Pupil premium strategy statement – Shireland Biomedical 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	234
Proportion (%) of pupil premium eligible pupils	40% (93)
Academic year/years that our current pupil premium strategy plan covers	2023- 2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2026
Statement authorised by	Andrea Stephens (Principal)
Pupil premium lead	Laura Chamberlain
Governor / Trustee lead	Robert Till

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 71,415
Recovery premium funding allocation this academic year	£ 19,044
Pupil premium (and recovery 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*	£ 90, 459

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 a 'looked after child'.

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. Our key priority is to ensure literacy and numeracy is in line with national statistics and that reading is in line with chronological ages for our most disadvantaged students.

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.

Supporting pupil premium children is the responsibility of all staff. All teaching staff will be aware of these children and be able to pull from this funding where appropriate to ensure equal opportunity for all students.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment
2	Poor attendance
3	Poor Literacy skills
4	Poor numeracy skills
5	Lack of basic equipment at home to support with learning including technology and the access to internet as well as equipment in school including pens
6	Inability to keep aspirations on track
7	Poor parental engagement
8	High suspension and permanent exclusion rates for most vulnerable students
9	Low social mobility within the area
10	Increased number of safeguarding concerns requiring support from external agencies

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
All students feel safe and a strong sense of **belonging** at SBUTC. **G2G:** All students are proud to wear the new school uniform and have a well-developed sense of belonging. Students voice and behaviour reflects the high levels of belonging and expectations established	Improved sense of belonging will be demonstrated by: - High attendance (at least 95%+) in line with national figures. Reduced PA figure in line with national. - Robust systems in place to support positive behaviour. Decrease in number of behaviour incidents linked to bullying. - Effective use of student voice. - Decrease in suspension figures in line with or below national.
Improved **attainment** among disadvantaged students across the curriculum with a key focus on literacy G2G: All students in all key stages achieve their target grades so that progress is in the top 20% nationally. Students in KS3 and KS5 make substantial	Improved reading and literacy will be demonstrated by: - Outcomes for Reading at KS3: 80% of students on or above chronological age. - Outcomes for English and Maths to be at expected level. - Reading interventions to be embedded into daily practice throughout the UTC, with assessment data clearly demonstrating accelerated progress in

progress in the classroom. They understand how learning happens and have high expectations set. SEND, PP achieve in line with national standards. All students achieve, irrespective of background. Effective in lesson intervention is used based on academic research	disadvantaged students who are not currently at age-related expectations. - Reading will be embedded in all tutorial sessions - 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. - All students outcomes to follow to predicted trend following prior attainment - A no hands up approach used within every classroom to encourage participation from all - All staff having accurate and detailed seating plans identifying key groups - Staff using all data and information available to them consistency to support with planning and executing lessons
Improved and sustained **attendance** and punctuality among disadvantaged students G2G: Slick systems: first day calling, parental liaison (tutor), home visits (SLT) and quality information and therefore impact of tutors means that attendance is at least 95% and at national for all key groups. Attendance is 95%+ and there is a strong sense of community and belonging.	Improved attendance will be demonstrated by: - No significant gap in attendance rates between those students who are disadvantaged and those who are not. Improved punctuality being demonstrated by: - Punctuality rates of disadvantaged students to be in line with those students who are not disadvantaged.
Improved **ambition** and engagement of the disengaged disadvantaged students G2G: Students in KS3 and KS5 make substantial progress in the classroom. They understand how learning happens and have high expectations set.	This will be demonstrated though: - A reduction in behaviour points of identified disadvantaged students - Positive feedback from student voice - Reduction in the gap between those who are disadvantaged going to study higher level courses and those who are not. - Increase in attendance in line with national figures - PA figures in line with national - 100% of year 13 moving onto further education
Increased **parental engagement** of parents from disadvantaged families	This will be demonstrated through: - At least 80% attendance rate to parents evening

G2G: All vulnerable students with their parents/carers are engaged in the learning experience through; • Behaviour Intervention SEL/ Achievement for All • Mentoring: 6th Form • PP Poverty proofing Action Plan • Safeguarding-Early Help	- At least 90% of parents engaging in Edulink
Rigorous and timely **identification** of children who may need additional intervention. **G2G:** Relentlessly focused on diagnosing and immediately implementing practical actions to ensure good progress at KS5 Intervention in place to support students with SEMH, Behavioural low suspension and exclusion. High-quality structured support centre and programme for vulnerable students not in lessons	Rigorous identification will be demonstrated through: - **SEND** referral processes and system and evidence of use from teaching staff - Use of My Concern to identify concerns over poverty and evidence of the use - Completed poverty proofing audit - SEND review

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: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to drive high quality adaptive teaching to support disadvantaged students including SEND & PP.	*EEF: Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high quality curriculum materials or investment in the use of standardised assessments.30,000*	1, 3, 4, 9
Programmes to support Literacy within the classroom - Lexicon	*EEF -Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support give all children a solid base on which to build as they progress through school help them develop the habit of reading both widely and*	1, 3, 4, 9

	often, for both pleasure and information 10,000	
Mentoring and coaching for teachers who RI, ECTs	*EEF - Mentoring and coaching can be an important source of support, particularly for early career teachers. Schools should carefully consider the core components that make these strategies effective when developing their approach.*20,000	1, 3, 4

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

Budgeted cost: £15,459

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a sustainable reading strategy and appoint leader for literacy	*Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.*	3
Appoint at least one Learning Support Assistant	*EEF Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average*	3
Online tutoring	*Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average*	4, 3
Invest in literacy intervention: Lexia	*EEF -Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.*	3

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Shireland Trust Attendance Lead, Sally Beasley	*There is some evidence of promise for parental engagement approaches and responsive interventions that meet the individual needs of the pupils.*	7, 2
Appoint a Pastoral Lead	*For pupils with more challenging behaviour, the approach should be adapted to individual needs*	7, 4, 10
Poverty Proofing	*Funding to support students getting to school and engaging in activities*	1,2, 3, 4, 5, 7, 8, 9, 10
Mental Health support	For pupils with more challenging behaviour, the approach should be adapted to individual needs	6, 10

Total budgeted cost: £ 90, 459

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

XXXX

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
EAL Literacy Support	Learning Village
Provision Mapping	Edukey
Behaviour Monitoring	Edulink
Praise System	E-Praise
Online Reading Program	XXXX
Bedrock	

Further information (optional)

Breakfast is provided free of charge for all children each day from 8am. Using pupil premium funding, toast and bagels are available for students.

All female student toilets are equipped with sanitary wear and replenished when needed.

From a safeguarding perspective, to help solve students' complex needs, the UTC has four members of staff trained to Designated Safeguarding Lead level and a service level agreement with a highly regarded Safeguarding Provider with a focus on Pupil Premium students.

The UTC utilises relationships with local agencies to provide individual and bespoke support to individuals and families. These include but are not limited to:

- Every Child Needs a Mentor
- Breaking Silence
- Murray Hall counselling
- Kaleidoscope
- School Health Nurse drop in
- Black Country Women's Aid
- Kooth online counselling
- Sandwell Young Carers
- DECCA
- CAMHS
- The CSE team (based in Sandwell Children's Services)
- Brook
- Krunch
- Food Banks
- Sandwell PREVENT team
- Local PCSOs

A large portion of our PP funding goes to supporting students' equality of opportunity. This includes, but is not exclusive to, free resources such as: revision guides, stationery, uniform support, trips and after school activities.