

# LDE UTC Pupil Premium Strategy Statement 2022-2024

This statement details our college's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 seen on the website.

## College overview

Detail	Data
College name	London Design and Engineering UTC
Number of pupils in school	KS3 and KS4 = 290
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	
Pupil premium lead	Gloria Gold
Governor / Trustee lead	Anne Heal

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 126,627.35
Recovery premium funding allocation this academic year	£ 32,016
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£158,643.35

# 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 4<sup>th</sup> '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

<b>Passionate about everything we do</b>	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.
<b>Reach higher, be better</b>	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.
<b>Be respectful and value everyone</b>	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.
<b>Take care</b>	We look after ourselves, our colleagues and our community. We have a zero-compromise approach to health, safety and well-being.
<b>Take ownership</b>	We take responsibility and never walk on by. We are proactive – focusing only on solutions instead of problems.
<b>Be proud, be seen</b>	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	Detail of challenge
1	Gaps in learning for a proportion of DA learners as caused by missed work (attendance and Covid-19) in their previous settings (Year 9), the COVID-19 gap for current Years 10 and 11 due to countrywide lockdown in March 2020 and January 2021 and the capacity to access and engage with home learning alongside a learned lack of resilience.
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 has a detrimental effect on progress
4	Proportion of DA learners whose attendance 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 wellbeing and mental health is fully supported	Learners feel supported and are able to access mental health advice whilst at college. This should lead to better attendance and wellbeing which in turn will lead to better outcomes
To improve attendance for DA Learners	Attendance for DA learners shows improvement and lead to better outcomes
To ensure DA learners achieve as well as / better than non DA Learners	GCSE results show 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 promote better outcomes for learners

## Activity in this academic year

This details 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: £ 60,419.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual and small group tutoring in Maths / English / Science £20,072	<a href="#">Peer tutoring   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Use of Accelerated Reader / Lexia Reading Programme and management thereof £8084.71	<a href="#">Accelerated Reader   Projects   Education Endowment Foundation   EEF</a>	2
Individual and small group mentoring in the Learning Support Unit £32263	<a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 3 4

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 88,569.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of text messaging service to advise parents of learner non attendance £2000	<a href="#">Texting Parents   Projects   Education Endowment Foundation   EEF</a> 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 £4000	Support required by the college to ensure that parents / learners follow attendance rules / regulations including fines / court etc	4
Employment of college Attendance Officer £ 17655.42	Member of staff dedicated to ensuring text messages are sent, appropriate letters are sent out to support Newham Management Services.	4
Use of alternative education placement to support learners at risk of permanent exclusion £ 17,0000	Identified learners may benefit from being placed in alternative educational establishments to support educational outcomes.	3 4
Counselling £6,500	<a href="#">Advice template (publishing.service.gov.uk)</a> It is widely recognised that the pandemic has affected learners' mental health. We have decided to partially pay for counselling services via Pupil Premium Funding but ensuring we keep current counselling hours.	3
Breakfast Club £9000	<a href="#">National School Breakfast Programme   Projects   Education Endowment Foundation   EEF</a>	3 4 5
Educational visits / resources and opportunities (financial support) £6500 Trips / Visits £2500 Citizens UK £3000 Educational resources (guides etc)	<a href="#">Cash incentives make no difference to GCSE results, but promise of an outing can boost maths for low   News   Education Endowment Foundation   EEF</a> <a href="#">Outdoor adventure learning   Toolkit Strand   Education Endowment Foundation   EEF</a>	5 1 3
Eradicate the Digital Divide Laptops for learners scheme (one laptop loaned to every learners, to enable enhanced pedagogy) £50258.40	<a href="#">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a> We recognised that a barrier to learning whilst isolating was the lack of an appropriate device in order to access online learning. We are providing all learners with a laptop to support learning both at home and whilst at college.	1 5

**Total budgeted cost: £178,833.13**

## 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 2021 to 2022 academic year .

#### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 60,923

Activity	Impact 2021-2022	Challenge number(s) addressed
Smaller teaching groups (less than 30) in English / Maths / Science	GCSE Results in Year 11 2022 in English / Maths / Science show that our Disadvantaged learners did better in these subjects than in other option subjects. Overall results show Non-disadvantaged learners (57) achieved 4.4 points higher than national 2022 (52.6 ) and disadvantaged (40) 2.5 points high than national 2022 (37.5) Our gap was 1.9 greater than national. 2 disadvantaged learners took a small number of exams due to their health, removing these brings our gap in line with national 2022.	1

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

Budgeted cost: £ 49,221

Activity	Impact 2021-2022	Challenge number(s) addressed
Individual and small group tutoring in Maths / English / Science £14,900	Disadvantaged (40) achieved 2.5 points higher than national 2022 (37.5) Our gap was 1.9 greater than national. However 2 disadvantaged learners took a small number of exams due to their health. Removing these from our overall totals, brings our gap in line with national 2022.	1

Use of Accelerated Reader and management thereof £4860	In Years 9 and 10 there has been an average one year improvement in reading age. Year 9 in October 2021 = average reading age 11y9 months and in May 2022 = average reading age 12y9months Year 10 in October 2021 = average reading age 11y5months and in May 2022 = average reading age 12y6months	2
Individual and small group mentoring in the Learning Support Unit £29461	The LSU continues to provide support for learners at risk of NEET and / or permanent exclusion / disengagement from education.	1 3 4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 46,951

Activity	Impact 2021-2022	Challenge number(s) addressed
Use of text messaging service to advise parents of learner non attendance £2000	Our attendance figures overall are positive for the academic year bearing in mind the continued impact of Covid still on attendance. Overall attendance stands at 89.4% with national data just a bit above at 89.7%. Data from FFT shows that attendance of our disadvantaged learners is significantly better than national – overall +2.2% with our Year 11 Disadvantaged learners attending particularly well, in a year group where attendance does drop traditionally. There is still some work to do with regards to attendance for our Disadvantaged learners.	4
Appointment of Newham Management Services to support college attendance at KS3/4 £4000		4
Counselling £10,000	Our counsellor continues to provide support having increased hours during the academic year. 8 Learners at any one time are being supported through this service – however there is always a waiting list.	3
Breakfast Club £3000	Breakfast club continues to be attended – during the academic year there was an	3 4 5

	average of 17-20 learners a day making use of breakfast club.	
Educational visits / resources and opportunities (financial support) £2000 Trips / Visits £3000 Educational Resources	Over the course of the academic year, Pupil Premium funding has supported:- History revision guides History trip to the Golden Hind Provision of taxi for learners as part of their safety plan Provision of taxi for learner who is looked after Funding has been set aside for the ski trip as this was postponed	5 1 3
Eradicate the Digital Divide Laptops for learners scheme (one laptop loaned to every learners, to enable enhanced pedagogy) £22,951	All learners were issued with a device during the academic year. This has ensured that learners when absent due to Covid are able to continue accessing online learning.	1 5

Total budgeted cost: £ 157,095

## 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, that is not dependent on pupil premium or recovery premium funding.*