Pupil premium strategy statement 2024-27

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	UTC Warrington
Number of pupils in school	273
Proportion (%) of pupil premium eligible pupils	Y10 – 40.08% Y11 – 40.25%
Academic year/years that our current pupil premium strategy plan covers	3 year plan
Date this statement was published	November 2025
Date on which it will be reviewed	1st Review Date: October 25 2nd Review Date: October 26 Final Review Date: October 27
Statement authorised by	Head of College C Hatherall
Pupil premium lead	Jo Rigby
Governor / Trustee lead	John Patterson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,493.17
Recovery premium funding allocation this academic year	
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	£95, 493.17

Part A: Pupil premium strategy plan

Statement of intent

At UTC Warrington, our intention is that all pupils, irrespective of their background or the barriers they face, make strong progress and achieve high attainment across the curriculum.

As a University Technical College, we are committed to preparing students to be career-ready, equipped with the technical, academic and essential personal skills required to succeed in industry. We aim to ensure that all students, including those who are disadvantaged, progress into sustained and positive post-16 destinations.

High-quality teaching lies at the heart of our approach. Our strategy prioritises the areas where disadvantaged pupils require the greatest support, recognising that effective classroom practice has the greatest impact on closing the disadvantage attainment gap. This focus will benefit all learners in our school, ensuring that while disadvantaged pupils make accelerated progress, the attainment of non-disadvantaged pupils is also sustained and improved.

Our approach is responsive to both common challenges and individual needs, and is rooted in robust diagnostic assessment rather than assumptions about disadvantage. The strategies we implement are designed to complement one another and support pupils to achieve their full potential.

To ensure our approach is effective, we will:

- Use diagnostic assessment, including reading ages, CAT scores, progress assessments and PASS surveys, to identify barriers to learning and target support effectively.
- Ensure that disadvantaged pupils are consistently challenged through high-quality curriculum planning and teaching.
- Act early by intervening as soon as need is identified.
- Adopt a whole-school approach, where all staff take responsibility for the progress and outcomes of disadvantaged pupils and maintain high expectations for their achievement.
- Diminish differences against national indicators and eliminate in-school variation in outcomes for disadvantaged pupils.

Through this strategic approach, we aim to ensure that disadvantaged pupils develop the knowledge, skills and confidence required to succeed academically and thrive in their future careers.

Our intent is that all pupils, irrespective of their background or barriers they face, make good progress and achieve high attainment across the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	**Underachievement at KS3 on entry, supported by GL Assessment data/CAT data.** Due to a range of factors, the majority of disadvantaged students who choose to move to the UTC have not made progress in line with their KS2 start points when baselined on entry.
2	**Low Literacy levels across KS4 for low attaining disadvantaged pupils, supported by NGRT ages scores.**
3	**Lack of aspiration and awareness of career opportunities for pupil premium students.** Our Assessments suggest that the data from GL Assessment PASS survey highlights the following as barriers to learning. • Self Regard as a learner • Perceived Learning Capability • Confidence in Learning
4	**Our data indicates that disadvantaged students have a lower attendance.** Which results in widening gaps in knowledge. Therefore, we will focus on Improving attendance and Persistent Absenteeism amongst disadvantaged students.
5	**GL Assessments/PASS Survey/CPOMS data identify social and emotional issues for pupils, such as anxiety and low self esteem. This also equates to a low level of purpose and aspirations.** This is partly due to the long isolation periods through the COVID pandemic. Including loss of learning and lack of social interactions.

	These challenges impact all pupils but particular affect our disadvantage pupils.
6	**Pupil Premium families are often less equipped/feel less informed to assist their child's progress in school. Less Engagement with school.**
7	**Pupil Premium families often have less secure financial positions than others, creating instability for students in school which can be a barrier to learning**.

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
Improved Outcomes Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	• By 2025/26 KS4 outcomes demonstrate that the gap between disadvantaged students and NPP students is closing.
Literacy Development Reading ages for pupil premium students are at least at their chronological age, in order to access and benefit from a full and challenging curriculum at KS4. • This is supported by a 3 Wave approach to Disciplinary Literacy and catch up to ensure all students read well, write well, speak well. Both teaching staff and support staff are trained in Lexonik, Bedrock and reading strategies	• Closing the gap between PP and NPP students, in terms of reading ages being above age-related expectations, to below 10%. • PP students identified as below age related expectation on entry make rapid progress from their starting points, as a result of Lexonik Leap, Advance, Bedrock • By the end of KS4 PP students with SEND, can read at functional level as a minimum standard. • GL/CATs/Bedrock assessment data demonstrates clear accelerated progress for students by summary testing, resulting in a diminished difference between PP and NPP students achieving above average outcomes. • Students' literacy and written work is of a consistently high standard and serves as an accurate record of their learning and achievements, as evidenced in work scrutiny.
Continued Professional Development A continued focus on bespoke CPD to continually develop the skills of existing teachers and those new to the profession, so that the curriculum offer is high quality teachers are skilled at closing gaps in learning	• A programme of CPD, including specific focus on developing teacher subject knowledge, is informed by evidence based research, including EEF foundation, TLAC. • CPD is bespoke to staff at each stage of their career and development. • All staff have clear knowledge of who PP students are in their class, can articulate their learning needs and provide targeted support where need is identified.

	• All pupil premium students will be identified on Bromcom and teacher seating plans. • DDI is used consistently across the college to identify and close gaps in learning • All staff access, analyse and prepare student profiles to ensure an awareness of literacy capabilities. Student profiles will be utilised during development and review activities. • Books, assessments and lessons demonstrate that students know more and remember more. • Students articulate a clear learning journey, over time in every subject. • Student voice is positive, articulates challenge and engagement both in and outside the classroom. • Students make accelerated progress that is better than that expected of them at their stage in their education. This will be demonstrated by a narrowed gap in PP and NPP progress and attainment at GCSE • QA will show the impact of CPD, lesson study and bespoke coaching upon PP students' learning and progress, including subgroups.
Attendance Attendance gap of PP students and non-PP student to reduce. PP attendance to be in line with all students nationally.	• Attendance mentors work effectively to mentoring, monitored attendance of focus groups, • Improvement demonstrated through closing of the gap for the school year 2024/2025 so that attendance of PP students is in line with non-PP students and whole school attendance is above 94%, national average and attendance for the previous academic year.
Widening Participation Enhance students' learning experiences in and beyond the classroom as an integral part of personal development.	• % of PP students achieving UTC 100 is in line with NPP • Positive GL Assessment PASS Survey

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 50,876

Activity	Evidence that supports this approach https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	• Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support. • Use of early identification of students through GL Reading Assessments. • Intervention in curriculum for Lexonic Leap programmes.	1,2
Continuous improvement in the quality and consistency of teaching and learning through Bespoke, high-quality T&L CPD provided internally with further external CPD where appropriate	• Evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. CPD will focus on • Checking for Understanding using MWB and Academic marking • Modelling, Effective Professional Development | EEF	1,2
CPD to support low levels of literacy and raise literacy standards within all subjects Lexonic Leap	Provides CPD with recommendations related to reading, writing, talk, vocabulary development and supporting struggling students. Emphasise the importance of disciplinary literacy. Disciplinary literacy is an approach to improving literacy across the curriculum. Emphasis on disciplinary literacy makes clear that every teacher communicates their subject through academic language, and that reading, writing, speaking and listening are at the heart of the curriculum	1,2

	• Priority 1- Provide Targeted Vocabulary instruction in every subject • Priority 2 – Develop students' ability to read complex academic texts. • Priority 3- Breaking down complex writing tasks • Priority 4- Provide opportunities for structured talk. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	
Focus on Improving Literacy of PP cohort through NPQLTD projects.	UTC Warrington supporting high quality teaching and Professional development is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3,4,5
Provision of online learning to support home/after school learning through Century Tech	Evidence effective distance learning and online learning approaches and summarise information on practices used to support and improve learning for students who are not able to attend classrooms. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/remote-learning-for-pupils	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *35,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed

To provide independent home learning materials.	Provide with resources and increase opportunity for online digital support for students. Students to access these resources beyond the classroom. • Revision guides • Kerboodle • Century Tech • Reading materials • Laptops https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1,6
Reading support/ 1:1/Small group intervention.	Students identified through assessments will follow Lexonic Leap/Advance programme. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1,2
Academic interventions	Students may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	1
Employment of Targeted support Manager for Progress • Help students to develop independent learning skills and manage their own learning • Deliver high quality one-to-one and small group support using	Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	

structured intervention		

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal Development programmes/Drop down days	Through our Skillbuilder PSHE programme and Personal development programme we will provide opportunities for students to develop in. Employability skills Health and Well being Relationships Living in the Wider world This will also include the continuation of STEM Saturdays, UTC Warrington being open one Saturday morning a half term. This will provide students the opportunity to develop technical skills beyond the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning	3,4,5
Exam Success workshops	Development in cogitative science have demonstrated the science of learning. Sharing their knowledge with students will allow them to identify most effective way to help them learn and achieve better outcomes.	5,6,7
Employer Engagement in Education/Careers	UTC Warrington will provide Career days, Employer projects, master classes, and employer assemblies throughout its curriculum. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/employer-engagement-in-education https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education	3,4
To increase parental engagement across aspects of school life	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes	4

	Effective parental engagement can lead to learning gains of +3 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	
Employment of Targeted support officer for Attendance • Dedicated time to support attendance and punctuality. • Breakfast club	DFE have outlined principles underpinning an effective whole school strategy for attendance, which requires commitment from every member of the school community. Working together to improve school attendance - GOV.UK (www.gov.uk)	4
To ensure all students are able to continue to attend trips/visits	Development of cultural enrichment Identified as one aspect of closing the gap in attainment. Curriculum design to allow students the opportunities to experience cultural enrichment and learning beyond the classroom https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/915619/Research_to_understand_successful_approaches_to_supporting_the_most_academically_able_disadvantaged_pupils.pdf	3,4,5
UTC 100 to develop Cultural Capital		

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 2024 to 2025 academic year.

The Pupil Premium (PP) funding for the 2024–2025 academic year was directed towards several key strategies aimed at improving the attainment and overall progress of disadvantaged pupils. Our initiatives included targeted interventions, one-to-one tutoring, and social-emotional support programmes designed to close the attainment gap between disadvantaged pupils and their peers.

Recent assessment data indicates that progress has been made in narrowing a number of attainment gaps between disadvantaged and non-disadvantaged students. While historically disadvantaged pupils have lagged behind their peers, current outcomes show encouraging improvements in core subjects.

In Mathematics, disadvantaged students have made slightly stronger progress from baseline than non-disadvantaged students. Current progress data shows -0.03 for disadvantaged students compared with -0.07 for non-disadvantaged students, indicating that disadvantaged students are now marginally outperforming their peers.

A similar trend can be seen in English, where the progress gap has also closed. Disadvantaged students currently have a progress score of -0.69 compared with -0.72 for non-disadvantaged students, again showing disadvantaged pupils performing slightly ahead of their peers.

Alongside these improvements in academic progress, wider indicators such as pupil engagement and attendance have also shown positive developments. These outcomes suggest that the school's focus on high-quality teaching, targeted academic support, and wider pastoral provision is beginning to have a measurable impact.

However, while these improvements are encouraging, continued focus remains essential to ensure sustained progress and further improvements in attainment. Moving forward, the school will continue to prioritise evidence-informed strategies, including those aligned with EEF guidance, to maintain momentum and ensure that disadvantaged pupils achieve outcomes in line with, or above, their peers.

Attendance

	PP	Non PP

2024-25	81.6	82%
2023-24	74%	78%

In 2024-2025, Year 10 PP attendance exceeded that on Non PP students. This was an exceptional achievement through the focused work of the attendance team. Whilst this is a remarkable achievement, we still need to drive this towards improving the figures

Externally provided programme

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional Activity

Considering this year pupil premium strategy, we have evaluated which strands of previous strategies have worked.

Supporting these strategies, we will have a range of activities that include a co curriculum offer to improve attendance, behaviour and wellbeing. Activities may include Cadets, and STEM Saturdays.

UTC Warrington will continue our CIAG programme, consisting of employer fairs and employer projects which aim to boost student's aspirations.

UTC Warrington will continue with its personal development programme and external agencies including School Nurse and Mental Health Team.

Strategy Planning

We have triangulated this assessment with teacher feedback, parent feedback, and book scrutiny. We are using a range of assessments to identify key areas to implement the most effective intervention strategies.

These include,

- GL Assessments, CAT score indicators
- Reading Age Assessments
- PASS Survey (Pupils attitude to Self and School Survey)
- Teachers assessments
- FFT Data (prior data)

We have used the EEFs guidance to support and develop in our Pupil Premium strategy.

https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium

https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability