

# Pupil premium strategy statement 2023-24



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	278
Proportion (%) of pupil premium eligible pupils	Y10 – 45% Y11 - 44%
Academic year/years that our current pupil premium strategy plan covers	3 year plan
Date this statement was published	September 2022
Date on which it will be reviewed	1 <sup>st</sup> Review Date: Dec 2022 2 <sup>nd</sup> Review Date: Sept 2023 Final Review Date: September 2024
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	£68,828
Recovery premium funding allocation this academic year	£18,354
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£87,182

# Part A: Pupil premium strategy plan

## Statement of intent

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

At UTC Warrington we work towards preparing our students to be career-ready with the necessary technical, academic and softer skills to succeed in industry; ensuring all students progress into positive destinations.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Assessment from, reading ages, CAT scores, progress tests and PASS survey to identify where support and early intervention is needed.
- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- To diminish the difference against national indicators and eliminate in-school variation for all PP groups

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Underachievement at KS3 on entry, supported by GL Assessment data/CAT data.</b></p> <p>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.</p> <p>Typically, on disadvantaged students have below average CAT score entry.</p> <ul style="list-style-type: none"> <li>• Cohort 2020 –Mean SAS Scores 90.12</li> <li>• Cohort 2021 – Mean SAS scores 95.01</li> <li>• Cohort 2022 – Mean SAS scores for disadvantaged students 93 compared to 95 for non-disadvantaged.</li> <li>• Cohort 2023 – Mean SAS scores 91.0</li> </ul>
2	<p><b>Low Literacy levels across KS4 for low attaining disadvantaged pupils, supported by Reading ages scores. This has increased due to COVID.</b></p> <p>On entry, 2021 cohort of student's data suggests</p> <ul style="list-style-type: none"> <li>• 55% of students have a reading age score below their age.</li> </ul> <p>2022 data suggests</p> <ul style="list-style-type: none"> <li>• 59 % of our disadvantaged students reading below their chronological age (compared to 56% of all students)</li> <li>• 25% of disadvantaged students have a reading age below 10years old.</li> </ul> <p>2023 data suggests</p> <p>56% of disadvantaged students reading below their chronological ages</p>
3	<p><b>Lack of aspiration and awareness of career opportunities for pupil premium students.</b></p> <p>Our Assessments suggest that the data from GL Assessment PASS survey highlights the following as barriers to learning.</p> <ul style="list-style-type: none"> <li>• Self Regard as a learner</li> </ul>

	<ul style="list-style-type: none"> <li>• Perceived Learning Capability</li> <li>• Confidence in Learning</li> </ul>
4	<p><b>Our data indicates that disadvantaged students have a lower attendance.</b> Which results in widening gaps in knowledge. Therefore, we will focus on Improving attendance and Persistent Absenteeism amongst disadvantaged students.</p> <p>2021-2022</p> <ul style="list-style-type: none"> <li>• Whole school - 87%</li> <li>• Disadvantaged attendance data - 83.7%</li> <li>• National Average data- 89.3</li> </ul> <p>2022-2023</p> <p>Whole college – 84.7%</p> <p>Disadvantaged Attendance – 78%</p>
5	<p><b>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.</b></p> <p>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.</p>
6	<p><b>Pupil Premium families are often less equipped/feel less informed to assist their child’s progress in school. Less Engagement with school.</b></p>
7	<p><b>Pupil Premium families often have less secure financial positions than others, creating instability for students in school which can be a barrier to learning.</b></p>

## 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 attainment among disadvantaged pupils across the curriculum at the end of KS4	<p>From 2021 data from Progress from baseline Score for disadvantaged students is 0.01 below that of the National Average 0.13.</p> <p>By 2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve attendance in line with their peers.</p>

<p>Improved reading comprehension/Literacy levels/Reading Ages among disadvantaged pupils</p>	<p>GL Assessments Reading Age test scores show a reading age gap amongst disadvantage pupils and non- disadvantage pupils. Average reading age score of Disadvantaged students on entry – 12y 3month</p> <p>25% of PP Students below 10years With every cohort we should see recognise progress in reading ages. This should disseminate into recognised improvement in lessons through book scrutiny. Improved technical/examination vocabulary within lessons.</p>
<p>Improve numbers of students into 6<sup>th</sup> form and positive destination including STEM/Healthcare pathways</p>	<p>Increase number of disadvantage students moving onto L3 qualifications.</p> <p>Increase number of disadvantage student destinations into STEM and Healthcare qualifications, apprenticeships and employment.</p> <p>Reduce the number of NEET students.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>From 2021/22 data Attendance Disadvantaged attendance was. 83%</p> <p>By 2024/25 the outcomes for attendance will be in line with National data.</p>
<p>Positive GL Assessment PASS Survey</p>	<p>Comparison of GL Assessment PASS survey.</p> <p>Personal develop programme/Intervention to target students with specific barriers to learning.</p> <ul style="list-style-type: none"> <li>• Self Regard as a learner</li> <li>• Perceived Learning Capability</li> <li>• Confidence in Learning</li> </ul> <p>Survey retaken July 22/Jan23</p>

## 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: £ 22,751

Activity	Evidence that supports this approach <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<ul style="list-style-type: none"> <li>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support.</li> <li>Use of early identification of students through GL Reading Assessments.</li> <li>Intervention in curriculum for Lexonic Leap programmes.</li> </ul>	1,2
Attendance Strategy 23	<ul style="list-style-type: none"> <li>Employment of a further attendance mentor to increase capacity in raising attainment of our PP students.</li> <li></li> </ul>	4
<p>Continuous improvement in the quality and consistency of teaching and learning through Bespoke, high-quality T&amp;L CPD provided internally with further external CPD where appropriate</p>	<p>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.</p> <p>CPD that has a focus on;</p> <p><b>Cognitive strategies</b> include subject-specific strategies or memorisation techniques such as methods to solve problems in maths.</p> <p><b>Metacognitive strategies</b> are what we use to monitor or control our cognition, for example checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task.</p>	1,2
CPD to support low levels of literacy and raise	Provides CPD with recommendations related to reading, writing, talk, vocabulary development and supporting	1,2

<p>literacy standards within all subjects</p> <p>Lexonic Leap</p>	<p>struggling students. Emphasise the importance of disciplinary literacy.</p> <p>Disciplinary literacy is an approach to improving literacy across the curriculum.</p> <p>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</p> <ul style="list-style-type: none"> <li>• Priority 1- Provide Targeted Vocabulary instruction in every subject</li> <li>• Priority 2 – Develop students’ ability to read complex academic texts.</li> <li>• Priority 3- Breaking down complex writing tasks</li> <li>• Priority 4- Provide opportunities for structured talk.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	
<p>Focus on Improving Literacy of PP cohort through NPQLTD projects.</p>	<p>UTC Warrington supporting high quality teaching and staff Professional development is pivotal in improving children’s outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>1,2,3,4,5</p>
<p>Provision of online learning to support home/after school learning</p>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/remote-learning-for-pupils">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/remote-learning-for-pupils</a></p>	<p>1</p>

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide independent home learning materials.	<p>Provide with resources and increase opportunity for online digital support for students. Students to access these resources beyond the classroom.</p> <ul style="list-style-type: none"> <li>• Revision guides</li> <li>• Kerboodle</li> <li>• Seneca</li> <li>• Reading materials</li> <li>• Active Learn</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	1,6
Reading support/ 1:1/Small group intervention.	<p>Students identified through assessments will follow Lexonic Leap/Advance programme.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	1,2
COVID Recovery/ Gaps in Knowledge/ Academic interventions	<p>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.</p> <p>These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p>	1
<p>Employment of Targeted support Manager for Progress</p> <ul style="list-style-type: none"> <li>• Help students to develop independent learning skills and manage their own learning</li> </ul>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	



<ul style="list-style-type: none"> <li>Deliver high quality one-to-one and small group support using structured intervention</li> </ul>		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal Development programmes/Drop down days	<p>Through our Skillbuilder PSHE programme and Personal development programme we will provide opportunities for students to develop in.</p> <p>Employability skills Health and Well being Relationships Living in the Wider world</p> <p>This will also include the introduction 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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</a></p>	3,4,5
Exam Success workshops	<p>Development in cognitive 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.</p>	5,6,7
Employer Engagement in Education/Careers	<p>UTC Warrington will provide Career days, Employer projects, master classes, and employer assemblies throughout its curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/employer-engagement-in-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/employer-engagement-in-education</a></p>	3,4

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</a>	
To increase parental engagement across aspects of school life	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes</p> <p>Effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	4
<p>Staff training on implementation of new procedures.</p> <p>Employment of Targeted support officer for Attendance</p> <ul style="list-style-type: none"> <li>• Dedicated time to support attendance and punctuality.</li> <li>• Staff recruitment</li> <li>• Breakfast club</li> </ul>	<p>DFE have outlined principles underpinning an effective whole school strategy for attendance, which requires commitment from every member of the school community.</p> <p><a href="http://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p>	4
To ensure all students are able to continue to attend trips/visits	<p>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</p> <p><a href="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">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</a></p>	3,4,5

**Total budgeted cost: £ 51,751**

## 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 2020 to 2021 academic year.

#### *2022 Results -Overall progress from baseline*

*The outcomes from 2022-23 show that disadvantaged students made progress in line with all students in the college. In mathematics', progress made by disadvantaged students exceeded that of the cohort.*

*In the year 2022-23, the progress of all students across the college was not in line with previous year however, PP students performance was in line with their non disadvantaged peers in Maths. PP progress exceeded that of Non Disadvantaged in Geography. In science, PP made significantly less progress than ND peers.*

	<b>2021_22</b>		<b>2022_2023</b>	
	<b>PP</b>	<b>ALL</b>	<b>PP</b>	<b>ALL</b>
<i>Overall progress from baseline</i>	<b>0.14</b>	0.18	-0.87	-0.78
<i>English progress from baseline</i>	<b>0.88</b>	0.89	-0.65	-0.68
<i>Maths progress from baseline</i>	<b>0.88</b>	0.76	-0.22	-0.04
<i>Science progress from baseline</i>	<b>0.77</b>	1.00	-1.00	-0.68
<i>Geography</i>	<b>1.41</b>	1.44	0.21	0.06

*Progress during 2022\_23 was heavily impacted by a higher than usual number of PA student with EBSA. As a result of this, we have invested in further attendance officers and a targeted programme aimed to prevent entrenched EBSA.*

## Externally provided programm

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
Study Skills	Elevate Education

## 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?	UTC Warrington supported service students through paying for travel expenses  Laptops were also provided for services students, so they can access online learning Microsoft Teams throughout lockdown. Students also had access to digital online learning resources.
What was the impact of that spending on service pupil premium eligible pupils?	No loss learning throughout lock down, they were able to access remote learning and online lessons.

## 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, Duke of Edinburgh 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>