

# Pupil premium strategy statement

This statement details our school's use of Pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our pupil premium pupils.

It outlines our Pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Pupil premium had within our school.

## School overview

Detail	Data
School name	Waterfront UTC
Number of pupils in school	371
Proportion (%) of Pupil premium eligible pupils	32%
Academic year/years that our current Pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	December 2022 Reviewed Nov. 2023 Reviewed Nov. 2024
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Cathy Reid, Director of Education
Pupil premium lead	Fiona McLean
Governor / Trustee lead	<b>David Giles</b>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£92,400</b>
Recovery premium funding allocation this academic year	£
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	£92,400

## Part A: Pupil premium strategy plan

### Statement of intent

The key aims of the Pupil premium strategy are to improve learner engagement and attendance and reduce suspensions for Pupil premium learners thus enhancing the life chances of our young people by maximising their educational achievement.

There is a specific non-teaching SLT Pastoral Leader who has responsibility for the well-being of all students but especially pupil premium students. There are 3 pastoral workers and 2 TA's who are able to provide support to Pupil premium in small groups. We have appointed a third TA who is due to start in January 2025.

Research findings by the Education Endowment Foundation, incorporating the work of the Sutton Trust, show that access to high quality teachers and curriculum are vital. There is a focus on high quality teaching in CPD for the year 2024/25, including incorporating the use of live and group feedback. The curriculum continues to be reviewed and our Discovery Curriculum has embedded well for year 9 students. This has supported pupil premium students as it is about levelling the playing field and ensuring all students have the knowledge and skills they need to take their next steps.

The Waterfront UTC Curriculum supports all learners including:

-Pupil Premium

-HPA

-SEND

Subject leads & teachers have absolute clarity about the fundamental Skills & Knowledge that students require in their subjects & share this with students.

Persistent absence for pupil premium learners is a sharp focus and there is regular analysis of data and early interventions, by the Principal, SLT, SLT Pastoral Leader and the pastoral team. We have also appointed a dedicated Attendance Officer to ensure earlier identification of pupil premium students who may be absent.

There is a clear, simple behaviour system, created with the students, to ensure better learning can take place for all students. This has embedded and will continue to support learners vulnerable to underachievement so that strategies/interventions can be put in place.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Behaviour</b></p> <p>Lack of engagement and motivation in the classroom by some pupil premium students has been identified; this is reflected in internal exclusion figures, suspensions, removal from lessons and poorer academic progress than non-pupil premium learners.</p>
2	<p><b>Attainment gaps</b></p> <p>Poor literacy and numeracy skills have created attainment gaps. The school has worked on ensuring where there is gaps in learning students are given the support to close them in order for them to make good progress. This does fluctuate as some of the gaps for pupil premium students arise from poor attendance over a period of time including from before the students joined us. The gap between pupil premium and non-pupil premium student has decreased in 2023/24 with a gap of -0.4</p>
3	<p><b>Attendance</b></p> <p>Poor attendance at a previous school or long-term home education has had an impact on the pupil premium students. This is sometimes accompanied by complex social issues such as difficulties in their home lives. We recognise that attendance was adversely impacted by COVID and this continues to be a national issue. We have lowered rates of attendance for our pupil premium learners. We have had students not attend as they do not have uniform; we have removed this barrier by ensuring that parents know they can approach us and we will provide uniform so this does become a barrier to attendance.</p>
4	<p><b>Curriculum</b></p> <p>We have recognised that barriers to accessing the curriculum have included parents and carers unable to afford resources to support home learning such as physical resources of pens, pencils and calculators as well as laptops. As a UTC we often run trips to enhance the students' learning experiences. We ensure that all students can attend the trips.</p>

## 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
1. Improved behaviour for learning of targeted pupil premium students	<p>a. Monitoring shows staff manage low level behaviour effectively within the whole school system.</p> <p>b. Pupils are identified and support is put in place, including with external agencies. The students will be regularly reviewed via parental meetings as well as regular reviews internally.</p> <p>c. Data will show that students are improving their behaviour for learning via a reduction in the number of sanctions.</p>
2. High standards of engagement which leads to high outcomes	<p>a. Learning walks should show that teachers are using effective feedback for all learners</p> <p>b. Monitoring shows staff are able to identify pupil premium learners and their specific needs within their classroom.</p> <p>c. Planning shows learners needs are identified, both in terms of lesson planning and seating plans.</p> <p>d. Outcomes for pupil premium students are in line with others.</p> <p>e. Work scrutiny focusses on pupil premium students first</p>
3. Increased attendance of learners who receive pupil premium	<p>a. Overall attendance is at least 94%.</p> <p>b. Pupil premium students in line with national pupil premium.</p> <p>c. Persistent absence is below 20%</p>
4. Barriers to accessing the curriculum are removed	<p>a. Pupil premium students are provided with resources including calculators and maths sets to ensure they can access the curriculum in school and at home.</p> <p>b. Where laptops are required for home learning arrangements are made to support these students</p> <p>c. Attendance to trips by pupil premium students will increase</p>

## 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.

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

Budgeted cost: **£26,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Pupil premium is a fixed focus for meetings and a priority for Whole School Development plan.</li> <li>• Continue to the CPD programme focussing on curriculum pedagogy which incorporates the elements of HQT</li> <li>• Learning conversations to support staff in effective early intervention for behaviour</li> <li>• Targets are set and reviewed following Raising Standards meetings</li> <li>• Progress meetings are established and a programme of mentoring is put in place for students at risk of underachievement</li> </ul>	<p>Access to high quality inclusive teaching is the driver for success for all students, both pupil premium and non-pupil premium. There is significant evidence to show that Quality First Teaching will improve the outcomes and progress for students. By Leaders focussing on outcomes and progress for pupil premium with middle leaders and teachers, this remains a priority in the classroom.</p> <ol style="list-style-type: none"> <li>1. <a href="#">High-quality teaching   EEF</a></li> <li>2. <a href="#">Pupil premium: overview - GOV.UK</a></li> <li>3. <a href="#">Teaching and Learning Toolkit   EEF</a></li> <li>4. <a href="#">Metacognition and Self-regulated Learning   EEF</a></li> <li>5. <a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf</a></li> <li>6. <a href="#">Planning-professional-development.pdf</a></li> </ol>	<p>1,2</p>

<ul style="list-style-type: none"> <li>All teaching staff clearly indicate pupil premium learners on lessons and seating plans and use appropriate strategies.</li> </ul>		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£35,870**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parents of pupil premium learners in receipt of pupil premium are aware what it means, and what to expect from the school.</p> <p>Provision of free breakfast club for all pupil premium learners</p>	<p>Parents of pupil premium learners have not been fully engaged with the school in knowing how to access support. Parental engagement is essential in supporting the success of pupil premium learners.</p> <p><a href="#">Pupil premium: overview - GOV.UK</a></p> <p><a href="#">Magic Breakfast - trial   EEF</a></p> <p><a href="#">Parental engagement   EEF</a></p>	1,4
<p>Targeted reading programme for pupils who are falling behind in reading</p> <p>Additional HLTA to support reading</p>	<p>There is a clear gap for students who are disadvantaged in terms of literacy and reading.</p> <p><a href="#">Small group tuition   EEF</a></p> <p><a href="#">Phonics   EEF</a></p>	
<p>Highlight pupil premium students at priority intervention meetings. Embed new behaviour system to ensure high expectations of all students.</p>	<p>Pupil premium learners are represented disproportionately in figures relating to both internal and fixed term suspensions. This impacts negatively on pupil premium learner progress.</p> <p><a href="#">Suspensions and permanent exclusions in England, Autumn term 2023/24 - Explore education statistics - GOV.UK</a></p> <p><a href="#">Improving Behaviour in Schools   EEF</a></p>	1,2,3
<ul style="list-style-type: none"> <li>Continue with IEU provision</li> </ul>		

<ul style="list-style-type: none"> <li>• Highlight PP students at priority intervention meetings, in particular for those who are higher tiered (more concerns).</li> <li>• Continue to use the behaviour system to ensure high expectations of all students. This expects the very best from all students.</li> <li>• Students receive regular lesson checks by senior staff who are on Learning Walks.</li> </ul>	<p>High expectations of behaviour alongside interventions and support</p> <p><a href="#">Cognitive Behavioural Therapy   Youth Endowment Fund</a></p> <p><a href="#">Behaviour interventions   EEF</a></p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: **£30,530**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<ul style="list-style-type: none"> <li>• SLT Pastoral Leader with release time to focus on pupil premium</li> <li>• Extra TA recruited for January 2025</li> <li>• Support for Social and Emotional learning</li> <li>• Free Revision packs/resources for all pupil premium learners.</li> </ul>	<p>Developing links with parents and working together. This is through ensuring parents have the materials to support at home.</p> <p><a href="#">Parental engagement   EEF</a></p> <p>Working with students on their social and emotional learning to support the whole child</p> <p><a href="#">Social and emotional learning   EEF</a></p>	1,2,3,4

<ul style="list-style-type: none"> <li>• Pupil premium is a fixed focus for meetings and a priority for the Whole School Development Plan: Diminish the Difference</li> </ul>		
<ul style="list-style-type: none"> <li>• Regular and sharp focus of pupil premium attendance by SLT responsible for attendance as well as the attendance officer and pastoral team</li> <li>• Engagement of pupil premium learner parents where attendance has been identified as a concern.</li> <li>• Contingency fund for acute issues</li> </ul>	<p>Pupil premium learners identified as having less than 95% attendance are likely to underachieve.</p> <p><a href="#">Working together to improve school attendance - GOV.UK</a></p>	3

**Total budgeted cost: £92,400**



## 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.

Our data analysis from 2023/2024 suggested that the performance of pupil premium pupils was higher than in the previous 3 years in key areas of the curriculum however there is still an overall gap between pupil premium and non-pupil premium students. There was a -0.4 gap in progress 8 and although as a UTC we are not measured by progress 8 it does inform around progress in subjects.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our pupil premium pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. This is still having an impact around attendance of our pupil premium pupils.

Overall attendance in 2023/24 improved on the preceding year at 86.76% whole school and 83.8% for pupil premium students. At times when all pupils were expected to attend school, absence among pupil premium pupils was 2% higher than their peers which is an improvement from the previous year by 2%. Persistent absence remains 5% higher amongst pupil premium students compared to non-pupil premium. Although attendance has improved by 2% from last year this remains a key focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health improved last year however suspensions were slightly up as we embedded our behaviour policy alongside increased high expectations. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

### Externally provided programmes

Programme	Provider
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None

