

London Design and Engineering UTC – Pupil Premium Strategy Statement 2020-2021

1. Summary information					
Academic Year	2020/21	Total PP budget	£	Date of most recent PP Review	Sep 2020
			107,437.50		
Total number of learners KS3 and KS4	262	Number of pupils eligible for PP	76	Date for next internal review of this strategy	Feb 2021 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-college barriers		
A.	Gaps in learning for a proportion of DA learners as caused by missed work (attendance) in their previous settings (Year 9), the COVID-19 gap for Years 10 and 11 due to the countrywide lockdown in March 2020 and the capacity to access and engage with home learning alongside a 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. Attendance will be a cause for concern for the entirety of 2020-2021 due to global pandemic.	
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.	<p>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.</p>	<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.	<p>To improve literacy skills at KS4 which is seen as a key barrier to achieving well in GCSE examinations</p>	<ul style="list-style-type: none"> • Improving grades for English and other literacy-based subjects • Learner's use of Accelerated Reader • Improved reading ages
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

5. Planned expenditure							
Academic year	2020-2021						
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 examination series 2021.	£12,000	GGD	Termly through reporting systems	
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	£ 28,800.00 (partial funding)	NCY – English AMR – Science APS - Maths	Termly, through observations. Termly through data monitoring and tracking. Annually through outcomes.	

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 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 APS – Maths	Data monitoring and tracking at least termly Final results for Year 11 in August 2021 Regular feedback provided by Heads of Faculty	
Total budgeted 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?	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.	To continue building 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. Use of DEAR within tutor time 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 Regular assessing of reading ages	£10,673	ECS	Termly via Accelerated Reader programme	
			Total budgeted cost				£10,673

C: Welfare / Well-being							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) Allow time for mentoring sessions	Personal Mentors have been seen as a positive by learners in the past	Through recording on SIMS Via Wellbeing meetings	£ 27,632.46	GGD	Weekly via Wellbeing Meetings	
To improve wellbeing of learners by ensuring they have a good / positive start to the day.	To continue with 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 numbers by catering team Learner surveys	£1,000	GGD	Monthly through Wellbeing meetings	
To ensure DA learners are supported with their mental health and wellbeing	To appoint a college counsellor who is able to support learners on a professional level	Evidence that there is a lack of experience within the staffing body able to deal with mental wellbeing issues.	Counsellor to be sought from external source	£5,600	GGD	Through well-being meetings and feedback from counsellor	

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 DA learners are able to access extra-curricular activities that relate to wellbeing	To join Citizens UK	To allow learners to experience working together on projects not related to academia	Through regular meetings with Citizens UK	£1,000	HOYs	Through wellbeing meetings and learner engagement	
Total budgeted cost							£35,232.46

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	
To monitor closely the attendance of DA Learners	To appoint an Attendance Lead who will take responsibility for chasing absences, recording absences and ensuring protocols are followed	This is an important role within the college and is necessary to ensure that legal requirements are met.	Attendance Figures Letters to learners / parents	£11,500	KDI	Through daily and weekly attendance figures Through weekly wellbeing meetings Through ½ termly meetings with NAMS representative	
TOTAL BUDGETED COST:							£15,500

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	£3,000	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	£3,000	GGD	Monthly through review of accounts	
TOTAL BUDGETED COST:							£6,000