

## 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	278
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 – 2025/26
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
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	£71680
Recovery premium funding allocation this academic year	£19,956
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 – No deferral
<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	£91,276

## 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: **£19,495.23**

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 inclusive 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: **£21,730**

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: **£50,050.77**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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: £88,546**

## 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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

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 disadvantaged 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.

Overall attendance in 2021/22 was lower than in the preceding year at 83.8% and 79.6% for disadvantaged students. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 4% higher than their peers and persistent absence 5% higher. The national picture for secondary school absence was higher at 9.7% and persistent absence was 33.6% compared with nationally 20% of students who were not eligible for Free School Meals. This is based on the latest available data from the Government website last updated July 2022. As with the national picture our gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. 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
None	

