

Watford UTC - 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	Watford UTC
Number of pupils in school	113
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Paul Quinn, Acting Principal
Pupil premium lead	Paul Quinn, Acting Principal
Governor / Trustee lead	Ash Patil, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,052.00
Recovery premium funding allocation this academic year	£2532.50
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	£22584.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

Action	Rationale	Cost (met with Pupil Premium funds)	How will the impact be measured
Reduce class sizes across English, Mathematics and Science by employing more colleagues than are needed in these areas. Use overstaffing to create smaller classes for the core subjects.	This will allow for targeted teaching and individual intervention. This action is intended to narrow the gap, particularly in Year 10 and 11 as students approach examinations.	£33k	English average points score, Maths average points score, and Science average points score. Each gap between FSM and non FSM to close significantly in the 2019 results. Progress towards this target will be measured at each interim assessment point.
Alternative provision for the most vulnerable Pupil Premium students.	The most vulnerable students find the UTC environment difficult to cope with and often benefit from a more specialist provision on a temporary or permanent basis. These students are almost exclusively Pupil Premium. Where they are not, the grant is not used to fund their alternative provision.	Princes' Trust £250 per student Chessbrook – full funded places TUTE – full funded places £5,000	All alternative provision is carefully quality assured by the UTC. The SENDCO oversees the monitoring of this and is in contact with alternative provision and family regularly.
Employ highly trained staff on a fuller contract to enable 1:1 support to take place and be able to facilitate an intensive intervention programme to take as required.	This additional time is used to target 1:1 support to enable intervention to take place so that Pupil Premium	£10K	Progress of those individuals targeted for 1:1 support intervention.
Support Pupil Premium Students to maintain the required professional dress code.	To ensure Pupil Premium Students are able to integrate fully into the learning environment it is important we purchase specific items to ensure	£150	Improved attendance rate and the willingness to participate in masterclasses and off site experiences.

	they adhere to professional look required.		
Provide a Masterclass and Decision Making programme targeted at Pupil Premium students in order to raise aspirations.	Low aspirations and the lack of a clear goal to aim for at the end of Year 11 were identified as a possible cause of underachievement for pupil premium students entering the UTC.	£300 cost of masterclass delivery.	All Pupil Premium students to have realistic college/ sixth form plans offers for September 2022. Vulnerable Pupil Premium students to have been given thorough, aspirational guidance for the college and jobs market.
Give every student in Years 10 a standardised test – CATS Staff are trained so they have an understanding of what these test mean so it can inform their teaching	The results of the tests will be given to all teaching colleagues so that they can plan appropriate differentiation in lessons.	£15 per student £750	Progress of students will be tracked.
PP Students access to Life Coach Sessions when appropriate	This trained counsellor can provide bespoke support for targeted students	£700.00	Reduction in number of negative behaviour related incidents. Improvement in attendance rates.
Monitor the success of students eligible for the Pupil Premium at individual, class and year group level.	The UTC provides all colleagues with a full analysis of school performance based on teacher assessments four times a year. This means that individual class teachers can monitor the progress of Pupil Premium students in their groups.	£250.00 (staff time)	Colleagues are able to clearly and simply compare the progress towards target grades of Pupil Premium students as compared to other groups in the UTC. This allows early identification of students in this group who are struggling, so that timely interventions can be put in place.
Provide all teaching colleagues with access to the names of the students they teach who are eligible for the Pupil Premium.	Colleagues are provided with this information at the start of the year and use it alongside other contextual information when planning differentiation and interventions.	£0	Every teacher will be able to recall those Pupil Premium students about whom they are concerned.
Profile the success of Pupil Premium students. Highlight successful teaching methods that have been employed	Colleagues are able to incorporate best practice with Pupil Premium students into their own teaching. A culture where	£350.00 – staff time and production of CPD material.	Working towards colleagues highlight strategies for Pupil Premium students within their lesson plans.

with these students via the CPD programme.	scaffolding the success of disadvantaged students is central to outstanding teaching is being created.		
24/7/365 access to IT if requested by PP student	Allow students to have access to IT when required – supply PP student with laptop that can be taken offsite to support study as well as for use in class if required.	£650 per laptop	Improved IT skills. High completion of assignments/set tasks Good quality of assignment completion close to target grade.

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.

Examination outcomes for 2020/21 suggested that the performance of disadvantaged pupils was in line with performance of “non-disadvantaged” peers and in some subject areas, the percentage of students attaining or exceeding their target grade was higher for disadvantaged pupils compared to “non-disadvantaged” peers in Maths, Science, Electronics, Business and Travel & Tourism qualifications. It was lower in English and ICT, so we will use this to track, monitor and investigate how to try to improve this situation in the current academic year.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our ‘catch-up’ plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority’s Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., Teambuilding, “Talk the Talk”, Industry Visits etc), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

