



Pupil Premium Strategy Statement: Lincoln UTC

1. Summary information					
School	Lincoln UTC				
Academic Year	2016/17	Total PP budget	£19,635	Date of most recent PP Review	August 2016
Total number of pupils	219	Number of pupils eligible for PP	31	Date for next internal review of this strategy	Jan 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015/16 only)	57.1%	64.7%
% achieving expected progress in English / Maths (2015/16 only)	58.3% / 84.6%	75.8% / 73.4%
Progress 8 score average (from 2016/17)	-0.01	0.12
Attainment 8 score average (from 2016/17)	53.07	52

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy skills of students entering Year 10 are lower for most pupils but significantly for pupils eligible for PP, which prevents them from making good progress in Key Stage 4.
B.	Many high attaining pupils, most of whom are eligible for PP, have made less than expected progress at Key Stage 3 and enter the UTC behind expectations. This prevents sustained high achievement through Key Stage 4.
C.	The attainment gap that exists between PP students and non-PP students nationally needs to be closed – the expertise of UTC staff needs to be developed to ensure this can improve year on year.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	The extended day means that students cannot easily complete homework or revision, do not develop effective independent study skills and so they require smart tools to enable access and immediate feedback on progress.
4. Outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Year 10 pupils eligible for PP.	Pupils eligible for PP in Year 10 make more progress by the end of the year than 'other' pupils so that at least 40% exceed progress targets and 100% meet expected targets. Other pupils still make at least the expected progress. This will be evidenced using baseline GL assessment tests and English written assessments in September, March and June.
B.	Improved rates of progress across KS4 for high attaining pupils eligible for PP.	Pupils eligible for PP will be identified as high attaining from KS2 levels / raw scores and we will note the progress made in KS3 to see if this has followed expected developments. These pupils will make as much progress as 'other' pupils identified as high attaining, across Key Stage 4, so that 70% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments will put in place wave 1 interventions, monitored by Heads of Departments and the Vice Principal.
C.	The attainment gap is narrowed between UTC PP and national non-PP students.	The UTC successfully engages with the 'Achievement for All' programme, resulting in: closing the achievement gap between PP and all students nationally; expanding leadership capacity; developing our relationships with parents; developing students' self esteem, confidence, resilience and aspirations.
D.	Effective revision tools are created, all pupils and particularly those who are PP complete extensive revision and GCSE outcomes are improved.	All students engage with SAM Learning, complete upward of 10 hours per subject of out-of-college revision and this has a positive impact on their study skills and GCSE outcomes in Summer 2017.

5. Planned expenditure					
Academic year		2016/17			
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?
<p>Action 1</p> <p>A. Improve Year 10 literacy progress.</p> <p>B. Improve progress for high attaining pupils.</p>	<p>CPD on reading comprehension strategies for relevant teachers.</p>	<p>We want to offer high quality teaching to all these pupils to drive up results. An External Consultant has been selected to deliver bespoke CPD for departments, which will offer a combination of pedagogical knowledge and subject knowledge – which has been identified by the EEF as a critical activity for literacy improvement.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/</p> <p>This will involve both the external contributor and peer support, which is are said to be effective in the Teacher Development Trust research review on professional development.</p>	<p>Consultant and course materials selected using evidence of effectiveness. Monday afternoon CPD session identified in line with CPD and QA cycle.</p> <p>Peer observation of attendees' classes after the course, to embed learning with feedback of strengths and areas for further development.</p> <p>Head of English to drive this work once in post (Jan-17) and develop accordingly in line with observation feedback.</p>	<p>External, Consultant / Head of English</p>	<p>Dec 17 (External Consultant)</p> <p>Mar 17 (Head of English)</p>
<p>Action 2</p> <p>A. Improve Year 10 literacy progress.</p> <p>B. Improve progress for high attaining pupils.</p>	<p>Timetabled reading activities for all students, two times per week, for a total of 60 minutes.</p>	<p>As a predominantly boys college, we find that many students are reluctant readers. We know that reading is vital to improve outcomes – see DfE publication, 'Reading: the next steps':</p> <p>https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/409409/Reading_the_next_steps.pdf</p> <p>Using a range of literacy sources, including books, magazines and problem solving activities, all staff will encourage students to find a way of engaging in reading that sparks their interest and in turn develops their reading skills.</p>	<p>Complete baseline testing with Y10 on entry. All mentors to work closely with students to identify engagement levels in reading, aspects they like/dislike and to find methods of initial engagement.</p> <p>Reading Lead to support mentors to check reading materials are appropriate for students' reading ages and find new reading materials where students are struggling to engage. Additional materials will be purchased to support the programme.</p> <p>Head of Key Stage to engage with parents where students are very reluctant in order to provide home-UTC support.</p> <p>Head of English (from Jan-17) to conduct reading tests to identify improvements made and gain student/mentor feedback as to engagement with reading resources.</p>	<p>Principal / Head of English</p>	<p>Dec 17 (Principal)</p> <p>Mar 17 (Head of English)</p>

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>Action 3</p> <p>A. Improved Year 10 literacy progress.</p> <p>B. Improved progress for high attaining pupils.</p>	<p>Staff training on high quality feedback to be delivered by SLE.</p>	<p>We want to invest some of the PP funding to create longer-term change which will help all pupils. Many different evidence sources (including Johan Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the UTC. This will focus specifically on effective assessment of writing for a purpose.</p>	<p>Course selected using evidence of effectiveness and discussed with SLE. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in UTC feedback policy, reviewed in June 2017. Evaluation of CPD through moderation and assessment grades.</p>	<p>Vice Principal / Head of English</p>	<p>Jan 17</p> <p>April-17</p>
<p>Quality of teaching for all: total budgeted cost</p>					<p>Action 1: £500</p> <p>Action 2: £500</p> <p>Action 3: £6,000</p> <p>Total: £7,000</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?
Action 1 A. Improved Year 10 literacy progress.	Small group provision of 'Reading Solutions' for students in Y10 and 11 who have not made expected progress in KS3 or are lower ability.	Some of the students need targeted literacy support to catch up. This is a programme that has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Data tracking of these students to show impact of the programme. Teaching Assistant CPD for TAs delivering 'Reading Solutions'. SENCo to liaise with parents of targeted children.	SENCo	Jan-17 June-17
Action 2 B. Improved progress for high attaining pupils	Weekly group sessions in Maths for high-attaining pupils with HOD or equivalent.	We want to provide extra support to maintain or re-promote high attainment. Small group interventions with highly qualified staff are known to be effective. We will combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Engage with parents and pupils before intervention begins to address any concerns. Track data in Maths at 3 key points, December, March and June. HODs & VP to observe sessions and provide feedback / support.	Head of Maths	Jan-17
Action 3 B. Improved progress for high attaining pupils	Engage in 'The Brilliant Club' for high achieving pupils.	We have worked with 'The Brilliant Club' for the last two years and have proven evidence that it serves to raise aspirations, develop literacy and oracy skills and develop confidence.	The lead teacher will work with the Pupil Premium Coordinator to ensure that suitable students are selected for the programme. Parents will be fully engaged and sessions will be carefully timetabled to ensure full attendance. Formal reviews will be conducted at the start and end of the programme to ensure the project has achieved its desired outcomes.	Head of Science	Jun-17
Targeted support: total budgeted cost					Action 1: £2,000 Action 2: £500 Action 3: £2,000 Total: £4,500

iii. Other approaches					
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?
Action 1 A. Improve Year 10 literacy progress. B. Improve progress for high attaining pupils. C. Close the attainment gap.	Engagement with the 'Achievement for All' programme.	The UTC has chosen to engage with the 'Achievement for All' programme as it has a proven track record in raising student attainment, particularly for PP students, in a way that creates whole-school development which is measured and sustained over time. It has shown to close the achievement gap between PP and all students nationally, expand leadership capacity, develop relationships with parents and develop students' self esteem, confidence, resilience and aspirations. We have chosen this programme as it will help all staff to engage, develop their practice and provide a sustainable, cost-effective model.	The programme is well structured and extensive support is provided to ensure that the UTC can engage fully and in a timely manner. The project will be launched in Jan-17 and the Vice Principal and SENCo will work together to ensure that this project is fully implemented. Regular reviews will be held with AfA staff to ensure we are meeting milestones and expectations.	Vice Principal / SENCo	April-17
Action 2 A. Improve Year 10 literacy progress. C. Improve progress for high attaining pupils. D. Develop independent study skills.	Create SAM Learning revision packages for all Key Stage 4 students to enable them to independently engage with revision and develop their study skills.	Research evidence from the Fischer Family Trust has shown that students who use SAM Learning achieve an average of two GCSE grades higher than expected with as little as 10 hours of SAM Learning during the course of the academic year. The UTC has tried to develop online, home revision tools for students in-house but the time required to set them up and monitor progress is costly and difficult to manage. This tool will allow bespoke revision to be created, set and monitored without additional work being placed on staff.	The Pupil Premium Coordinator will work with a lead teacher from each department to ensure suitable revision programmes are created for Years 10 and 11. Pupil progress will be monitored by the Data Officer and fed back to teaching staff. Students who are below flight pathway at each termly assessment will be directed to specific activities to increase their rate of progress and fill in knowledge/skill gaps. Parents will be actively involved in the launch and monitoring of the programme. Whole UTS rewards will be given for exceptional progress and performance.	Pupil Premium Coordinator	April-17
Other Approaches: total budgeted cost					Action 1: £2,500 Action 2: £5,400 Total: £7,900
Total budgeted cost					£19,400