

London Design and Engineering UTC

Pupil Premium Strategy Review 2019-2020

1. Summary information					
Academic Year	19/20	Total PP budget	£86228 Final	Date of most recent PP Review	Sep 2020
Total number of learners KS4	241 (269 Feb 2020)	Number of pupils eligible for PP	79	Date for next internal review	Sep 2021

2. Current attainment 2019-2020 Previous Attainment 2018-2019		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving 9 – 4 in English / Maths (2019-2020) (PP 38, not PP 53)	73 (56.8)	77.4 (67.6)
% achieving 9 – 5 in English / Maths (2019-2020) (PP 38, not PP 53)	51.4 (32.8)	60.4 (43.2)
Attainment 8 score average	48.6 (44)	51.9 (47)

3. Barriers to future attainment (for learners eligible for PP)		
In-school barriers		
A.	Gaps in learning for a proportion of DA learners as caused by missed work (attendance) in their previous settings, capacity to access and engage with home learning and learned lack of resilience	
B.	Proportion of DA learners 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 life and curricular opportunities which therefore has a detrimental effect on progress.	
External barriers		
D.	Proportion of DA learners whose attendance is $\geq 10\%$ has an impact on learner progress	
E.	Lack of support with learning at home and a lack of engagement of parents of learners who are most vulnerable to underachievement.	
4. Desired impact		Success criteria
A.	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"> - In-college learner 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) <p>This is the second year running that we have been able to close the gap between DA learners and non-DA Learners (see above) The gap has closed from 9 points to 4 for learners achieving grades 4 and above in English and Maths. Similarly, the gap has closed slightly for those learners achieving grade 5 in English / Maths (from 10 to 9 points) The Attainment gap has remained the same. Pleased that all DA learners in Year 11 have been able to access courses for their next steps.</p>
B.	To improve literacy skills at KS4 which is seen as a key barrier to achieving well in GCSE examinations	<ul style="list-style-type: none"> - Improving grades for English <p>Both English and Maths grades have improved for DA learners</p> <ul style="list-style-type: none"> - Learners use of Accelerated Reader <p>Learners in Years 9,10,11 now have access to Accelerated Reader</p> <ul style="list-style-type: none"> - Improved reading ages <p>There is some evidence to suggest that learners are improving their reading ages. However due to national lockdown assessments will need to be continued this academic year.</p>

4. Desired impact		Success criteria
C.	<p>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.</p>	<ul style="list-style-type: none"> - Wellbeing records indicate appropriate resolution and/or referral for all DA welfare issues. - 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. - Attendance to College improves <p>See below</p>

5. Planned expenditure							
Academic year		2019-2020					
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 impact	Chosen implementation method	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Budgeted Cost	Staff lead	When will you review implementation?	Review 2020
To ensure that the learning needs of all DA learners are met and supported accordingly alongside high-quality teaching	Use of GL Assessments to provide information on learners re literacy / numeracy weaknesses. Partial contribution to cost of Assistant SENCO to help carry out assessments.	Intervention can begin at an early stage – as soon as possible on arrival into KS4	Learner Data will be shared with staff and recorded on SIMS Extra time for internal / external assessments put in place Special Access Arrangements and related paperwork completed by February deadline for examination series 2020.	£10,919.22	GGD	Termly through reporting systems	<p>Actual Cost £12,000 By deadline February 21st 6 x Year 11 Learners assessed and Access arrangements put in place.</p> <p>Each assessment and interview can take anything up to two hours. Evidence is compiled and has to be written on a Form 8. Work could take up to 4 hours per learner depending on complexity of Case. Newham charge £730 per day (Complex Needs and Dyslexia service)</p> <p>GL Assessments were carried out on all Year 9 and 10 learners prior to entry and needs identified and information shared with staff.</p> <p>The Assistant SENCO returned from Maternity leave in February and was able to work on the above.</p>

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 in English / Maths / Science	Some DA learners prefer the one to one / small group approach. Individual intervention for specific groups of learners seen as positive by learners.	Through feedback from Faculty Leads	£16,500.00	NCY – English HKN – Maths PEY – Science	Termly, through observations. Termly through data monitoring and tracking Annually through outcomes.	Actual Cost £16,500.00 We had three tutors, one each in English, Maths and Science. Two continued to provide one to one online live lessons during the lockdown period from March 23 rd – end of June when learners had finished their courses. Evidence from the 2020 exam series Shows that the gap has closed again between Pupil Premium learners and non-Pupil Premium learners – however learners are now returning to college following six months away and further gaps may have appeared
To enable DA learners to develop confidence and hone skills in English and Maths	Small group teaching in English / Maths to provide specific intervention	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	£16,666.67	NCY – English HKN – Maths	Data monitoring and tracking at least termly Final results for Year 11 in August 2020 Regular feedback provided by Heads of Faculty	Actual Cost: 16,666.67 Year 10 learners benefited from smaller Group (10X)
Total budgeted cost							£ 44,486
Total Actual cost							£ 57,466.67

B:							
Literacy Development							
Desired intent	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Budgeted cost	Staff Lead	When will you review implementation?	Review September 2020
To ensure KS4 DA learners have access to literacy resources and improve vocabulary knowledge. To ensure all DA learners are able to access appropriate reading materials.	Create a well-stocked library with a wide collection of books banded according to the Accelerated Reader readability formula. Easy access to computers with internet connection to ensure Accelerated Reader can be implemented successfully. Independent Reading time to be included within the timetable structure.	The Education Endowment Foundation has carried out a number of small trials. There is evidence to suggest that this approach is effective for weaker readers as a catch-up intervention and particularly effective for those on Free School Meals.	Through observations of English lessons and tutor time Through learner evaluations when accessing quizzes online	£10673	ECS	Termly via Accelerated Reader programme	Actual Cost £9,673.69 unfortunately, the closure of the college on March 20 th did have an impact on monitoring and assessing this programme. However, of those assessed in Year 9 in September and then again in February, 5 DA learners had made progress with their reading ages. One of whom had improved by three years.
			Total budgeted cost			£10,673	
			Total actual cost			£9673.69	

C: Welfare / Wellbeing							End of Year Review September 2020
Desired intent	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Budgeted Cost	Staff Lead	When will you review implementation?	
To ensure that all DA learners' wellbeing is given high priority	Ensure KS4 DA learners have their own personal wellbeing mentor through the pastoral systems (Chaplaincy / Head of Year / TA / Form Tutor)	Personal Mentors have been seen as a positive by learners in the past	Through recording on SIMS Via Wellbeing meetings	Partial cost of staffing £13,444	GGD	Weekly via Wellbeing Meetings	<p>Actual cost: £13816.23</p> <p>Heads of Year have been appointed in Years 9 – 11 and offer mentoring. Year 12 also used as mental Health mentors.</p> <p>During lockdown the Heads of Year called all their learners on a weekly basis and the college provided them with mobile phones and the ability to work from home.</p> <p>This supported both learners and parents and has helped with a calm start to the new academic year</p> <p>The Chaplaincy continued to provide a service over the lockdown period as well</p>
To improve wellbeing of learners by ensuring they have a good / positive start to the day.	To create a Breakfast Club	Many DA learners are unable due to financial reasons to have breakfast in the morning. Free breakfast from 8 – 8.30am to act as means for ensuring learners are in on time. Also gives opportunity for HOY to pick up any wellbeing issues from the night / weekend before.	Monitoring by HOY who will take names on a daily basis of those attending Punctuality of DA learners to improve	£5,000	GGD	Monthly through Wellbeing meetings	<p>Actual Cost: £ 300</p> <p>Extenuating Circumstances cost: £4000</p> <p>Up to March 20th, Breakfast club used by approximately 16 learners regularly.</p> <p>In addition, the college provided FSM to learners at a higher rate for the two weeks leading to the Easter break whilst we were waiting for the official voucher system to be put in place by central government. This ensured that learners with FSM continued to be fed at the time it was most needed.</p>

Desired intent	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Budgeted Cost	Staff Lead	When will you review implementation?	End of Year Review September 2020
To ensure DA learners are supported with their mental health and wellbeing	To train a Mental Wellbeing Champion within the staff body with appropriate training	Evidence that there is a lack of experience within the staffing body able to deal with mental wellbeing issues	Training to be provided via external agency	£1,000	GGD	Once training has taken place, weekly through the KS4 Wellbeing meetings	CDK and GGD have undertaken Anna Freud training – this was free of charge. Both are now Mental Health Champions. Year 12 ambassadors have also been trained regarding mental health FOC Learners are being used to support those in Years 9 – 11 via form time The Year 12 ambassador training was subsidised by Newham LA
To ensure DA learners are supported with their mental health and wellbeing	To provide a bespoke programme for learners who are finding college difficult and who are unable to access the LSU support – this may take the form of an alternative provision away from the college	Evidence that for some learners an alternative provision away from formal education is a path to success	Monitoring by HOY Attendance at placement	£2,548.85	GGD	KS4 Wellbeing Meetings Interviews with parents / learners	One DA learner was struggling with College both mentally and socially. A one day / two day a week placement was found for him which focussed on very practical tasks but also included workshops on keeping safe and appropriate responses. This has resulted in him securing a Mechanics course at Stratford College
Total budgeted cost						£19,444	
Total actual cost						£17,365.08	

D: Attendance & Persistent Absenteeism							
Desired intent	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Budgeted Cost	Staff Lead	When will you review implementation?	End of Year Review
To improve the attendance of DA Learners	To employ the services of Newham Attendance Management Services	College requires the legal expertise of the Local Authority to ensure LDE UTC can tackle persistent absenteeism through official means.	Attendance figures	£4000	KDI	Through daily and weekly attendance figures Through weekly wellbeing meetings Through ½ termly meetings with NAMS representative	<p>Year 11 DA Learners – 94.12% attendance compared to 94.13% non-PP learners Year 10 PP learners – 95.04% Attendance compared to 94.53% non-PP learners Year 9 PP Learners – 93.52% compared to 95.93% non-PP learners</p> <p>This shows an improvement from the previous academic year where Year 11 PP attendance stood at 84.47% and Year 10 91.48%</p> <p>Please note that attendance in 2019-2020 is only taken to March 20th due to the country going into lockdown following the COVID-19 pandemic.</p>
TOTAL BUDGETED COST:							£4000
TOTAL ACTUAL COST:							£4000

E: Educational Resources, Visits and Curriculum Enrichment							
Desired intent	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Budgeted Cost	Staff Lead	When will you review implementation?	Mid-Year Review February 2020
To provide DA learners with educational resources to support learning	Staff to identify items that learners are unable to purchase themselves e.g. calculators / revision guides etc	DA learners often do not have the means to purchase additional items that would be useful for their learning	Through departmental orders Through learner voice	£3000	GGD	Monthly through review of accounts	£200 Revision Skills guides £202.60 Calculators provided for Year 11 £555.75 SPaG guides for learners £385.50 History/Geography Revision guides for Years 10/11 1 x Desk – from College Tablet for one Year 11 learner
To ensure that extracurricular activities are part of the curriculum with DA learners able to access trips and visits	Educational Visits	Cultural and educational enrichment continues to have a positive impact on the aspirations of DA students and their achievements in school.	By promoting the ethos that 'extracurricular' becomes part of the curriculum and culturally enriching experiences are part of the learning process. Through HOF / whole staff communication and collaboration at INSET, staff meetings and line management meetings. All requests authorised or denied through GGD	£3000	GGD	Monthly through review of accounts	£5365 Ski Trip x 10 1 x LAC (full cost) Brompton Bike Factory £80 The Ski Trip remains one of the high points for our PP learners who were all given the opportunity to attend. For many this has been the only holiday and time away from home this academic year
TOTAL BUDGETED COST:							£6000
ACTUAL COST:							£7058.85