

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 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	248
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Cathy Reid, Director of Education
Pupil premium lead	Fiona Mclean
Governor / Trustee lead	David Giles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,131
Recovery premium funding allocation this academic year	£9824
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 – No deferral
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	£65,955

Part A: Pupil premium strategy plan

Statement of intent

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

This academic year there is a specific non-teaching SLT Pastoral Leader who has responsibility for the well being of all students but especially PP students. There are also 3 new pastoral workers and 2 new TA's who are able to provide support to small groups.

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 2021/22, including incorporating the use of live and group feedback. The curriculum continues to be reviewed and a new Discovery Curriculum has been introduced for year 9 students. This will support PP 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:

-SEND

-HPA

-DISADVANTAGED

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

Persistent absence for PP learners is a sharp focus and there will this year there will be a regular analysis of data and earlier interventions, by the Head of school, SLT Pastoral Leader and her team.

This year there is a clear, simple behaviour system, created with the students, to ensure better learning can take place for all students.

Challenges

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

Challenge number	Detail of challenge
1	Lack of engagement and motivation in the classroom; this is reflected in exclusions, removal figures and poorer academic progress than non-PP learners.
2	Poor literacy and numeracy skills.
3	Poor attendance at a previous school or long-term home education. This is often accompanied by Complex social issues such as dysfunctional home lives.
4	Unable to afford resources to support home learning such as a laptop.

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
PP learners will be the focus of Learning Walks and CPD; all staff will be able to identify PP learners and their specific needs within their classrooms. Planning for these learners will clearly indicate this, both in terms of lesson planning and seating plans.	Underperforming target group make rapid and sustained progress; evidence of difference diminishing in data drops and LW.
HPA PP learners will be identified on lesson plans by all staff. There will be evidence of stretch and challenge during LW and work scrutinises.	Underperforming target group make rapid and sustained progress; evidence of difference diminishing in data drops and LW.
Sharp, regular and focused data regarding PP students. Earlier referral to AASSA, parental/carer	Weekly data regarding PA in PP learner group shows improved attendance.

engagement at earlier stage.	
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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: **See final total**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD programme on curriculum pedagogy. All departments map curriculum, focusing on 'building blocks'. CPD work on long term memory/ gauging whole class feedback Ensure that targets are set and progress is reviewed. PP progress is analysed in these meetings. All teaching staff clearly indicate PP learners on lesson and seating plans and use strategies.	Access to high quality teaching is the driver for success for all students, both PP and non-PP. 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 PP with middle leaders and teachers, this remains a priority in the classroom.	1,2

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

Budgeted cost: **See final total**

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP is a fixed focus for meetings and a priority for Whole School Development plan: Diminish the Difference.	Sharper focus and improved scrutiny and analysis of PP learner progress needed in order to inform interventions.	1,2,3,4

Parents of PP learners in receipt of PPG are aware what it means, and what to expect from the school.	Parents of PP learners have not been fully engaged with the school in knowing how to access support. Parental engagement is essential in supporting the success of PP learners.	1,4
Regular and sharp focus of PP attendance. Free Revision packs/resources for all PP learners. Engagement of PP learner parents where attendance has been identified as a concern.	PP learners identified as having less than 95% attendance are likely to underachieve.	3
Highlight PP students at priority intervention meetings. Embed new behaviour system to ensure high expectations of all students.	PP learners are represented disproportionately in figures relating to both internal and FTE. This impacts negatively on PP learner progress.	1,2,3

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

Budgeted cost: **See final total**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT Pastoral Leader Extra TA's recruited	The work of The Difference. Evidence of what works in relation to Behaviour management. Observation and visits with other schools.	1,2,3,4

Total budgeted cost: £56,131

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 2020 to 2021 academic year.

The outcomes from 2020-2021 results are linked to COVID-19 barriers to learning. This has disrupted learning undertaken in all respective subjects. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that was intended.

Waterfront UTC is a school that take all their pupils from prior schools in year 9 and previously year 10. For these pupils their previous attendance was 79.26% and in 2020/21 their attendance was 93.20% at WUTC. This shows an increase of attendance at WUTC. Pupils previous persistent absence was 38.5% and in 2020/21 their PA at WUTC was 19.02%. Nearly 84% of students have better attendance at WUTC than they did at their previous schools. For PP pupils, attendance was 88% and persistent absence was 30% in 2020/21. For this reason, attendance and persistent absence remain a whole school priority.

For pupils being already educated at WUTC, 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 and lessons delivered on-line. The Centre Assessed Grades of 2020/21 suggested that the performance of disadvantaged pupils was higher than in the previous 2 years prior to Covid. There was -0.55 difference between PP and non-PP pupils, in terms of attainment. Progress 8 does not apply to University Technical Colleges. In year 10, the PP gap on average is -0.40 and in year 9 it is -0.60. Interventions in year 11 have had an impact in the TAG outcomes and the bigger gap is seen for pupils coming into WUTC, where further interventions need to go into place.

Suspensions and Permanent Exclusions have seen an increase in 2020 /21. Due to a lack of normality and routine, some pupils have found it difficult returning to school and have found following the behaviour policy challenging. The aim of 2021-2022 will be to increase the pastoral capacity and to invest further in the pastoral structures. Suspensions of pupils show that 70% of pupils are PP. In terms of Permanent Exclusions 50% of those were PP pupils. The pastoral support being put in place will further address this in the following academic year.

Externally provided programmes

Programme	Provider
None	

