings with outside agencies and agreements put in place Monitoring and 1:1 sessions Travel Costs Financial support to ensure wider participation</p>	<p>“[Successful schools] realise the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the pupil premium in raising standards.” (Supporting the Attainment of Disadvantaged Pupils, DfE, March 2015)</p> <p>“Successful schools have a clear vision for what all their pupils will achieve through high quality teaching, with an ethos that reinforces aspiration and attainment for all.” (Supporting the Attainment of Disadvantaged Pupils, DfE, March 2015)</p> <p>Surveys</p>	<p>Strategic monitoring and plan to improve attendance</p> <p>Surveys will be used to identify students in need of further interviews and guidance</p>	<p>WGO/ MBR</p> <p>RGR</p>	<p>Weekly attendance report Meetings between Heads of Year and Attendance Officer Line management meetings (MBR) Attendance Data</p> <p>Impact students were able to attend school on time as travel cost were met.</p> <p>Destination report Destinations surveys/tracking information</p>

	Introduction of SISRA		Respond to parental requests for support; offer support where finances may be a barrier Promote participation with targeted students and parents/ carers Set Focus Group on SISRA/SIMS to allow monitoring of impact on achievement	RGR	Record of support; provision map to be updated termly  Evaluation of individual programmes: student voice, achievement data, attendance
<b>Total cost</b>					£21,000

<b>iv. Resources and extra-curricular</b>					
<b>Desired Outcomes</b>	<b>Chosen action / approach</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>
Barriers to inclusion are removed for all students	Trip and visits are funded	Students feel confident when in groups with their peers and are subsequently empowered to achieve	PP students individually approached to ensure that they are participating	JHN/Z CL	Student voice (student surveys)
	Equipment: Classroom necessities: stocked pencil cases, workshop starter kits etc.	Inclusion and equality are promoted; students feel prepared and able to learn	Through form tutors checking equipment each morning	RGR	Student voice (student surveys)
	Equipment: Revision guides, text books etc.				
	School uniform, PE kit, bags etc.				
<b>Total cost</b>					<b>£15,000</b>