

# London Design and Engineering UTC – Pupil Premium Strategy Review 2018-2019

1. Summary information					
Academic Year	2018/19	Total PP budget	£77215	Date of most recent PP Review	Sep 2019
Total number of learners KS4	173	Number of pupils eligible for PP	82	Date for next internal review of this strategy	Sep 2020
2. Current attainment - Unvalidated Results 2018-2019 (2017-2018)					
			Pupils eligible for PP	Pupils not eligible for PP	
% achieving 9 – 4 in English / Maths (2018-2019) (PP 44, not PP 37)			56.8 (41.7)	67.6 (75)	
% achieving 9 – 5 in English / Maths (2018-2019) (PP 44, not PP 37)			32.8 (22.2)	43.2 (62.5)	
Draft Progress 8 score average against baseline			-0.12 (-0.25)	0.11 (-0.06)	
Attainment 8 score average			42 (37.6)	47 (54.3)	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Gaps in learning for a proportion of DA (disadvantaged) learners as caused by missed work due to poor attendance in their previous settings. The proportion of DA learners whose attendance is >=10% has an impact on learner progress.				
B.	Proportion of DA students with lower literacy skills, particularly reading and therefore less able to access lessons, resources and learning materials across the curriculum				
C.	Specific/ extensive welfare / wellbeing issues preventing full engagement in college and curricular opportunities which therefore has a detrimental effect on progress.				
External barriers					
D.	A lack of support with learning at home and a lack of engagement of parents of learners who are most vulnerable to underachievement. The capacity to access and engage with home learning and learned lack of resilience also acts as a barrier to learning.				

4. Desired outcomes		Success criteria
<b>A.</b>	Consistency of policy implementation and quality of teaching across the curriculum supports the full engagement and participation of all learners. It must cater for learners who have been absent to access sufficient support to make-up any lost ground. Learners will be required to revisit work of an unacceptable quality and all staff must ensure that learners are clear about what is expected and how to reflect and improve on work in an increasingly independent fashion.	<ul style="list-style-type: none"> <li>- Attendance will show improvement as learners engage more with their learning</li> <li>- In-school learner progress data demonstrates reducing/minimal gap in progress for DA students (particularly in En/Ma) when compared to non-DA cohort</li> <li>- External performance data shows DA cohort to have made equitable progress with non-DA cohort (national)</li> </ul> Learner case studies demonstrate instances of particular achievement by learners with DA backgrounds.
<b>B.</b>	Literacy and improving literacy skills at KS4 seen as key barrier to achieving well in GCSE examinations	Participating in Literacy week Improving grades for English
<b>C.</b>	SEMH issues of identified groups of DA learners are further addressed. Learners are able to access appropriate support, interventions and referrals to external agencies are made in a timely fashion and are conducive to improving the educational experience of those in need. Increased focus on home liaison.	<ul style="list-style-type: none"> <li>- Wellbeing records indicate appropriate resolution and/or referral for all DA welfare issues.</li> <li>- Learner attendance and participation in lessons seen to be maintained or improved as a result of appropriate support being in place to allow full access to College.</li> </ul>

5. Expenditure						
Academic year		2018-2019				
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	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Outcome 2018-2019
To ensure that the learning needs of all DA learners are met and supported accordingly alongside high quality teaching	To test DA learners on entry to identify any extra help requirements particularly with Literacy. SEN teacher to provide support	£18,500	Intervention can begin at an early stage.	Observations, Learner Data	GGD (Pupil Premium Coordinator)	DA Learners identified and training for staff carried out in November 2019. Extra literacy support put in place by the addition of an extra English teacher from April 2019. 73% of PP learners achieved an English Language Grade 4 and above compared to 52.8% in 2018. There has been an increase too in the number of learners achieving a grade 5 and above. In 2019 unvalidated data shows 46.9% learners achieved a grade 5 and above compared to 30.6% in 2018. Progress 8 shows -0.12 which has increased from -0.71 in 2018.
To ensure that the core subject teachers can deliver high quality learning experiences to improve outcomes.	Employment of one to one / small group tutor to support particularly in Maths / Science.	£3,500	Some DA learners prefer the one to one / small group approach. Individual intervention for specific groups of learners seen as positive by students.	Through feedback from Faculty Leads	GGD	The gap between DA and non-DA learners has improved. The % of learners achieving 9 – 4 in English and Maths has increased to 56.8% (up from 41.7 in 2017-2018). Particularly pleasing is the closing of the gap between DA learners achieving 9 – 5 in English

						<p>and Maths – the gap closing to 11 from over 40 (%)</p> <p>Tutor worked alongside identified learners in Maths / Science classes. This saw 64% of PP Learners achieve a grade 4 and above in Maths compared to 50% in 2018. Science continues to be a positive experience for DA learners particularly in the combined sciences where the % learners achieving a Grade 4 has remained static. 1 x DA learner with significant health issues (and therefore poor attendance) who worked alongside the tutor achieved a Grade 3. He was at risk of not achieving a grade at all and has been able to progress onto a college course elsewhere.</p>
To enable DA learners to develop confidence and hone skills in English and Maths	<p>Timetabled intervention sessions during the week for Year 10 Intervention sessions for both subjects</p> <p>Small group teaching particularly in Year 11 cohort</p>	<p><b>£2,300</b></p> <p><b>£18,200</b></p>	Individual intervention for specific groups of learners in a smaller setting seen as positive by learners	Monitoring and tracking of progress of learners as they progress through the year	GGD	<p>Unvalidated data from 2018/2019 results show that LDE UTC has been successful in improving the outcomes of DA learners compared to non-DA learners. The % of learners achieving 9 – 4 in English and Maths has increased to 56.8% (up from 41.7% in 2017-2018). Particularly pleasing is the 10% increase in DA learners achieving Grades 9 – 5 in English and Maths. Up from 22.2% to 32.8% thereby further closing the gap between non-DA learners and DA learners.</p>
					<b>Total Cost:</b>	<b>£42,500</b>

<b>B: Literacy Development Targeted Support</b>						
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Cost</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Outcome 2018-2019</b>
To enable KS4 DA learners to experience success in a literacy focussed project.	White Water Writers literacy project	<b>£5,000</b>	Full contribution. Two years of implementation had some success and student voice revealed a positive approach to raising aspirations re. reading and literacy.	Through observations during the literacy week	NCY – Eng Dept.	Following unavailability of the project Lead, and following discussion with The English dept. it was decided that this project will be put on hold until next academic year. In light of this, the HOD has chosen to invest in an Accelerated Reader Programme which would have an ongoing impact on Learners.
To improve literacy across KS4 through the use of Accelerated Reader	Accelerated Reader		Accelerated Reader is a known method to improve literacy and reading amongst learners.	Through evidence provided by English department.	NCY – Eng Dept.	Books have been purchased for the Learning Resource Centre. Year 10 learners have carried out their initial baseline reading tests and reading ages have been added to data held on each learner by staff.
<b>Total cost</b>						<b>£5,000</b>

<b>C: Welfare / Wellbeing</b>						
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Cost</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Outcome</b>
To provide ongoing support for DA Learners with wellbeing issues.	Personal Coach team Chaplaincy Team Appointment of Mental Health Champion	<b>£11,500</b>  <b>£7,500</b>	Partial contribution to fund the team that provides DA and other learners with support for emotional and behavioural issues.	Via the line-management of the team.	GGD	Due to staff promotion and moving elsewhere, an alternative approach was sought. From April 2019 a bespoke Learning Support Unit was put in place to support learners with their social emotional wellbeing. This has resulted in 3 DA learners being accommodated within the LSU and bespoke learning programmes put in place. These DA learners are / were at risk of permanent exclusion.
UPDATE APRIL 2019	April 2019 – creation of Learning Support unit to offer bespoke support for DA learners with social, emotional wellbeing concerns.	<b>£6,500</b> <b>(partial cost)</b>		Via the line-management of the team	KDI	
<b>Total cost</b>						<b>£25,500</b>

**D: Attendance & Persistent Absenteeism**

Desired outcome	Chosen action / approach		What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Outcome
To improve the attendance of DA students	Continue with the purchase of Newham's Attendance Management Service	£4,000	Funding to pay for services from Newham to promote good attendance and support LDE UTC in tackling persistent absenteeism through official means.	Through regular meetings with NAMS	GGD	<p>There has been an improvement overall in the number of learners considered Persistent Absentees – from 21.6% in Year 11 in academic year 2017-2018 to 16.5% in 2018-2019.</p> <p>17 DA Learners in KS4 were considered PA during the academic year 2018-2019 (compared to 10 non-PP learners). A number of these learners have long term medical conditions which impacts on their ability to attend college regularly.</p> <p>The number of DA Learners considered PA in Year 11 has remained static at 11. However, there has been an improvement with Year 10 which stood at 14 in 2017-2018 and reduced to 8 in 2018-2019.</p>

To improve attendance of DA students.	To employ an Attendance Lead to monitor DA attendance weekly and carry out home visits if necessary	£5,500	It is recognised that attendance is a huge barrier to progress. Having a dedicated member of the college staff focus on attendance will benefit both learners and the College.	Regular meetings with Attendance Lead / NAMS	GGD	Home visits have been carried out and referrals have been made to Newham to support with official warning letters.
To engage better with parents in ensuring that their children attend College regularly	Creation of Parent Group	Through College funds	Lack of parental involvement seen as barrier to learners' progress	Via the line management of KDI	KDI	A parent group has been created
<b>Total cost</b>						<b>£9,500</b>



## E: Educational Resources, Visits and Curriculum Enrichment

Desired outcome	Chosen action / approach	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To ensure that DA students have the necessary equipment and resources to access the full curriculum offer at LDE UTC</p>	<p>Educational Supplies &amp; Services</p>	<p>£2,000</p>	<p>Partial funding as necessary. Learners achieve best when prepared to learn and can access the curriculum fully. These needs will emerge and develop throughout the year.</p>	<p>Via HOA/D and the pastoral system with support from leadership for spending request. All spending requests will be authorised by GG.</p>	<p>GG</p>	<p>The following have been purchased for DA learners through this funding stream                      Specific SPAG guides bought for all DA Learners for English Revision.                      Revision guides bought for English Handwriting guides for identified DA Learners £132.44 – 73% DA learners achieved Grade 4+                      Scientific calculators purchased for Year 11 DA Learners £207.09 – 64% DA Learners achieved Grade 4+                      History revision guides purchased for DA learners – helps with literacy as well. £108 – 33% of DA learners achieved Grade 4+                      Computer Science revision guides purchased £50 55% DA Learners achieved Grade 4+</p>

<p>To ensure that extracurricular activities are part of the curriculum with DA students able to access visits.</p>	<p>Educational Visits</p>	<p><b>£1,000</b></p>	<p>Partial funding from requests throughout the year as needs arise. Cultural and educational enrichment continues to have a positive impact on the aspirations of DA students and their achievements in school.</p>	<p>Promoting the ethos that 'extracurricular' becomes part of the curriculum and culturally enriching experiences are part of the learning process. Through HOA / whole staff communication and collaboration at INSET, staff meetings and line management meetings. All requests authorised or denied through GG</p>	<p>GG</p>	<p>Ski Trip Contribution <b>£1200 (4 x DA Learners)</b>  Taxi for DA learners unable to get in for Exams due to medical reasons <b>£tbc</b>  LSU Friday Trips (May half term onwards) to support aspirations  £1050</p>
<p><b>Total cost</b></p>						<p><b>£3,000</b></p>

6. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure that the learning needs of all students are met and supported accordingly alongside high quality teaching.	<i>Smaller group teaching in both Years 11 and 10 particularly in core subjects.</i>	Year 11 Data shows 51.9% of the cohort achieved a grade 4 in English and Maths with 34.6% achieving a grade 5 in both English and Maths. The P8 figure is – 0.52 and A8 is 42.7. Of this 41.7% of DA learners achieved a grade 4 in both English and Maths whilst 22.2% achieved a grade 5 in both. This is compared to 75% at Grade 4 for Non-DA learners and 62.5% for Grade 5. Our Lower attaining students who are also Pupil Premium have scored positively in progress 8.	The experience of students in teaching and learning shows no discernible difference in DA and non-DA students. Some DA students feel more comfortable in smaller teaching groups particularly if they are more vulnerable or have SEN however as numbers in the classroom have increased it has become evident that extra in class support will need to be provided. This may include the purchasing of extra computer readers, headphones etc.	£34,691
	<i>Assistant SENCO a specialist English teacher and now qualified to carry out Exam Access Arrangements testing</i>			£19,555

<p>To ensure that core subject teachers can deliver high quality learning experiences to improve outcomes</p>	<p><i>Smaller class teaching. Timetabled intervention sessions. 50-minute lessons daily rather than 100 minutes twice during the week.</i></p>	<p>Smaller class sizes in both Years 11 and 10 to accommodate learners with educational and emotional needs. Intervention sessions carried out throughout the year including English Easter Revision / weekend revision sessions. Maths lunchtime interventions on Wednesdays and timetabled intervention sessions on a Wednesday pm. Science held timetable intervention sessions. This has proved particularly successful in Science where all groups of learners scored positive P8 scores.</p>	<p>Learners were encouraged to attend all intervention sessions put on for them and some learners were more proactive than others in their attendance to these sessions.</p>	<p>Within whole College staff budgeting</p>
<p>To enable DA students to access a full range of elearning opportunities and support independent learning</p>	<p><i>Online resources; - MyMaths - ActiveTeach</i></p>	<p>All learners now have access to a range of learning tools provided online including ActiveTeach. This enables all learners to access tasks from home.</p> <p>The College also entered 6 students into their Home Language GCSE – this has resulted in a positive P8 score for Ebacc subjects for these learners who bar one were DA learners.</p>	<p>Independent learning not compulsory and this has impacted on the overall attainment and progress of DA learners particularly in Year 11 who had been provided with tablets at the beginning of Year 10. However, it is clear that these tools are a necessity and will need to continue to be provided.</p> <p>Entering learners into their Home Language has proved to be a success.</p>	<p><i>£240 – My Maths</i> <i>£1160 – ActiveTeach (Maths / MFL)</i></p> <p>Exam entry budget</p>

**ii. Targeted support**

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
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<p>To enable DA learners at KS4 to experience success in a literacy-based project</p>	<p><i>Literacy Project</i></p>	<p>Self-belief and aspirations were raised in this project particularly for those DA students whose literacy skills were lacking.</p>	<p>This remains a good project and ensure that skills such as teamwork, proof reading, writing creatively ... are all addressed. As students arrive in Year 10 not necessarily knowing each other this allowed students to work with others that they would not normally have chosen to work with. It was noted that it was DA students who appeared to appreciate the activity the most.</p>	<p>£4840</p>
<p>To establish appropriate pastoral care for DA learners and to enable catch up facilities for those that have missed College</p>	<p><i>Employment of Lead Pastoral Coach to take responsibility for KS4</i></p>	<p>A Lead Pastoral Coach was employed to take on the role during the academic year. Working with a team of personal coaches, the wellbeing of DA learners was monitored closely and appropriate support was put in place.</p> <p>A Personal Coach was trained during the academic year to be a Mental Health Champion.</p> <p>A team of Personal Coaches was employed in September 2017 to look after the emotional wellbeing of learners. Pupil Premium was used for partial contribution for this team</p> <p>The Chaplaincy team has also impacted on learners as their team grew during the academic year.</p>	<p>Pastoral support remains key in ensuring good outcomes for DA students. Further development in this field is required particularly with regards to mental health needs.</p> <p>Wellbeing meetings are now established and need to continue</p>	<p>£10646</p> <p>£4992</p> <p>£9689</p>

<p>To ensure that extra-curricular activities are part of the curriculum with DA learners able to access visits and resources which will enable them to access the full curriculum offer</p>	<p><i>Educational Visits / learning resources</i></p>	<p>Applications were made for 2 DA learners to attend the CERN trip to visit the Hadron Collider DA Learners attended a History visit to the Golden Hind. DA Learners all accessed the Geography field trips which are a compulsory part of the course.</p>	<p>Funds will continue to be made available to allow DA learners to access a wider curriculum and culturally enriching experiences as part of the learning process. Already for academic year 2018 /2019 requests have been received for learners to attend the Ski Trip where they will be able to programme the NAO robots for downhill skiing.</p>	<p><i>£1535 – Educational Visits September 2017</i> <i>£550 – 2 x Learners CERN trip February 2018</i> <i>£84 – 12 x Learners Golden Hinde Trip – July 2018</i></p>
<p>To improve attendance of DA learners</p>	<p><i>Acquiring the services of Newham Attendance Partnership</i></p>	<p>Official attendance letters were issued to PA learners in Year 10 and Year 11. 8 DA learners (of a cohort of 52) were considered PA in Year 11. Of those 8, two learners had significant mental health issues which meant that they had medical need that needed to be addressed throughout the year. In Year 10, a cohort of 89, 8 DA learners were considered PA by the end of the academic year. Two of these had medical issues throughout the year and a penalty notice is about to be issued to a third for an unauthorised holiday.</p>	<p>Attendance continues to be something the College needs to improve upon. Attendance stood at 93.4% for Year 10 for the last academic year and 91.1% for Year 11. Whilst this is below the national average it is worth noting that the national average is taken from Years 7 – 11. It is recognised nationally that attendance figures decrease as learners move from KS3 to KS4. Our College has similar rates of attendance to Year 10 locally (93.6%) and will be looking to compare itself with local schools again.</p>	<p><i>£4000</i></p>
			<p>Pupil Premium Grant RECEIVED:  Actual Spend:</p>	<p><i>£75969</i>  <i>£91982 Additional Spend Funded from College Budget</i></p>

## 7. Additional detail

- Information regarding new year 10 learners came in earlier than previous year therefore interventions could begin earlier - Change of College day is allowing for interventions to take place within the college day for current Year 10 learners.

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