

## 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	Shireland Biomedical UTC
Number of pupils in school	109 (KS3) 36 (KS4) 68 (KS5)
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	31 <sup>st</sup> December 2022
Date on which it will be reviewed	1 <sup>st</sup> September 2023
Statement authorised by	Jaskiran Madahar
Pupil premium lead	Rebecca Griffith
Governor / Trustee lead	Robert Till

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,303.50
Recovery premium funding allocation this academic year	£14,352.00
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	£66,655.50

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is to utilise the Pupil Premium funding to support a range of interventions specifically targeted to those students who are eligible for this funding in the UTC.

Our key principles for the use of the Pupil Premium funding are to address the individual needs of the students who qualify by creating equality of opportunity and providing strong additional academic support for our Pupil Premium students with the allocated funding, to ensure they can make good progress in line with their peers and become well rounded, responsible, and aspirational.

The Pupil Premium, strategy is to support disadvantaged students to achieve that goal, including good progress for those who are also identified as most able or SEN. The strategy will also target students who are classified as 'vulnerable' due to safeguarding needs or being LAC.

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.

It is our aim to ensure staff have high expectations and aspirations for all students, including those who may be disadvantaged and provide suitable support and challenge to allow them to make good progress. Regular and robust assessment will be used to inform specific and early interventions that will be monitored by class teachers and their line managers.

Supporting disadvantaged students who experience additional challenges such as safeguarding or behavioural concerns through a range of mentoring, counselling, mental health, and wellbeing support will be central to our strategy.

## Challenges

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

Challenge number	Detail of challenge
1	<b>The current cost of living crisis</b>  An increase in the amount of families requesting additional support with the rising cost of living.

	<p>Travel – families are struggling to send their children to school due to the cost of travel</p> <p>Clothing, children growing out of their school uniform and then families not in a position to purchase new clothes.</p> <p>Not all students may be able to afford the cost of enrichment activities to support their learning.</p>
2	<p><b>Lack of resources at home to support with learning outside of the classroom</b></p> <p>Observations, discussions and our own assessment with families and students suggest that education and wellbeing of many of our disadvantaged students have been impacted by school closures to a greater extent than other pupils. These findings are reinforced through several national studies.</p> <p>Students are unable to access resources at home so have fallen further behind age-related expectations, due to significant knowledge gaps.</p>
3	<p><b>Safeguarding and Welfare</b></p> <p>Of the number of incidents that are reported to the safeguarding team a disproportionately high number of cases involve disadvantaged students. These students require a high level of support and intervention for both the student and families.</p> <p>The wellbeing of our students is also a challenge as many disadvantaged students face challenges outside of the UTC that impacts on their learning and wellbeing.</p>
4	<p><b>Attendance and punctuality</b></p> <p>Attendance data to date clearly indicates attendance of disadvantaged students is approximately 4% lower than non-disadvantaged students. This level of absence will undoubtedly have a negative impact on progress and attainment.</p>
5	<p><b>Poor parental engagement</b></p> <p>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.</p>
6	<p><b>Low home aspiration and lower prior attainment</b></p> <p>English and Mathematics attainment of disadvantaged students is generally lower and non-disadvantaged students. This will have been</p>

further exaggerated throughout the various lockdowns of the past few years where students who are disadvantaged will may not have had the same level of support or resource as their peers.

## 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	Disadvantaged students to consistently make progress in line with non-disadvantaged students by the end of the current strategic plan.
Improved and sustained attendance and punctuality among disadvantaged students	<p>Improved attendance will be demonstrated by:</p> <ul style="list-style-type: none"> <li>- No significant gap in attendance rates between those students who are disadvantaged and those who are not.</li> </ul> <p>Improved punctuality being demonstrated by:</p> <ul style="list-style-type: none"> <li>- Punctuality rates of disadvantaged students to be in line with those students who are not disadvantaged.</li> </ul>
Improved reading ability and literacy among the disadvantaged students in KS3 and 4	<p>Improved reading and literacy will be demonstrated by:</p> <ul style="list-style-type: none"> <li>- Reading interventions to be embedded into daily practice throughout the UTC, with assessment data clearly demonstrating accelerated progress in disadvantaged students who are not currently at age-related expectations.</li> <li>- Reading will be embedded in all tutorial sessions</li> <li>- Literacy will have a key focus in all lessons which will be measured through deep dives, learning walks, lesson observations, external audits, and student voice.</li> </ul>
Improved ambition and engagement of the disengaged disadvantaged students	<p>This will be demonstrated though:</p> <ul style="list-style-type: none"> <li>- A reduction in behaviour points of identified disadvantaged students</li> <li>- Positive feedback from student voice</li> <li>- Improved parental engagement at parents evening by 10%</li> <li>- Reduction in the gap between those who are disadvantaged going to study higher level courses and those who are not.</li> </ul>

## 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
Employment of support staff, attendance ambassador and KS3 and 4 mentor	<p>LSA's provide small group and one to one sessions which shows evidence of having the greatest impact on student outcomes  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> )</p> <p>An attendance ambassador works alongside the attendance officer who 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>Key stage 3 and 4 mentor 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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> )</p>	2, 3, 4
Ensure high quality first teaching is consistently embedded across the UTC	<p>Subject specialists to be employed – Mathematics</p> <p>Program of ongoing CPD for staff to support and challenge all students to ensure progress for all. (SSAT)</p> <p>Program of CPD for L4L staff to ensure subject specific materials are taught to a high standard, building upon prior knowledge, preparing students for the next phase of their learning.</p>	6

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

Budgeted cost: £25,505.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in learning and revision resources for all disadvantaged students and how to effectively use these in their own time. These resources will be used in lessons as well and then homework is based around these resources.</p>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	<p>1, 2, 5, 6</p>
<p>Implement a sustainable literacy strategy and reading intervention.</p> <p>Investment in reading intervention training to target the weakest readers.</p> <p>CPD investment to ensure professional development across subjects</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 KS3 and 4 subjects:</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> <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:</p> <p><a href="https://www.educationworks.org.uk/what-we-do/reading-support/boosting-reading">https://www.educationworks.org.uk/what-we-do/reading-support/boosting-reading</a></p> <p>All those involved in the quality first teaching of students must be prepared and understand the impact that good literacy has on student progress.</p>	<p>1,2</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:</p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2</p>

<p>Access to appropriate resources</p>	<p>The use of technology is central to the Trust to support learning. We will ensure the UTC has subscriptions to relevant software to support contextualised learning experiences.</p> <p>The UTC will provide all revision materials for our disadvantaged students, to ensure they have access to the relevant materials to support learning.</p> <p>All disadvantaged students shall receive subsidised or free visits linked to the curriculum.</p>	<p><b>1,2,3,5,6</b></p>
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## 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 aspiration. Predominantly the students identified for this programme are disadvantaged.</p>	<p>Historical evidence from this programme showed a significant reduction in behaviour incidences of students enrolled in this programme (education empowerment programme)  <a href="https://sister2sister.org.uk/programmes">https://sister2sister.org.uk/programmes</a></p> <p>School governor works with a small group of disadvantaged year 11 students to raise aspirations and have a focus on strategies to overcome barriers in their future life.</p>	<p>6</p>
<p>Well-being interventions. Use of external providers to offer mentoring and counselling, for individuals or small groups of identified students.</p>	<p>Use of external providers to support the wellbeing of students. By overcoming wellbeing concerns students are more mentally prepared for lessons to support progress.</p> <p>Use of Trust specific staff to ensure parental engagement with such activities.</p>	<p>3,4,5,6</p>
<p>Investing in the local authority inclusion support services to</p>	<p>Disadvantaged students often have weaker social and emotional learning capability and so focusing on these areas can have a positive impact on their progress.</p>	<p>1-6</p>

<p>support the behaviour and needs of our students.</p> <p>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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Engaging with these services will support the progress of identified students to ensure the gap between those who are identified as being disadvantaged and those who are not is reduced.</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: £66,655.00**

## 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 2021 to 2022 academic year.

Assessments throughout 2021-2022 suggest the performance of disadvantaged students was lower than those who are not classified as disadvantaged, in addition to disadvantaged students not performing as well those in previous years.

This will be due to a range of factors unique to the UTC, in addition to the lasting impact of the pandemic. As evidenced across schools across the county, our disadvantaged students felt the greatest impact of school closures as they were unable to benefit from pupil premium funded teaching, interventions and activities that would enrich their learning. To mitigate the impact of the pandemic students were taught online with paper copies of the work being provided.

Area	Pupil Premium (Full Year)	Recovery Premium (Full Year)
Funding	£43,930.00	£7,540.00
Expenditure in Accounts	£43,930.00	£7,540.00
Teachers	£36,461.90	£7,540.00
Support staff		
Admin staff		
Educational	£7,468.10	
Curriculum		
Total expenditure	£43,930.00	
Balances to be Carried forward	£0	£0

## 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*

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