

London Design and Engineering UTC - Pupil Premium Strategy Statement 2016-17

1. Summary information					
Academic Year	2016/17	Total PP budget	£37,000	Date of most recent PP Review	Nov 2016
Total number of pupils		Number of pupils eligible for PP	37	Date for next internal review of this strategy	Nov 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2015)
% achieving 5A* - C incl. EM (2015-16 only)	N/A	64.7%
% achieving expected progress in English / Maths (2015-16 only)	N/A	75.8% / 73.4%
Progress 8 score average	N/A	0.12
Attainment 8 score average	N/A	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Arrival in Year 10 of students with differing educational experiences in particular an apparent lack of literacy skills.
B.	Historical data and lack of information on students prior to entry
External barriers	
C.	Parental engagement

4. Desired outcomes		Success criteria
A.	- Consistency of policy implementation and quality of teaching across the curriculum supports full engagement and participation of all learners, caters for students who have been absent to access sufficient support to make-up any lost ground, requires work of an unacceptable quality to be revisited and improved and ensures that students are clear about what is expected and how to reflect and improve work in an increasingly independent fashion.	- In-school student progress data demonstrates reducing/minimal gap in progress for DA students (particularly in En/Ma) when compared to non-DA cohort - External performance data shows DA cohort to have made equitable progress with non-DA cohort (national) – GCSEs Summer 2018
B.	- To engage DA students in literacy activities to promote literacy and improve outcomes	- Participation in literacy project - Outcomes in English

5. Planned expenditure					
Academic year	2016-17				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
A: High Quality Teaching For All / Gaps in Learning					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that the learning needs of all students are met and supported accordingly alongside high quality teaching	Smaller teaching group sizes	Number of students in cohort lends itself well	Through staffing design	IP / GG	Termly
Provide students will opportunities to access the school's VLE in class and at home	Provision of tablet for all to be used in class / at home for independent learning	The school did not have enough hardware at the beginning of the year for students to engage in the learning of subjects such as IMedia therefore this gives all students the same opportunities. The use of ICT to engage all learners and is integral part of UTCs lessons.	Via lesson observation	GG	Termly, through observations. Termly through data monitoring and tracking.
Quality First teaching – ensure all teachers are delivering at least good lessons to all students	CPD during Tuesday Session 4 to focus on Teaching and Learning	Continued professional development is key to ensuring teaching staff deliver the best they can in the circumstances of setting up a new school.	Via lesson observation and tracking of students. .	IP	Progress of students every half term.
Total budgeted cost					£ 15,260
B: Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

To improve literacy skills.	A week long literacy project engaging learners in reading and writing	To raise aspirations and confidence in least able students. To improve teamwork skills	Through observations, student voice	English	Review at end of project to see whether it is worth doing again in next academic year 2017-2018
To improve literacy skills	Employment of an added English teacher with specialism within SEN	With only one specialist English teacher, an added resource is needed. AL joined LDE UTC on a part time basis in the summer term to provide one to one and small group support to those who needed further English intervention	Through observations, student outcomes	GG	GG and AL to meet regularly to discuss progress of intervention group
Total budgeted cost					£22,000

7. Additional detail

The challenges facing a school in the process of setting up are significant. A lack of information on entry of students in Year 10 makes it difficult to put appropriate measures in place as cannot be based on prior knowledge of the cohort and its issues. Strategies have therefore needed to be put in place through the year to support those students who are at risk of missing their benchmarks.