

London Design and Engineering UTC – Pupil Premium Strategy Statement 2019-2020

1. Summary information					
Academic Year	19/20	Total PP budget	£75,000 (tbc)	Date of most recent PP Review	Sep 2019
Total number of learners KS4	241	Number of pupils eligible for PP	TBC (in light of new learners Sep 2019)	Date for next internal review of this strategy	Sep 2020

2. Current attainment 2018-2019		
Previous Attainment 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	-0.12 (-0.25)	0.11 (-0.06)
Attainment 8 score average	42 (37.6)	47 (54.3)

3. Barriers to future attainment (for learners eligible for PP)

In-school barriers

A.	Gaps in learning for a proportion of DA students 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 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 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-school 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) Learner case studies demonstrate instances of particular achievement by learners with DA backgrounds.
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 - Learner use of Accelerated Reader - Improved reading ages
C.	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"> - 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

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?	Mid-Year Review February 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	£10,919.22	GGD	Termly through reporting systems	

			examination series 2020.				
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.	
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	
Total budgeted cost							£ 44,486

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?	Mid-Year Review February 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	
			Total budgeted cost				£10,673

C: Welfare / Wellbeing							Mid-Year Review February 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	
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	
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	
Total budgeted cost							£19,444

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?	Mid-Year Review February 2020
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	
TOTAL BUDGETED 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	
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	
TOTAL BUDGETED COST:							£6000