

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Health Futures UTC
Number of pupils in school	98 (KS4) 81(KS5)
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 (only one year as we are moving into a multi academy trust for September 2022 and the strategy is likely to change with the change in pupil intake).
Date this statement was published	31 st December 2021
Date on which it will be reviewed	1 st September 2022
Statement authorised by	Ruth Umerah
Pupil premium lead	Rebecca Griffith
Governor / Trustee lead	Robert Till

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,885
Recovery premium funding allocation this academic year	£6,815
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	£51,700

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, regardless of their background, will engage fully with their learning and make good progress across the curriculum.

Our pupil premium strategy has been created to address the gap present between disadvantaged and non-disadvantaged students. The strategy will be used to support the disadvantaged students in narrowing that gap with their peers regardless of ability, prior attainment or need. We will focus on the challenges that the previous 2 years of disrupted learning have posed for those most vulnerable and outline the strategies we will use to support their needs.

The focal point of any pupil premium strategy is the need to provide quality first teaching for all students, both those who are disadvantaged and their non-disadvantaged peers, and this is the key to the success of this strategy.

Regular and robust assessment will be used to assess the success of this strategy, along with quality professional development for all staff involved in delivering quality first teaching. To ensure the effectiveness of this strategy we will:

- Identify early on the bespoke challenges faced by disadvantaged students
- Work to reengage the disengaged
- Ensure all staff take responsibility for improving the outcomes of disadvantaged students and raise expectations.

Challenges

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

Challenge number	Detail of challenge
1	Lost learning through Covid19 lockdowns and isolation <ul style="list-style-type: none">- Prior to joining the school we have little information about the quality of education the students received during the periods of lockdown from their previous schools and their level of engagement.- On initial baseline and progress assessments we identified that literacy levels were particularly low for a number of disadvantaged students.
2	Lack of resources at home to support with learning outside of the classroom

	<ul style="list-style-type: none"> - The majority of our disadvantaged students have no access to an appropriate device at home to complete homework or online learning. Mobile phones are often the only electronic device available, which fails to support many resources for students. Where there is a laptop in the home this is often shared with other siblings or parents. Other resources not available at home for some disadvantaged students include printers, papers, pens and a quiet study space.
3	<p>Attendance and punctuality</p> <ul style="list-style-type: none"> - The reliance on public transport and distance from school results in high levels of absence and/or lateness to school for some disadvantaged students. Our observations show that poor attendance and punctuality are negatively impacting the progress of some disadvantaged students. - Disadvantaged students are often called upon by parents to support with the childcare of younger siblings or family members – this results in lateness to school by dropping siblings at other schools, absence to look after younger siblings or relatives and inability to attend enrichments or after school activities.
4	<p>Poor parental engagement</p> <ul style="list-style-type: none"> - Parental engagement with school can be poor from some parents of disadvantaged students. Attendance at parents' evenings is always below average. Response rates to communication is often low and in some instances simply ignored. - When attempting to ascertain the wellbeing needs of both students and parents following the pandemic we have been faced with resistance and refusal to engage.
5	<p>Maths teaching</p> <ul style="list-style-type: none"> - Staff retention and absence in the maths department has significantly impacted on the overall progress of the students in maths. This has had a more significant impact on the progress of disadvantaged students. Staff retention is key to the quality first teaching required to ensure the attainment gap is narrowed.
6	<p>Lack of ambition</p> <ul style="list-style-type: none"> - Some disadvantaged students have little or no knowledge of what their aspirations could be or where to look for advice and guidance. They have not had the exposure to possible future careers or aspirations and so lack the ambition or resilience to strive for the best.

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 students across the curriculum, with a key focus on maths	By the end of this academic year, disadvantaged students will make at least expected progress from baseline in maths.
Improved and sustained attendance and punctuality among disadvantaged students	<p>Improved attendance will be demonstrated by:</p> <ul style="list-style-type: none"> - Payments of travel subsidy for those with 95% attendance or above - The overall attendance rate for students with poor attendance to increase by 2% <p>Improved punctuality being demonstrated by:</p> <ul style="list-style-type: none"> - A reduction in late detentions for disadvantaged students
Improved reading ability and literacy among the disadvantaged students in KS4	<p>Improved reading and literacy will be demonstrated by:</p> <ul style="list-style-type: none"> - Reading age tests will show a significant improvement of 2 years at the end of this academic year for students identified as needing a reading age intervention. - Reading will be embedded in all tutorial sessions - Literacy will have a key focus in all lessons which will be measured through deep dives and student voice.
Improved ambition and engagement of the disengaged disadvantaged students	<p>This will be demonstrated though:</p> <ul style="list-style-type: none"> - A reduction in behaviour points of identified disadvantaged students - Positive feedback from student voice - Improved parental engagement at parents evening by 10%

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: £30,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of LSA's, attendance officer and head of key stage 4</p>	<p>LSA's provide small group and one to one sessions which shows evidence of having the greatest impact on student outcomes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions)</p> <p>An attendance officer ensures that there is a continued and consistent focus on attendance. With this being their primary responsibility it allows for other pastoral roles to focus their interventions.</p> <p>Head of key stage 4 has a continuous focus on trying to improve parental engagement which has been shown to improve attainment by 4 months of engagement is successful. They also ensure that the needs of the disadvantaged students is explored and reported back. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement)</p>	<p>2, 3, 4</p>
<p>Developing an effective and sustainable literacy strategy and reading intervention.</p> <p>Investment in reading intervention training to target the weakest readers.</p>	<p>It is key to ensure that the literacy skills are supported and nurtured so that students can access the complex concepts they will come across in each of their KS4 subjects: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Good quality reading interventions can have a significant impact on the reading age/ability of those who take part. Boosting Reading at Secondary has shown in previous years to have a high impact with students improving their reading age from 12 months to 2 years in the space of the 10 week programme: https://www.educationworks.org.uk/what-we-do/reading-support/boosting-reading</p>	<p>1</p>

CPD investment to ensure professional development across subjects	All those involved in the quality first teaching of students must be prepared and understand the impact that good literacy has on student progress.	
Retention of maths specialist teachers to ensure that quality first teaching is achieved in maths. The appointment of a subject lead in maths with a TLR Investment in LSA support in maths lessons to support the least able	Consistency and quality first teaching is key to progress for all students. A subject lead in maths ensures an oversight of the curriculum and progress of all students. LSA support in lessons has minimal impact but deploying the LSA's to work with small groups has been shown to have a more significant impact.	5

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

Budgeted cost: £10,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in learning and revision resources for all disadvantaged students and how to effectively use these in their	Quality and worthwhile homework can have a positive impact on student progress. That which is linked to their learning in lessons has the biggest impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 2, 5, 6

<p>own time. These resources will be used in lessons as well and then homework is based around these resources.</p>		
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>

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

Budgeted cost: £10,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investing in an empowerment programme for specific students identified and disengaged or lacking in confidence and</p>	<p>Historical evidence from this programme showed a significant reduction in behaviour incidences of students enrolled in this programme (education empowerment programme) https://sister2sister.org.uk/programmes</p>	<p>6</p>

<p>aspiration. Predominantly the students identified for this programme are disadvantaged.</p>		
<p>Investing in the local authority inclusion support services to support the behaviour and needs of our students. Predominantly these services will focus on the social, emotional and mental health needs of our most vulnerable students. Work includes assessment, reports and interventions.</p>	<p>Disadvantages students often have weaker social and emotional learning capability and so focusing on these areas can have a positive impact on their progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1-6</p>
<p>Contingency fund for acute/unexpected issues</p>	<p>Based on our past experiences and the ever changing face of education we have determined that a small amount of the PP funding is not allocated to specific strategies. This allows for funds to be available for needs that are yet to be identified. With our students joining us at age 14 this fund will inevitably be allocated. Examples of how this fund may be used include: emergency taxi fares to get students into school and spare uniform items.</p>	<p>1-6</p>

Total budgeted cost: £51,700

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.

Covid 19 Impact:

The enforced lockdown measures that took effect on 5th January resulted in some PP interventions coming to an abrupt halt and so the true impact of these interventions are difficult to evaluate for their effectiveness. What this review can do is reflect on the support that our PP funding provided to ensure that distance learning was fully supported for our disadvantaged students.

Resources:

All disadvantaged students were provided with all the necessary resources to be able to fully engage with distance learning. These resources included: exercise books, text books, revision guides and stationary. We ascertained that all PP students had access to some form of an electronic device so that they were able to access their emails. All lessons were delivered via email or Teams that all PP students could access their full curriculum.

Social and Emotional Wellbeing:

Our pastoral team were tasked with contacting all of our disadvantaged students on a daily basis to ensure they were safe and well. This resulted in ensuring that our disadvantaged students had a point of contact in addition to their subject teachers. In previous discussions with disadvantaged students one finding was that they appreciated having a key person who they could rely on in school, so our pastoral team provided that level of support.

Learning Support Assistants:

Our learning support assistants, along with our cover supervisor, provided additional learning support to our disadvantaged students throughout the whole of the lockdown period. The LSA team worked on a rota to provide support in school for those PP students in the building and remotely for those engaging from home. On their return to school the teachers and LSA's were able to work together in order to identify the gaps that the students had. This will enable more effective planning for the next academic year for how best to allocate PP funding to further narrow the gap.

Externally provided programmes

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
Education Empowerment Programme	Sister2Sister https://sister2sister.org.uk/
Sandwell Inclusion Support services	Sandwell Local Authority
<ul style="list-style-type: none">- English Tuition for High Prior Attaining Students- Teacher Assessed Grades moderation	Chapter Education https://www.chapter-education.com/