

## Pupil premium strategy statement – Lincoln UTC

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

| Detail                                                                                                          | Data                                            |
|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| Number of pupils in school                                                                                      | 396                                             |
| Proportion (%) of pupil premium eligible pupils                                                                 | 23% (92 out of 396)                             |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 3                                               |
| Date this statement was published                                                                               | 25 <sup>th</sup> Nov 2022                       |
| Date of review #1                                                                                               | 24 <sup>th</sup> Nov 2023                       |
| Date of review #2                                                                                               | 25 <sup>th</sup> Nov 2024                       |
| Date of the next review                                                                                         | 24 <sup>th</sup> Nov 2025                       |
| Statement authorised by                                                                                         | S Hamer – Principal                             |
| Pupil premium lead                                                                                              | M Newton – V Principal<br>D Chung – A Principal |
| Governor / Trustee lead                                                                                         | G Gibbs                                         |

### Funding overview

| Detail                                                                                                                                                                                                                                                                                                                                    | Amount                                                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Pupil premium funding allocation this academic year                                                                                                                                                                                                                                                                                       | Apr 24 - Mar 25: £75,048<br>Apr 23 - Mar 24: £69,500<br>Apr 22 - Mar 23: £66,805 |
| Recovery premium funding allocation this academic year                                                                                                                                                                                                                                                                                    | £0                                                                               |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024. | £75,048 + £0                                                                     |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>                                                                                                                                                        | £75,048                                                                          |

## Part A: Pupil premium strategy plan

### Statement of intent

At Lincoln UTC, we aim for all our students to develop a passion for learning, irrespective of their backgrounds or prior attainments. Our PP students are no different. We want them to appreciate and enjoy the opportunity to learn with us, and achieve in line with other students, reducing performance gaps to 0. We recognise that there are barriers for many PP students, and we are dedicated to removing these, allowing access to every opportunity within Lincoln UTC.

In the key performance measurements: 5+En&Ma, Attainment8 and Progress8, there is a significant gap nationally between PP students and 'other' students. The 2024 results show that the gaps in all these key performance indicators to be better at Lincoln UTC than the national average figures.

#### Progress8 (National)

**PP: -0.57**

**Non-PP: 0.16**

#### Progress8 (LUTC)

**PP: -0.13**

**Non-PP: 0.09**

#### Attainment8 (National)

PP: 34.5

#### Attainment8 (LUTC)

**PP: 43.8**

#### En&Ma at grade 5+ (National)

PP: 25.8%

#### En&Ma at grade 5+ (LUTC)

**PP: 41.9%**

Our focus for all PP students is rooted in two basic expectations and principles: attendance and class size.

Each year, our attendance figures compare favourably with national. Our attendance data is based on KS4 and KS5 whose attendance is typically lower than students in KS3. Despite this, our attendance is excellent. In 2023/24, our attendance was 96.8% whereas the national figure was 92.6%, as a result we have the overwhelming majority of PP students in lessons all the time. There was no significant difference in the attendance between our PP and 'other' students.

When students are in lessons, they are rewarded with a student to teacher ratio that presently, in KS4, is 24:1. This is much lower in KS5. This allows teachers to support students on an individual basis allowing more contact time for each member of the class.

Beyond these two priorities, we deploy a range of strategies outlined in this document to support and develop our PP students to achieve the very best outcomes that they are capable of.

This document is supported across all departments within the UTC as well as being supported through key actions that can be seen in the school development plan.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                           |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | <b>Poor student attendance can negatively impact on student progress. If the students are not at school, they cannot learn.</b> Our approach to attendance ensures that parents are empowered to encourage excellent attendance, and that students are present consistently throughout the year.                                                                                              |
| 2                | <b>Low student engagement within lessons can prevent learning.</b> The reduction of students in each class will allow teachers to engage with more students more of the time. Also, high quality and purposeful extra-curricular activities enhance students' learning experience and allow them to apply their learning in real life context.                                                |
| 3                | <b>A low reading and literacy level can prevent access to the full curriculum and impede a student's understanding and progress.</b> The differentiated reading/ literacy programmes that we implement support students' development in this key area, allowing for better access to the specialist curriculum that is delivered.                                                             |
| 4                | <b>A lack of understanding and misconceptions within the curriculum can lead to poor performance.</b> We support students by providing them with revision clubs, revision materials and small group tutoring throughout the academic year.                                                                                                                                                    |
| 5                | <b>Students with social emotional and mental health needs often underperform</b> due to a lack of confidence and engagement. Students are still affected by the aftermath of the pandemic. We support students by allocating key workers and, where needed, a counsellor.                                                                                                                     |
| 6                | <b>Students who are not given the appropriate access arrangement support to complete examinations and assessments will underperform.</b> We conduct tests with any student that is observed needing additional provision. Also, we purchase additional IT equipment, reading support programme and provide high quality CPD to our staff to ensure that students' potential can be fulfilled. |

## 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                                                                                                                                                                                        |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| High levels of progress in literacy for year 10 students eligible for PP. | Students eligible for PP and have also been identified as having literacy and reading difficulties be able to access the full GCSE curriculum. At least expected progress is made in all subject areas. |

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| Students eligible for PP participate in a range of extracurricular and enrichment opportunities, developing as confident learners.                                                   | Increased opportunities offered to students that supplement the curriculum, build resilience and develop a range of 'soft' skills. Student and parental surveys indicate positive influence on the students, both in academic studies and personal development. |
| High levels of attainment for KS4 and KS5 students eligible for PP. As a result, the attainment gap is narrowed between PP and non-PP students.                                      | Students eligible for PP should achieve at least their expected progress by the end of KS4 and KS5, with their attainment in line with the national figures. Students make as much progress as non-PP students by the end of KS4 and KS5 in all subject areas.  |
| Effective revision tools are developed and implemented for all students. Students eligible for PP complete extensive revision activities and GCSE outcomes are improved as a result. | All students engaged with revision in and out of school. The GCSE outcomes in summer 2025 continue to improve as a result of revision / parental engagement workshops, as well as individualised and tailored support.                                          |
| Maintenance of attendance in KS4 and KS5 that is higher than the national average resulting in minimal absence for PP students:<br>Target attendance - 96%+                          | Absence rates remain below national figures.                                                                                                                                                                                                                    |
| More PP students to further their studies at Lincoln UTC.<br><br>All PP students have a destination when leaving the UTC.                                                            | A three-year trend showing increased PP student numbers continuing their studies following BTEC, T-level or A-level pathways. The NEET numbers of our PP students when leaving school to be 0.                                                                  |

### 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: £84,050

| Activity                                                                                                                                      | Evidence that supports this approach                                                                                                                                                                                                                                                          | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Smaller than average class sizes in year 10 / 11 allow for a greater staff / student contact time than would normally be seen.<br><br>£83,300 | The development of high-quality teaching is the most important lever schools have to improve students' attainment, including for disadvantaged pupils.<br><br>With reduced class sizes, staff members are able to concentrate their efforts on the needs of fewer students in each classroom. | 2                             |
| Staff training to ensure that all teachers are aware of the needs of PP students.<br><br>£750                                                 | Teachers that know who their PP students are can more effectively support their needs.                                                                                                                                                                                                        | 2                             |

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

Budgeted cost: £62475

| Activity                                                          | Evidence that supports this approach                                                                                                                                                                                                                     | Challenge number(s) addressed |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Small group tutoring: 1:3 with NTP tutors.<br><br>£13,500         | The catch-up funding for the NTP programme from the government has ceased in the academic year 2024-25. As a school, we acknowledge the benefit of additional, intensive small group support to students' learning.                                      | 4                             |
|                                                                   | Our HoDs and subject specialists in Science, English and Mathematics collaborate with our NTP tutors to ensure that the content of these planned sessions are explicitly linked to the curriculum and any gaps in knowledge shown in recent assessments. | 4                             |
| Reading Plus, Claroread and other 'targeted reading intervention' | In order to better identify any reading/ literacy gap with our new cohort of students, the UTC invests in the NGRT                                                                                                                                       | 3                             |

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| <p>£4000 Reading Plus<br/>£1025 NGRT<br/>£2600 Claroread<br/>£3000 Differentiated literacy interventions<br/>£300 Book club</p> | <p>programme which provides a standardised baseline for our students and compare to the national performance.</p> <p>Based on the NGRT data, a small, targeted group of year 10 students who have been identified as having reading and literacy difficulties to be given an opportunity to receive targeted reading and communication interventions for 2 lessons a week. Currently, this represents 15% of the cohort.</p> <p>Led by the VP and the subject leader of English, the SEND team work with a number of students in KS4 to support their development of reading/ literacy through the Reading Plus programme.</p> <p>To encourage reading for pleasure, additional money has been allocated to support the school's book club. The UTC purchases a reading book that the students would like to read and the reading sessions are supported by both staff members and our KS5 students.</p> <p>In summer 2024, the UTC also invests in a computer based reading intervention programme, Claroread, which aims to support students access the reading materials.</p> | <p>3</p> |
| <p>Examination arrangement support:</p> <p>£3000 Assessments<br/>£5000 TA access support</p>                                    | <p>Students receive extra time, a scribe, a reader, the use of a laptop for a number of reasons.</p> <p>An increasing number of students whose needs were not assessed in their previous settings and thus have been denied the support, may not perform as well as their 'other' peers.</p> <p>The UTC continues to invest to support all students who require additional needs by:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>6</p> |

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|                                                                                                                 | <ul style="list-style-type: none"> <li>Updating the school laptops to facilitate students who are entitled to word process their assessments</li> <li>Arranging alternative small rooms and additional invigilators for students during exam seasons</li> <li>Working closely with the specialist teacher from Lincolnshire County Council to conduct assess arrangements testing for our students who may require additional support.</li> </ul> |   |
| Support for underachieving students with SEMH<br><br>£4950 Counsellor<br>£1000 Meetings<br>£22100 Additional TA | Many of our students and their families, even now, have been adversely affected by the pandemic and the subsequent lockdowns as well as more recently with the cost of living crisis.<br><br>These students often need increased personal support from the SEND team as well as our school counsellor.                                                                                                                                            | 5 |
| Easter and May half term revision club<br><br>£2000                                                             | Extended school time such as targeted half term revision can positively impact on student attainment. Sessions within the half term break will be well structured by and linked to the curriculum. These sessions will be delivered by the UTC staff.                                                                                                                                                                                             | 4 |

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

Budgeted cost: £20,500

| Activity                                                                                                                                                                     | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Visits to university and industrial settings to raise aspirations.<br><br>£4000 - University visits<br>£2000 - Industrial visits<br>£1500 - careers advice/ business lunches | Extracurricular activities are an important part of education. Visits to university and other educational establishments can increase engagement in learning and raise students' aspirations.<br><br>During the UTC's regular student voice activities, our students have highlighted the visits as an important part of their learning experience and appreciated the various opportunities being offered to them. | 2                             |

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|                                                                                                                                                                                     | <p>They are able to make connections with what they have learnt in the classroom to the industries.</p> <p>The UTC continues to strengthen the good relationships with our industrial partners and we regularly organise business lunches, invite guests to give career advice and special assemblies for our students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |       |
| <p>Extracurricular sporting activities, theatre visits and Outward bound courses for PP students</p> <p>£5000 for sports coaching and<br/>£5000 facility hire and activity cost</p> | <p>Extracurricular activities and visits and adventure courses are an important part of education. These make a positive impact to support the learning and the social, emotional and mental health well-being of our students.</p> <p>In addition to improving students' engagement within the UTC and further promoting the excellent working relationships between students and staff, these activities help build students' resilience, develop a range of key skills, including communication, teamwork and leadership skills.</p> <p>Although lacking sports facilities on site, the UTC acknowledges the importance of sports and its benefits of supporting staff and students' physical and mental well-being. The UTC has an established relationship with a local sports provider, and has extended the sporting activities, such as table tennis, yoga and badminton offered to our KS4 students within the curriculum.</p> | 2 & 5 |

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| <p>First day absence calls and home visits from the Attendance and Behaviour Officer</p> <p>£3000</p> | <p>Parental communication and engagement to improve attendance is essential.</p> <p>The attendance at Lincoln UTC is excellent (&gt;95%). This is, in part, due to our steadfast approach to contact parents on the first day of their child's absence.</p> <p>When needed, the ABO/ VP/ DDSL/ HoKS will visit the home in order to develop a working relationship with students and their parents. Parents have reported to the ABO that home visits can be positive in raising aspirations and attendance with students, especially those whose attendance at their previous school was poor.</p> | 1 |
|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|

**Total budgeted cost: £ 167,300**

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

In 2024, the progress 8 measure for our PP students is -0.13 and for our non-PP students, it is +0.09. The performance gap of our PP to non-PP students is 0.22. Lincoln UTC has continued to narrow the gap in the progress made by our PP and non-PP students. Nationally, the progress 8 gap in 2024 has widened between PP and non-PP students (PP: -0.57; non-PP: +0.16, a gap of 0.73).

In terms of grades 5+ in both English & mathematics, there is a nearly 10% increase in this key performance indicator attained by our PP students compared to 2023 (2023: 33%; 2024: 42%). These results significantly outperform the national figures of 26%.

Finally, The attainment 8 measure in 2024 for our PP students is 43.8. This is slightly below the 49.8 attained by the non-PP students. However, our PP students, on average, attained nearly one grade above in each subject they studied when compared to the attainment of the PP students nationally (LUTC: 43.8; National: 34.5).

All the key measurements indicate that the targeted English and mathematics interventions and a better staff to students ratio continue to be effective and maximise the learning experience for all our students. Also, this suggests that all our students (PP and others) are well supported to access the full curriculum offered at the UTC.