

LDE UTC Pupil Premium Strategy Statement 2025-2027

This statement details our college's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year. The effect of last year's spending can be found in Part B.

College overview

Detail	Data
College name	London Design and Engineering UTC
Number of pupils in school	KS3 and KS4 = 300
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	
Pupil Premium Lead	Kenan Drugzani
Governor / Trustee lead	Stuart Moss

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£ 140,825.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 140,825.00

Part A: Pupil Premium Strategy Plan

Statement of intent

The Pupil Premium Grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged learners and support pupils with parents in the armed forces.

LDE UTC will use the grant to support these groups, which comprise learners with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all learners eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve learners' progress and attainment so that they can reach their full potential.

As a College, we are 'Creating technology and employer-led education that provides learners with the ability to exceed their potential, celebrate their diversity and embrace the opportunities of the 4th 'industrial revolution.'

As a University Technical College, we aim to provide:-

1. A well-designed curriculum through which learners are enthused, engaged and make especially good progress in their chosen technical field.
2. An environment where learning is stretched and deepened through its application and the contribution of partner employers.
3. The opportunity for learners to leave work-ready, professional, with well-developed employability skills
4. The opportunity for learners to secure progression to ambitious destinations.

Values

Passionate about everything we do	We commit ourselves wholeheartedly to everything we do. We approach our work with enthusiasm, energy and positivity. We do what we do because we love it, and this passion shines through.
Reach higher, be better	We are always learning and challenging ourselves and each other to be the very best we can be. We have the courage to improve the way we work and exceed expectations.
Be respectful and value everyone	We take time to listen to each other and treat people in the way they want to be treated. We are supportive, inclusive and recognise everyone has their own skills and experience to offer. All our family has a voice.
Take care	We look after ourselves, our colleagues and our community. We have a zero-compromise approach to health, safety and well-being.
Take ownership	We take responsibility and never walk on by. We are proactive – focusing only on solutions instead of problems.
Be proud, be seen	We celebrate our past, we are proud of what we do today, and we are excited about our future.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge Number	Details of the Challenge
1	Gaps in learning for a proportion of DA learners in their previous settings (Year 7/8)
2	Proportion of DA learners with lower literacy skills, particularly reading and therefore less able to access lessons, resources and learning materials across the curriculum
3	Specific/extensive welfare/wellbeing issues preventing full engagement in college life and curricular opportunities, which therefore have a detrimental effect on progress
4	The proportion of DA learners whose absence is $\geq 10\%$ has an impact on learner progress. Attendance continues to be a cause for concern nationally.
5	Lack of equipment / resources and opportunities compared to non-DA learners.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Learners' emotional well-being and mental health are fully supported	Learners feel supported and are able to access mental health advice whilst at college. This should lead to better attendance and well-being, which in turn will lead to better educational outcomes.
To improve attendance for DA Learners	Attendance for DA learners shows improvement and leads to better overall educational outcomes.
To ensure DA learners achieve as well as / better than non-DA Learners	GCSE results show the gap between DA and non-DA is closing.
Literacy is embedded throughout the college, and reading ages for all learners continue to improve.	Improvement of reading ages across KS3/4 Improved access to resources and promoted better outcomes for learners.

Activity in this academic year

These detail how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 55,534.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual and small group tutoring in Maths / English / Science £22,040.00	Peer tutoring Toolkit Strand Education Endowment Foundation EEF	1
Use of Reading Plus and management thereof £6,494.00	Reading Plus – efficiency Efficacy Research	2
Individual and small group mentoring in the Learning Support Unit £27,000.00	Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 3, and 4

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ 89,651.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of text messaging service to advise parents of learner non-attendance £2,500	Texting Parents Projects Education Endowment Foundation EEF Although this doesn't relate directly to attendance, it does show that text messaging directly is a more effective way of engaging parents, and this would support attendance of our DA learners.	4
Appointment of Newham Management Services to support college attendance at KS3/4 £8,666.00	Support required by the college to ensure that parents / learners follow attendance rules / regulations, including fines / court, etc. In order to address learners absent from education, (KCSIE 2023) enhanced provision from Newham was acquired with bi-weekly meetings with the Newham Attendance Officer.	4

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a College Attendance Officer £19,435.50	Member of staff dedicated to ensuring text messages are sent, and appropriate letters are sent out to support Newham Management Services with a sole focus on KS3/KS4.	4
Counselling £23,400.00	Advice template (publishing.service.gov.uk) It is widely recognised that the pandemic has affected learners' mental health. Similarly, for learners in the age group we serve, there are long waiting lists to access services. We have increased hours to ensure continued support of our learners.	3
Fight for Peace £1,735	FFP Impact	3 and 4
Promote social inclusion and community cohesion. £2,500	Barriers to learning for DA	3 and 4
Chaplaincy £15,000.00	Our chaplaincy has long been recognised as a key feature of our college, offering a safe haven for our learners and the opportunity to explore a variety of issues. This service is partially funded by the Diocese of Chelmsford. Advice template (publishing.service.gov.uk)	3
Breakfast Club £7,000.00	National School Breakfast Programme Projects Education Endowment Foundation EEF	3, 4, and 5
Educational visits/ resources and opportunities (financial support) £5500.00 Trips/ Visits/ Educational 1000 for Resources/clothing assistance £2,915.00 Citizens UK	Cash incentives make no difference to GCSE results, but promise of an outing can boost maths for low News Education Endowment Foundation EEF Outdoor adventure learning Toolkit Strand Education Endowment Foundation EEF	5, 1, and 3
Eradicate the Digital Divide Laptops for learners scheme (one laptop loaned to every learner, to enable enhanced pedagogy) £0	Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk) We are providing all learners, including the DA learners, with a laptop to support learning both at home and whilst at college.	1 and 5

Total budgeted cost: £ 145,185.50

Part B: Review of outcomes in the previous academic year

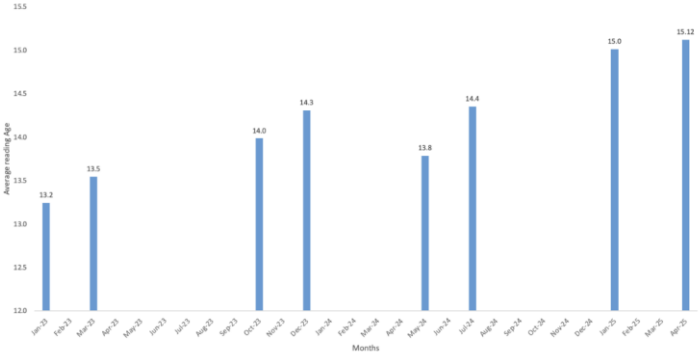
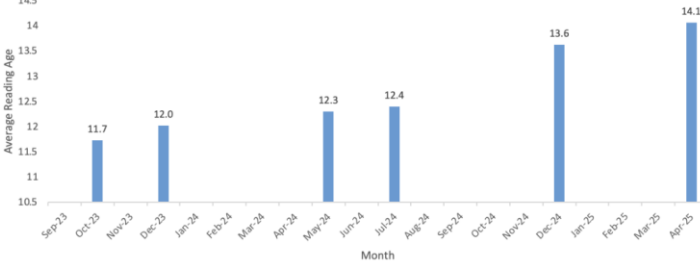
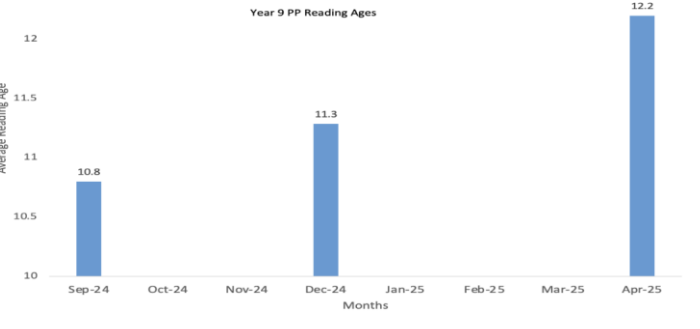
Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 57124.71

Activity	Impact 2024-2025	Challenge number(s) addressed																																																																																															
<p>Individual and small group tutoring in Maths / English / Science</p> <p>£22,040.00</p>	<div data-bbox="411 846 989 1097"> <p>The Quality Indicator for disadvantaged shows that disadvantaged learners are performing better than the rest of the cohort. Their score is positioned within the highest performance band, indicating outcomes above the expected standard. This reflects the strong impact of targeted support and the effectiveness of strategies that enable disadvantaged learners to excel beyond their peers</p> </div> <div data-bbox="1002 831 1212 1216"> <p>Quality Indicator</p> <p>Disadvant... 3</p> <p>QI Score 3</p> <p>The chart shows a vertical scale from 0.60 to 1.20. The 'Disadvant...' score is at 1.06 (level 3) and the 'QI Score' is at 0.99 (level 3).</p> </div> <p>The proportion of disadvantaged (DA) learners achieving grade 5 or above in English and mathematics is 50.9%, compared to the national figure of 25.8%. In addition, the Attainment 8 score of 49.9 exceeds the national average of 34.6. These outcomes indicate a strong positive effect of this initiative, outperforming both the national picture and comparable outcomes across the wider UTC programme.</p> <p>Comparing non-DA vs DA pupils</p> <p>DA learners at the LDE achieved outcomes that were broadly comparable to their non-DA peers. The attainment gap across all measures is small (typically within two points or less), indicating strong equity in provision. FSM6 learners matched or exceeded non-FSM6 peers in English. Overall, the data reflects effective support for disadvantaged learners and sustained progress towards closing performance gaps.</p> <p>London Design and Engineering UTC Pupil Characteristics - Year 11- Results, Exam Year 2025</p> <table border="1"> <thead> <tr> <th rowspan="2">Group</th> <th rowspan="2">Num. Stud.</th> <th colspan="2">En. & Ma 5+</th> <th colspan="2">Attain. 8</th> <th colspan="2">English</th> <th colspan="2">Maths</th> <th colspan="2">EBacc</th> <th colspan="2">Open</th> </tr> <tr> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> <th>Sch</th> <th>Nat</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>100</td> <td>52.0</td> <td>45.9</td> <td>48.6</td> <td>45.9</td> <td>11.1</td> <td>9.8</td> <td>9.9</td> <td>9.1</td> <td>14.5</td> <td>13.4</td> <td>13.1</td> <td>13.5</td> </tr> <tr> <td>Male</td> <td>65</td> <td>52.3</td> <td>43.6</td> <td>49.1</td> <td>43.7</td> <td>11.1</td> <td>9.1</td> <td>10.3</td> <td>9.2</td> <td>15.0</td> <td>13.0</td> <td>12.8</td> <td>12.4</td> </tr> <tr> <td>Female</td> <td>35</td> <td>51.4</td> <td>48.3</td> <td>47.8</td> <td>48.2</td> <td>11.1</td> <td>10.6</td> <td>9.3</td> <td>9.1</td> <td>13.7</td> <td>13.9</td> <td>13.6</td> <td>14.7</td> </tr> <tr> <td>FSM6</td> <td>55</td> <td>50.9</td> <td>25.8</td> <td>47.9</td> <td>34.6</td> <td>11.2</td> <td></td> <td>9.7</td> <td></td> <td>14.2</td> <td></td> <td>12.8</td> <td></td> </tr> <tr> <td>Not FSM6</td> <td>45</td> <td>53.3</td> <td>52.3</td> <td>49.6</td> <td>49.5</td> <td>11.1</td> <td></td> <td>10.2</td> <td></td> <td>15.0</td> <td></td> <td>13.5</td> <td></td> </tr> </tbody> </table>	Group	Num. Stud.	En. & Ma 5+		Attain. 8		English		Maths		EBacc		Open		Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	All Students	100	52.0	45.9	48.6	45.9	11.1	9.8	9.9	9.1	14.5	13.4	13.1	13.5	Male	65	52.3	43.6	49.1	43.7	11.1	9.1	10.3	9.2	15.0	13.0	12.8	12.4	Female	35	51.4	48.3	47.8	48.2	11.1	10.6	9.3	9.1	13.7	13.9	13.6	14.7	FSM6	55	50.9	25.8	47.9	34.6	11.2		9.7		14.2		12.8		Not FSM6	45	53.3	52.3	49.6	49.5	11.1		10.2		15.0		13.5	
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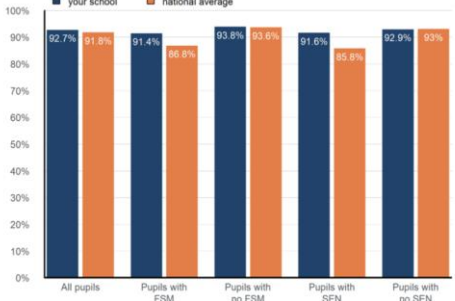
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<p>Use of Accelerated Reader / Lexia Reading Programme and management thereof</p> <p>£8,084.71</p>	<p>Below are the three-year groups (academic year 2024-2025) – showing improvement in reading ages.</p> <p>Reading Strategy Update 2024-25</p> <div data-bbox="392 461 1209 1003"> <p>In Year 11 we have 55 learners PP.</p> <ul style="list-style-type: none"> • End of Year 9 to Year 10 – an increase of 6.67% • End of Year 10 to current- an increase of 5.56% • Since last reporting: 1.33% <p>Average Year 11 Over Time (2022-2023)- Year 9 (2023-2024)- Year 10 (2024-2025)- Year 11</p>  <table border="1"> <caption>Average Year 11 Over Time</caption> <thead> <tr> <th>Month</th> <th>Average reading Age</th> </tr> </thead> <tbody> <tr><td>Jan-23</td><td>132</td></tr> <tr><td>Mar-23</td><td>135</td></tr> <tr><td>Oct-23</td><td>140</td></tr> <tr><td>Dec-23</td><td>143</td></tr> <tr><td>Mar-24</td><td>138</td></tr> <tr><td>Jul-24</td><td>144</td></tr> <tr><td>Jan-25</td><td>150</td></tr> <tr><td>Apr-25</td><td>151.2</td></tr> </tbody> </table> </div> <div data-bbox="392 1048 1209 1532"> <p>In Year 10 we have 50 learners PP</p> <ul style="list-style-type: none"> • 9.68 % increase in reading age on average between July 2024 (end of year 9) to December 2025 in Year 10 • Another 4% increase since last reporting. <p>Average Year 10 Over Time (2023-2024)- Year 9 (2024-2025)- Year 10</p>  <table border="1"> <caption>Average Year 10 Over Time</caption> <thead> <tr> <th>Month</th> <th>Average Reading Age</th> </tr> </thead> <tbody> <tr><td>Sep-23</td><td>11.7</td></tr> <tr><td>Dec-23</td><td>12.0</td></tr> <tr><td>May-24</td><td>12.3</td></tr> <tr><td>Jul-24</td><td>12.4</td></tr> <tr><td>Dec-24</td><td>13.6</td></tr> <tr><td>Apr-25</td><td>14.1</td></tr> </tbody> </table> </div> <div data-bbox="392 1576 1209 2047"> <p>Academic Year 24-25</p> <p>In Year 9 we have 45 learners PP</p> <ul style="list-style-type: none"> • 13% increase in reading age on average since the start of the academic year. • 8% increase in reading age on average since last reporting in January 2025. <p>Year 9 PP Reading Ages</p>  <table border="1"> <caption>Year 9 PP Reading Ages</caption> <thead> <tr> <th>Month</th> <th>Average Reading Age</th> </tr> </thead> <tbody> <tr><td>Sep-24</td><td>10.8</td></tr> <tr><td>Dec-24</td><td>11.3</td></tr> <tr><td>Apr-25</td><td>12.2</td></tr> </tbody> </table> </div>	Month	Average reading Age	Jan-23	132	Mar-23	135	Oct-23	140	Dec-23	143	Mar-24	138	Jul-24	144	Jan-25	150	Apr-25	151.2	Month	Average Reading Age	Sep-23	11.7	Dec-23	12.0	May-24	12.3	Jul-24	12.4	Dec-24	13.6	Apr-25	14.1	Month	Average Reading Age	Sep-24	10.8	Dec-24	11.3	Apr-25	12.2	<p>2</p>
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Activity	Impact 2024-2025	Challenge number(s) addressed																												
Individual and small group mentoring in the Learning Support Unit £27000	<p>The LSU continues to provide support for learners at risk of NEET and/or permanent exclusion / disengagement from education. We have had to make no permanent exclusions.</p> <p>FSM6 - 2 or more suspensions</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> <th>National distribution banding</th> <th>Trend</th> <th>School context</th> </tr> </thead> <tbody> <tr> <td>2023/24</td> <td>137</td> <td>1.46%</td> <td>9.40%</td> <td>Below (sig-)</td> <td>No sig change</td> <td>High - FSM</td> </tr> <tr> <td>2022/23</td> <td>134</td> <td>2.24%</td> <td>8.31%</td> <td>Below (sig-)</td> <td>No sig change</td> <td>High - FSM</td> </tr> <tr> <td>2021/22</td> <td>114</td> <td>0.88%</td> <td>6.56%</td> <td>Below (sig-)</td> <td>Not available</td> <td>High - FSM</td> </tr> </tbody> </table> <p>No NEETs</p> <p>Year 11: 2024 - 2025 Graduate Destination Data</p> <p>Legend: ■ Continued at LDE ■ Sixth Form and FE College ■ Apprenticeships ■ Employment</p>	Year	Cohort	School	National	National distribution banding	Trend	School context	2023/24	137	1.46%	9.40%	Below (sig-)	No sig change	High - FSM	2022/23	134	2.24%	8.31%	Below (sig-)	No sig change	High - FSM	2021/22	114	0.88%	6.56%	Below (sig-)	Not available	High - FSM	1 3 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £89,743

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Use of text messaging service to advise parents of learner non-attendance £2,500	<p>The attendance of DA is above the national and local figures. We have an increased attendance for the DA year on year, as per IDSR, shown below.</p> <p>FSM6 - Attendance</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Cohort</th> <th>School</th> <th>National</th> <th>National distribution banding</th> <th>Sch trend vs Nat trend</th> <th>School context</th> </tr> </thead> <tbody> <tr> <td>2024/25</td> <td>141</td> <td>92.8%</td> <td>88.2%</td> <td>Above</td> <td>Relative decline</td> <td>High - FSM</td> </tr> <tr> <td>2023/24</td> <td>138</td> <td>90.8%</td> <td>86.0%</td> <td>Above</td> <td>Relative improvement</td> <td>High - FSM</td> </tr> <tr> <td>2022/23</td> <td>132</td> <td>89.7%</td> <td>86.0%</td> <td>Above</td> <td>Relative improvement</td> <td>High - FSM</td> </tr> </tbody> </table>	Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context	2024/25	141	92.8%	88.2%	Above	Relative decline	High - FSM	2023/24	138	90.8%	86.0%	Above	Relative improvement	High - FSM	2022/23	132	89.7%	86.0%	Above	Relative improvement	High - FSM	4
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Appointment of Newham Management Services to support college attendance at KS3/4 £8666.00	<p>DfE-generated reports confirm that attendance of DA learners is above the national average.</p>	4																												

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	<p>Attendance by pupil group</p> <p>Figure 2: Bar chart showing attendance percentages for different pupil groups compared to the national averages. Results are based on pupils with free school meals (FSM) and special educational needs (SEN) support in years 7 to 11 from the start of the academic year 2024 to 2025, up to Tuesday 08 April 2025.</p>  <table border="1" data-bbox="402 398 858 698"> <caption>Attendance by Pupil Group</caption> <thead> <tr> <th>Pupil Group</th> <th>Your School (%)</th> <th>National Average (%)</th> </tr> </thead> <tbody> <tr> <td>All pupils</td> <td>92.7%</td> <td>91.8%</td> </tr> <tr> <td>Pupils with FSM</td> <td>91.4%</td> <td>86.8%</td> </tr> <tr> <td>Pupils with no FSM</td> <td>93.6%</td> <td>93.6%</td> </tr> <tr> <td>Pupils with SEN</td> <td>91.6%</td> <td>85.8%</td> </tr> <tr> <td>Pupils with no SEN</td> <td>92.9%</td> <td>93%</td> </tr> </tbody> </table> <p>FFT – also triangulates the attendance of FSM6.</p> <table border="1" data-bbox="402 824 1216 1048"> <thead> <tr> <th colspan="3">Attendance breakdown</th> <th colspan="4">Year To Date</th> </tr> <tr> <th colspan="3"></th> <th colspan="2"></th> <th>26 Aug 24</th> <th>01 Aug 25</th> </tr> <tr> <th>Pupil Groups</th> <th>Pupils</th> <th></th> <th>All</th> <th>Year 9</th> <th>Year 10</th> <th>Year 11</th> </tr> </thead> <tbody> <tr> <td rowspan="3">FSM6</td> <td rowspan="3">FSM6</td> <td>School</td> <td>90.8%</td> <td>91.7%</td> <td>89.8%</td> <td>91.2%</td> </tr> <tr> <td>FFT National</td> <td>86.2%</td> <td>85.2%</td> <td>84.2%</td> <td>83.6%</td> </tr> <tr> <td>Difference</td> <td>+4.6% *</td> <td>+6.4% *</td> <td>+5.6% *</td> <td>+7.7% *</td> </tr> <tr> <td rowspan="3">Not FSM6</td> <td rowspan="3">159</td> <td>School</td> <td>93.6%</td> <td>93.3%</td> <td>93.2%</td> <td>94.5%</td> </tr> <tr> <td>FFT National</td> <td>93.3%</td> <td>92.9%</td> <td>92.5%</td> <td>91.7%</td> </tr> <tr> <td>Difference</td> <td>+0.3%</td> <td>+0.4%</td> <td>+0.6%</td> <td>+2.8% *</td> </tr> </tbody> </table>	Pupil Group	Your School (%)	National Average (%)	All pupils	92.7%	91.8%	Pupils with FSM	91.4%	86.8%	Pupils with no FSM	93.6%	93.6%	Pupils with SEN	91.6%	85.8%	Pupils with no SEN	92.9%	93%	Attendance breakdown			Year To Date									26 Aug 24	01 Aug 25	Pupil Groups	Pupils		All	Year 9	Year 10	Year 11	FSM6	FSM6	School	90.8%	91.7%	89.8%	91.2%	FFT National	86.2%	85.2%	84.2%	83.6%	Difference	+4.6% *	+6.4% *	+5.6% *	+7.7% *	Not FSM6	159	School	93.6%	93.3%	93.2%	94.5%	FFT National	93.3%	92.9%	92.5%	91.7%	Difference	+0.3%	+0.4%	+0.6%	+2.8% *	
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<p>Employment of a College Attendance Officer £ 19,435.50</p>	<p>Member of staff dedicated to ensuring text messages are sent, and appropriate letters are sent out to support Newham Management Services with a sole focus on KS3/KS4.</p>	<p>4</p>																																																																									
<p>Counselling £15,300.00</p>	<p>Our counsellor continues to provide support having increased hours during the academic year. 15 Learners at any one time are being supported through this service; however, there is always a waiting list.</p>	<p>3</p>																																																																									
<p>Chaplaincy £15,000.00</p>	<p>The Chaplaincy is a partnership between The Centre of Theology and Community, Chelmsford Diocese and LDE UTC. LDE UTC is the only UTC of 42 institutions to have a dedicated chaplaincy space and paid Chaplains.</p> <p>LDE UTC is a member of Newham Citizens. This partnership offers a network and access to training and equipping to bring about grassroots change for good.</p> <p>Supports:</p> <ul style="list-style-type: none"> ● mental health and wellbeing ● collaboration with the EDI ● mentoring ● further counselling two days a week. 	<p>3</p>																																																																									

Activity	Impact 2023-2024	Challenge number(s) addressed
Breakfast Club £7,000	Breakfast club continues to be well attended – during the academic year, there was an average of 70 learners a day making use of the breakfast club.	3, 4 and 5
Educational visits / resources and opportunities (financial support) £6000 Trips / Visits Educational Resources and Citizens UK £3,915	Over the course of the academic year, Pupil Premium funding has supported:	5, 1, and 3

9712	16/10/2024	Danielle MALIN	EE Green Cities- Sustainability Presentation	
9498	14/10/2024	Mohamed Omar	New Scientist Live	
9708	14/10/2024	Famida Noor Mahomed	Excel London New Scientist live WorldSkills	
9649	11/10/2024	Famida Noor Mahomed	Motorsport UK Race for Diversity- Official launch	
9693	10/10/2024	Gloria Gold	Jack Petchey Celebration Event	
9417	09/10/2024	Kate Kelly	The Guardian On Site Workshop	
9603	03/10/2024	Amit RATNAPARKHI	M&G	
9615	02/10/2024	Danielle MALIN	EE Green Cities- Sustainability Masterclass	
9601	02/10/2024	Nazmin Chowdhury	Claire Penny	
9496	26/09/2024	Famida Noor Mahomed	Omron Electronics Skills Day	
9539	25/09/2024	Derek Jones	Black Oak Project	
9491	19/09/2024	Aminul Islam	Alexandra Palace- An Inspector Calls	
9492	19/09/2024	Gloria Gold	HS2 Site Visit with Costain	
9512	12/09/2024	Shafina Vohra	UEL British Science Festival	
9548	12/09/2024	Andy Payne	British Science Festival (Y13 Physics)	
9511	12/09/2024	Shafina Vohra	UEL British Science Festival	
9565	12/09/2024	Sarah BELLGARD	UEL British Science Festival	
9510	05/09/2024	Alan Soong	UEL Creative Industries festival	
10578	21/03/2025	Nazmin Chowdhury	Visit BBC young reporter Eastenders Event	
10532	25/03/2025	Robert-Andrei PECETE	Visit British Airways Waterside HQ	
10685	23/04/2025	Sarah BELLGARD	Visit Muse Interviews	
10711	29/04/2025	Alan Soong	Visit House of Lords Visit Yr12 290425 3d	
10689	08/05/2025	Sian Cullen	Visit DoFE expedition	
10656	14/05/2025	Gloria Gold	Visit AI Event	
10671	05/06/2025	Andy Payne	Visit Y12 Science to Loughborough University	
10318	20/06/2025	Gloria Gold	Visit Turing Scheme - Cyprus	
10316	23/06/2025	Gloria Gold	Visit Turing Scheme - Salerno, Italy	
ID	Date	Creator	Name	Ev
10613	04/04/2025	Alan Soong	Amazon Year 12d/td1 040425	
10591	02/04/2025	Alan Soong	Year 9 9r5/pr Samsung 020425	
10601	02/04/2025	Gloria Gold	Green Pioneer- Canary Wharf	
10482	26/03/2025	Andy Payne	Mapping Energy with SMC: TfL district heat - Y12	
10387	21/03/2025	Yetunde BASHORUN	Halsville Visit	
10542	21/03/2025	Nazmin Chowdhury	BBC Young Reporter Celebrating 40 years of BBCR	
10476	17/03/2025	Nawid ROUFI	Field Studies Council	
9798	12/03/2025	Kate Kelly	The Globe (Macbeth)	✓
10475	10/03/2025	Nawid ROUFI	City Hall Docklands	
10477	07/03/2025	George Dong	Microsoft London Yr10	✓
10344	05/03/2025	Gloria Gold	Green & Digital Skills Day at the Sustainable	
10357	04/03/2025	Janice Tricks	Cambridge University workshop	
10282	27/02/2025	Janice Tricks	Cambridge University 2025	

Activity	Impact 2023-2024	Challenge number(s) addressed
Eradicate the Digital Divide Laptops for Learners Scheme <i>(one laptop loaned to every learner to enable enhanced pedagogy)</i> £11,927.52	All learners were issued a device during the academic year. This has ensured that learners, when absent due to prolonged illness, can access the work. The laptops are used as part of the digital curriculum to access resources such as Padlet, SharePoint, etc.	1 and 5

Total budgeted cost: £ 146,857.71

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
In school tutoring and classroom support	YipiYap

Service Pupil Premium Funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, which is not dependent on pupil premium or recovery premium funding.