

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

1. Summary information					
Academic Year	20/21	Total PP budget	£ 109,626.20	Date of most recent PP Review	Sep 2020
Total number of learners KS3 and KS4	262	Number of pupils eligible for PP	104	Date for next internal review of this strategy	Feb 2021 Sep 2021

2. Current attainment 2020-2021		
Previous Attainment 2019-2020		
	Pupils eligible for PP	Pupils not eligible for PP
% achieving 9 – 4 in English / Maths (2020-2021)	69.1 (73)	82.2 (77.4)
% achieving 9 – 5 in English / Maths (2020-2021)	45.5 (51.4)	66.7 (60.4)
Attainment 8 score average	45.3 (48.7)	56.1 (51.9)
Progress 8 (not a measure for UTCs)	-0.38 (0.08)	0.62 (0.08)
Progress from entry	0.77 (0.21)	1.21 (0.63)

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?	End of Year Review September 2021
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	£ 21,131.50 Actual Cost: £21,131.50	GGD	Termly through reporting systems	Access Arrangements were organised for those sitting examinations in January 2021 on our return to college. However these exams did not take place due to college closures and third lockdown. Access Arrangements in place for all those that sat Teacher Assessments all paperwork completed and uploaded onto JCQ website All PP learners in Year 11 were given the opportunity to have support – form of laptops, reading pens Learners had extra time in teacher assessments if needed. See figures above for attainment.
To enable DA learners to develop confidence and hone skills particularly in Maths and English	Smaller teaching groups in Years 9, 10 and 11 in core subjects.	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	£ 55,384.62 Actual Cost: £55,384.62	NCY – English APS – Maths AMT Science	Data monitoring and tracking at least termly Final results for Year 11 in August 2021 Regular feedback provided by Heads of Faculty	Maths teaching groups in Year 11 divided into five once teacher on maternity leave returned. This allowed small groups in key year group and learners were able to succeed – see figures above for attainment.
Total budgeted cost						£ 76,516.12	
Actual Cost:						£ 76,516.12	

B: Literacy Development							End of Year Review September 2021
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 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	£10673 Licence + staffing £6810.12 Books: £699 7509.31	ECS	Termly via Accelerated Reader programme	<p>New books were purchased to ensure that all learners were able to have a reading book as library was not able to be used in same way due to Covid restrictions. Evidence suggests just under a third of learners in Years 9, 10 and 11 made progress in reading between October 2020 and March 2021. Progress by class: -</p> <p>10aEn1 Average reading age has improved by 1 year and 3 months from Sept 2020 to June 2021 (excluding the 10 students who began the year at the highest possible reading age, as there is no room for growth)</p> <p>10aEn 2 Average reading age has improved by 4 months from Sept 2020 to June 2021</p> <p>10aEn3 Average reading age has improved by 4 months from Sept 2020 to June 2021</p> <p>10aEn4 Average reading age has improved by 10 months from Sept 202 to June 2021</p> <p>9C Average reading age has improved by 11 month from Sept 2020 to June 2021</p> <p>9S Average reading age has increased by 1 year and 6 months from Sept 2020 to June 2021</p> <p>9T Average reading age has increased by 9 months from Sept 2020 to June 2021</p> <p>9W Average reading age has increased by 7 months from Sept 2020 to June 2021</p> <p>This continues to be a good resource and we will continue into next academic year alongside other non-cost literacy activities</p>
			Total budgeted cost			£10,673	
			Actual Cost			£7509.31	

C: Welfare / Wellbeing

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 2021
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	£ 29,461 Actual Cost: £29435	GGD	Weekly via Wellbeing Meetings	All DA learners were contacted weekly during lockdown by HOYs, TAs, DSL, SENCO. The college created its own vulnerable learner spreadsheet to enable all staff to have an awareness of the struggles that some of our learners faced whilst in lockdown. WMN mentors those most hard to reach within the LSU and has engaged them in music using the music facilities based in the Learning Support Unit. All learners bar one that were mentored by WMN in Year 11 have moved onto college / other educational establishments. Identified year 11 learners were also assigned a tutor for extra Maths/ Science and English tuition through Catch up funding. The tutors acted as mentors to the learners they supported and again these learners have moved onto KS5 either here or elsewhere
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 Actual Cost: £4303	GGD	Monthly through Wellbeing meetings	Breakfast club welcomes approx. 10 – 15 learners a day. We were fortunate that our supplier did not charge for staffing previously With Covid breakfast club was not as well used as in the past due to restrictions with bubbles etc. we will need to monitor closely to see whether this remains a viable use of PP funding.

C: Welfare / Wellbeing							End of Year Review September 2021
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 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	£7,300 Actual Cost: £4758	GGD	Through wellbeing meetings and feedback from counsellor	Counselling started in November 2020 and continued through Lockdown period – this benefited 4 x PP learners initially – in May 21. The counsellor took on a further 2 PP learners. Educational Mental Health Practitioner joined the college in the Spring Term – this was at no cost to the college and to date she has worked with three PP learners suffering from severe anxiety. It is clear that there is a need to support mental health and wellbeing and the college will be looking at extending the counsellor's time in college during academic year 2021-2022.
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 Actual cost: £2000	HOYs	Through wellbeing meetings and learner engagement	Extra-curricular activities are positively promoted to all learners Many activities during this academic Year were via Teams / Zoom and this has had an impact on learners participating – however at least 3 learners have taken part in The Citizens UK project – this has supported the learners' oracy skills and ability to present in front of people not known to them.
						Total budgeted cost	£38,761.00
						Actual cost	£36,596.00
						Actual Cost:	

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 – September 2021
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	Attendance has continued to be a strength despite lockdown however it is noted that DA learners form a large proportion of learners whose attendance falls below 90%. In Year 9 as of June 2021 PP attendance = 93.3% whilst non PP = 96.6% In Year 10 PP = 93.2% cf to 96.5% non PP In Year 11 PP = 88.7% cf to 95.2% non PP In latest data from DfE the overall Absence rate for PP learners is 7.5% Compared to 4.2% for non PP learners
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	£15622.50 Actual: 15607.45	KDI	Through daily and weekly attendance figures Through weekly wellbeing meetings Through ½ termly meetings with NAMS representative	Warning letters have been issued to key learners although it is worth noting that due to Covid there is a delay in being able to bring about Prosecutions / fines. The Attendance Lead makes daily calls to chase non attendance
TOTAL BUDGETED COST:						£19,622.49	
ACTUAL COST:						£19,607.45	

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?	End of Year Review 2020-2021
To provide DA learners with educational resources to support learning	Staff to identify items that learners are unable to purchase themselves eg 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 1074.29	GGD	Monthly through review of accounts	A number of revision guides and study support materials have been purchased for PP learners in exam cohort. This is in addition to laptops provided both by the college and the DfE totalling 170 of which 136 from DfE Humanities: £500.64 Maths: £539.45 Business: £34.20
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 810+500	GGD	Monthly through review of accounts	As trips / visits have not been able to take place we have used some of This funding to secure a place £810 at Project Zero for a PP learner at risk of becoming a NEET and at risk of Criminal exploitation £500 has been used for a subscription To Flash Academy which supports our EAL learners and SEN learners with their literacy skills.
TOTAL BUDGETED COST:							£6,000 2384.29