

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 (3 year plans are recommended)	2023/2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
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	£76,590
Recovery premium funding allocation this academic year	£20,424
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	£97,014

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 exclusions 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 3 TA's who are able to provide Pupil Premiumort 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 2023/24, 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:

-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 PUPIL PREMIUM learners is a sharp focus and there is regular analysis of data and early interventions, by the Head of school, SLT Pastoral Leader and the pastoral team.

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-PUPIL PREMIUM 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
<p>PUPIL PREMIUM learners will be the focus of Learning Walks and CPD; all staff will be able to identify PUPIL PREMIUM 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.</p>	<p>Underperforming target group make rapid and sustained progress; evidence of difference diminishing in data drops and LW.</p>
<p>HPA PUPIL PREMIUM learners will be identified on lesson plans by all staff. There will be evidence of stretch and challenge during LW and work scrutinises.</p>	<p>Underperforming target group make rapid and sustained progress; evidence of difference diminishing in data drops and LW.</p>
<p>Sharp, regular and focused data regarding PUPIL PREMIUM students. Earlier referral to AASSA, parental/carer engagement at earlier stage.</p>	<p>Weekly data regarding PA in PUPIL PREMIUM learner group shows improved attendance.</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: **£48,682**

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. PUPIL PREMIUM progress is analysed in these meetings. All teaching staff clearly indicate PUPIL PREMIUM learners on lesson and seating plans and use strategies.	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.	1,2

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

Budgeted cost: **£24,582**

Activity	Evidence that supports this approach	Challenge number(s) addressed
PUPIL PREMIUM 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 PUPIL PREMIUM learner progress needed in order to inform interventions.	1,2,3,4
Parents of PUPIL PREMIUM learners in receipt of PUPIL PREMIUM are	Parents of PUPIL PREMIUM learners have not been fully engaged with the	1,4

aware what it means, and what to expect from the school.	school in knowing how to access support. Parental engagement is essential in supporting the success of PUPIL PREMIUM learners.	
Regular and sharp focus of PUPIL PREMIUM attendance. Free Revision packs/resources for all PUPIL PREMIUM learners. Engagement of PUPIL PREMIUM learner parents where attendance has been identified as a concern.	PUPIL PREMIUM learners identified as having less than 95% attendance are likely to underachieve.	3
Highlight PUPIL PREMIUM students at priority intervention meetings. Embed new behaviour system to ensure high expectations of all students.	PUPIL PREMIUM learners are represented disproportionately in figures relating to both internal and FTE. This impacts negatively on PUPIL PREMIUM learner progress.	1,2,3

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

Budgeted cost: **£23,750**

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: £97,014

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 data analysis from 2022/23 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in key areas of the curriculum.

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. This is still having an impact around attendance of our Pupil Premium pupils.

Overall attendance in 2022/23 was similar to the preceding year at 83.32% and 81.06% for disadvantaged students. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 2% higher than their peers which is an improvement from the previous year by 2%. Persistent absence remains 5% higher amongst disadvantaged students compared to non-disadvantaged. Although attendance has improved slightly from last year this remains a key 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	