

LDE UTC Pupil Premium Strategy Statement 2023-2025

This statement details our college's use of pupil premium (and recovery premium for the 2023 to 2024 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 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	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	
Pupil premium lead	Gloria Gold
Governor / Trustee lead	Anne Heal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 141,278.00
Recovery premium funding allocation this academic year	£ 33,292.50
School led tutoring funding	£ 9,450.00
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	£184,020.50

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	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 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 has a detrimental effect on progress
4	Proportion of DA learners whose absence is >= 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 leads to better overall 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: £ 78,714.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual and small group tutoring in Maths / English / Science £34,630	Peer tutoring Toolkit Strand Education Endowment Foundation EEF	1
Use of Accelerated Reader / Lexia Reading Programme and management thereof £8,084.71	Accelerated Reader Projects Education Endowment Foundation EEF	2
Individual and small group mentoring in the Learning Support Unit £36,000	Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 3 4

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

Budgeted cost: £ 124,379.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of text messaging service to advise parents of learner non attendance £2500	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 acquired	4

	with bi weekly meetings with Newham Attendance Officer.	
Employment of college Attendance Officer £9,435.50	Member of staff dedicated to ensuring text messages are sent, appropriate letters are sent out to support Newham Management Services with sole focus on KS3/KS4.	4
Counselling £13,770.00	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
Chaplaincy £15,000	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	National School Breakfast Programme Projects Education Endowment Foundation EEF	3 4 5
Educational visits / resources and opportunities (financial support) £5000 Trips / Visits / Educational Resources £2750 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 3
Eradicate the Digital Divide Laptops for learners scheme (one laptop loaned to every learners, to enable enhanced pedagogy) £50,258.40	Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk) 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: £ 203,094.61

Part B: Review of outcomes in the previous academic year

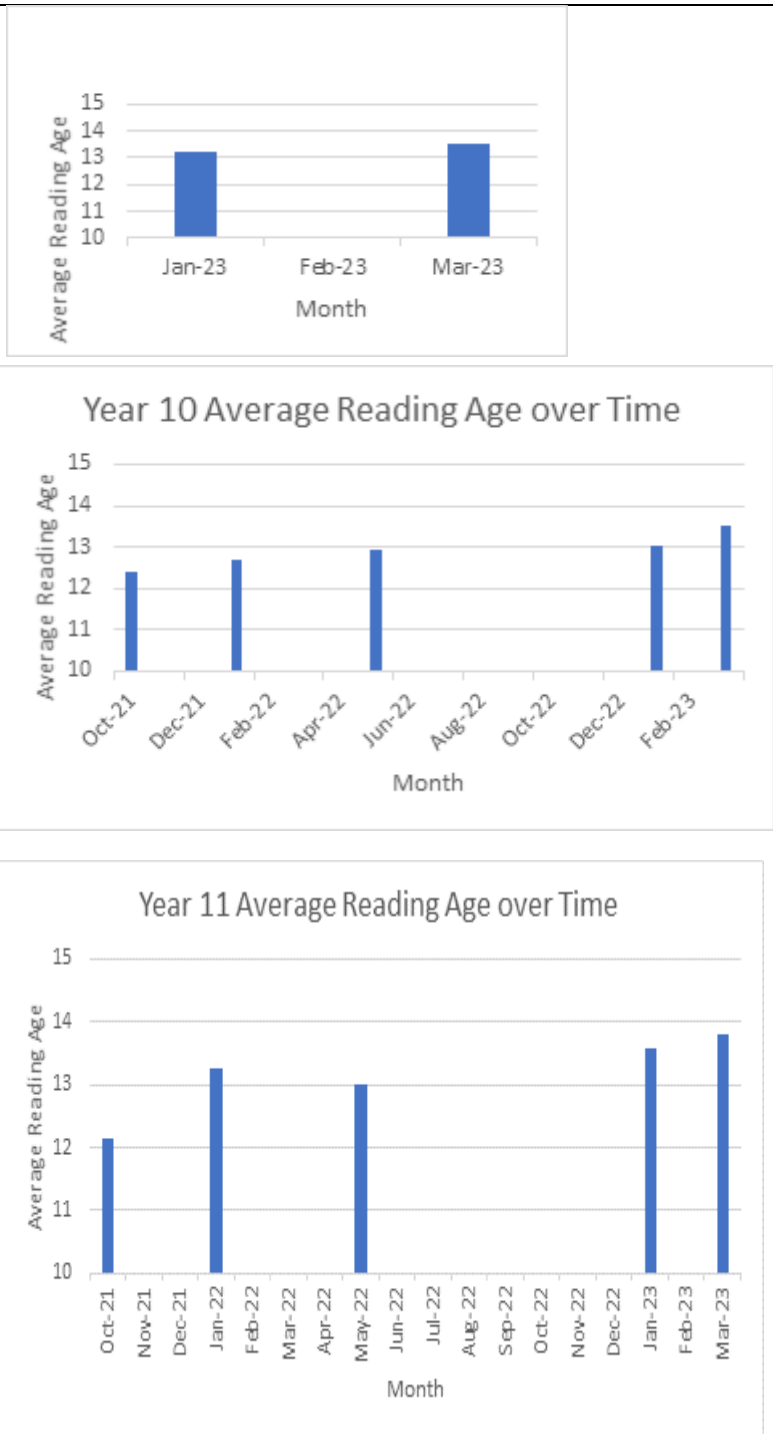
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year .

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

Budgeted cost: £ 49,221

Activity	Impact 2022-2023	Challenge number(s) addressed
Individual and small group tutoring in Maths / English / Science £20,072	<p>National data by FFT is currently showing 72% of learners achieving 9-4 in maths (LDE UTC is 77%) with no data currently available for English due to the complexity of language and literature results.</p> <p>51% of learners achieved English / Maths Grade 5+ and 76.7% achieved English and Maths Grade 4+ compared to last national figures in 2019 of 43% / 65% respectively.</p> <p>Disadvantaged A8 was 40.4 (36.7) compared to non-disadvantage 52.3 (50.3). Our gap was therefore 11.9 (13.6) which, whilst less than the 2019 national average, is a reflection of the increase being seen as an effect of lockdown nationally.</p> <p>Our Science results from our GL Baseline assessment are strong with learners achieving on average one grade above their Baseline Targets</p>	1
Use of Accelerated Reader / Lexia Reading Programme and management thereof £8084.71	<p>We are now able to see trends regarding our reading programme and at the end of the academic year have seen an upward trend with all year groups</p> <p>Year 9</p>	2



Individual and small group mentoring in the Learning Support Unit £32263

The LSU continues to provide support for learners at risk of NEET and / or permanent exclusion / disengagement from education. It is testament to the work undertaken within the LSU that even those that were at risk of not accessing any GCSEs in Year 11 were able to with all bar one learner considered non attenders achieving at least one grade in either GCSE Maths / English / Science

1 3 4

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

Budgeted cost: £ 46,951

Activity	Impact 2022-2023	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 particularly those that are considered Persistent Absentees.	4																																																								
Appointment of Newham Management Services to support college attendance at KS3/4 £4000	<table border="1"> <thead> <tr> <th colspan="3">FSM6</th> <th>All</th> <th>Year 9</th> <th>Year 10</th> <th>Year 11</th> </tr> </thead> <tbody> <tr> <td>FSM6</td> <td>107</td> <td>School</td> <td>87.0%</td> <td>88.3%</td> <td>84.0%</td> <td>89.3%</td> </tr> <tr> <td></td> <td></td> <td>FFT National</td> <td>84.9%</td> <td>83.9%</td> <td>83.0%</td> <td>82.5%</td> </tr> <tr> <td></td> <td></td> <td>Difference</td> <td>+2.2%</td> <td>+4.4%</td> <td>+1.1%</td> <td>+6.8%</td> </tr> <tr> <th colspan="3">Not FSM6</th> <th>All</th> <th>Year 9</th> <th>Year 10</th> <th>Year 11</th> </tr> <tr> <td>Not FSM6</td> <td>160</td> <td>School</td> <td>91.0%</td> <td>91.6%</td> <td>89.6%</td> <td>92.2%</td> </tr> <tr> <td></td> <td></td> <td>FFT National</td> <td>91.3%</td> <td>91.0%</td> <td>90.6%</td> <td>89.7%</td> </tr> <tr> <td></td> <td></td> <td>Difference</td> <td>-0.3%</td> <td>+0.5%</td> <td>-1.0%</td> <td>+2.5%</td> </tr> </tbody> </table>	FSM6			All	Year 9	Year 10	Year 11	FSM6	107	School	87.0%	88.3%	84.0%	89.3%			FFT National	84.9%	83.9%	83.0%	82.5%			Difference	+2.2%	+4.4%	+1.1%	+6.8%	Not FSM6			All	Year 9	Year 10	Year 11	Not FSM6	160	School	91.0%	91.6%	89.6%	92.2%			FFT National	91.3%	91.0%	90.6%	89.7%			Difference	-0.3%	+0.5%	-1.0%	+2.5%	4
FSM6			All	Year 9	Year 10	Year 11																																																				
FSM6	107	School	87.0%	88.3%	84.0%	89.3%																																																				
		FFT National	84.9%	83.9%	83.0%	82.5%																																																				
		Difference	+2.2%	+4.4%	+1.1%	+6.8%																																																				
Not FSM6			All	Year 9	Year 10	Year 11																																																				
Not FSM6	160	School	91.0%	91.6%	89.6%	92.2%																																																				
		FFT National	91.3%	91.0%	90.6%	89.7%																																																				
		Difference	-0.3%	+0.5%	-1.0%	+2.5%																																																				
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 well attended – during the academic year there was an average of 17-20 learners a day making use of breakfast club.	3 4 5																																																								
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:- Year 10 Learners – Golden Hinde History Trip Year 9, 10 learners Design Fair Year 11 Learners – Poetry Live in preparation for GCSE literature exam Years 9, 10, 11 Ski Trip to Italy	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.	15
--	--	----

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.