



Sir Simon Milton Westminster UTC

Pupil Premium Spend and Pupil Premium Student Impact Report

This report is organised into three sections:

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Section 1 The UTC Pupil Premium Strategy Statement, 2018-19

This funding is used to support students who are currently entitled to free school meals or who have been at some point in the last 6 years.

At Sir Simon Milton Westminster UTC, Pupil Premium funding is used to support the learning of disadvantaged pupils based on the following principles:

- Good teaching benefits disadvantaged pupils most; as a result, we invest in experienced and effective class teachers.
- Effective tracking enables timely intervention; by individually monitoring pupils for both progress, as well as attainment, we aim to intervene before gaps in attainment widen, as well as support FSM pupils of all abilities in making accelerated progress.
- Pupils who are behind need additional learning time to catch up: we invest in raising attendance, extended day provision, supervised study rooms and tutoring to enable gaps to narrow. We also aim to maximise the effectiveness of home learning through support for parents.
- Life experiences and cultural literacy raise aspirations; we invest in visiting experts, residential experiences and cultural activities.
- Meaningful evaluation maximises impact; we aim to evaluate the impact of expenditure, wherever possible, and reflect these findings in our future spending. We also use evidence-based research, such as the Education Endowment Fund (EEF) Toolkit, to inform our judgements.

The funding is used in a variety of ways but the main focus is on providing additional academic support.

A Pupil Premium Grant is awarded to the school for each pupil who:

- is from a low income family who are registered as eligible for Free School Meals (FSM) - including pupils registered for FSM in the last six years known as Ever 6 FSM.
- has been looked after for 1 day or more or was adopted from care on or after 30 December 2005, or left care under either a special guardianship order or a residence order.
- has parents in the armed forces.

Objectives set for 2018/19

The following objectives were set and agreed by the Governing Body for 2018/19:

- *Deployment of Teaching Assistants and Behaviour Specialists Teaching Assistants to support effective engagement with learning in the classroom. These specialist will also provide one on one behaviour mentoring.*
- *Develop students reading skills, using an online programme (star reader).*
- *Funded breakfast clubs with a revision or a pastoral development focus.*
- *Funded breakfasts for all students attending public examinations in Year 11.*
- *Literacy and numeracy intervention where appropriate, for example one to one or small group reading intervention.*
- *One-to-four tutoring in Maths where appropriate.*
- *Funded places on Maths and English tuition.*
- *Online numeracy learning facilitated through Mathswatch.*
- *Support for revision where needed, including opening the school on Saturdays in the months leading up to the examinations.*
- *Course materials and resources where needed, for example, subsidised or free revision guides other learning books and resources.*
- *School based access to ICT facilities to support learning.*
- *Support for school trips where appropriate.*
- *Mentors available to support pupils with pastoral needs.*
- *Counsellor available to support pupils as required. A more permanent counsellor has been appointed for 18/19.*
- *Careers guidance by an impartial external advisor to support pupils as required. It is well evidenced in educational research, that effective guidance can be very impactful on students in receipt of the pupil premium.*

Section 2 The Pupil Premium Allocated Spend in 17/18

- 24% of Year 10 (only KS4 cohort) were eligible for Pupil Premium funding.
- The UTC received £17, 202.41 pupil premium funding in 2017/18.

How the Pupil Premium fund was allocated in 2017/18

The UTC received a relatively low amount of pupil premium funding in its first year of operation. This is due to the way funds are allocated to new schools. Funding runs on the census in January.

Category	Adjusted to PP 24% of pupils	Rationale for spend	Impact statement
Star Reader	£1,621	Software that tests students reading ability and encourages development in reading age. It also highlighted those pupils who needed reading intervention. Reading is critical to good GCSE performance.	Students are achieving +0.47 more progress in English Language than non-PP peers (nearly half a grade).
Welfare TA/behaviour mentor	£6,539.16	Funding towards a full-time welfare teaching assistant who acted as a mentor. He helped prevent school refusal, supported those with emotional/ anger issues and provided students with activities and programmes to remain motivated. Attendance for PP students was in line with the UTC KS4 average, and the persistent absence level for the UTC was in line with national averages.	Behaviour incidents for PP students have reduced by 32% since the introduction of the additional staff in academic year 2017/18.

YIPIYAPs*	£2,571.60	Provided additional 1-2 or small group interventions for both Maths and English. Teachers felt that students Maths and English skills improved considerably when supported with YIPIYAPs.	In English Language PP students are achieving +0.47 more progress than non-PP peers and in Maths, PP students are achieving +0.01 more progress than non-PP peers. Further work required in Maths.
Specialist Sports and Basketball	£417.60	Provided specialist basketball and coaching in sport for Year 10. Helped to promote a community atmosphere and emphasised belongingness and discipline when working as part of a team.	65% of students attending these activities are PP students.
Counselling	£4,500	Provided counselling services to keep students in school and support with mental health issues, stress, relationships and anxiety.	85% of students receiving these services are PP students.
Breakfast club	£160	Run every Friday with the welfare lead and each day during examination periods. This was open to all, and provided a place for students who integrated less to meet and become a friendship group, as well as offering those a breakfast. It is widely acknowledge that young people learn much more effectively when they have had an appropriate breakfast in the morning. In addition, some of this was spent on running the maths breakfast intervention club. Students were able to come in for breakfast whilst working on maths with a member of the department teaching team.	75% of students using this service were PP students.
Education Development Trust/ Impartial Careers	£1,395.12	The impartial careers advisor met with each student for one hour appointments to discuss aspirations for the future and to set targets relating to careers and progression. Each student was given a career development plan.	PP students received priority for this service and 100% of them have attended 2 careers appointments.
Total Spend	£17,204.48		

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Section 3 The Impact of Pupil Premium on UTC Students at KS4

Attendance of Pupil Premium students

Pupil premium students from a disadvantaged background attended well, and this is nearly in-line with the attendance of those without pupil premium funding.

Persistent absence at Key Stage 4 last year was 13.7 % against an England average of 13.5%. Disadvantaged persistent absence was 14%, 0.3% above levels of the cohort average. This suggests that pupil premium persistent absence is very nearly in line with the Year 10 cohort. Arguably interventions such as counselling, sports coaching and mentoring through the welfare lead kept students attending school regularly.

Attainment and Progress data

Based on the 2017/18 academic year and Autumn Term 1 of the 2018/19 academic year, the UTC's pupil premium students are showing excellent progress overall with a positive progress 8 value of +0.04 across the Year 11 cohort. This means that their progress is above expected levels from their baseline data.

The more able Pupil Premium students have a Progress 8 value of +0.61, indicating that these students are being stretched by teaching and learning highly effectively within the UTC.

Pupil Premium students are making better progress than their peers who are non-Pupil Premium students in the core subjects, English, Maths and Science. Notably, 7% more Pupil Premium students are achieving at or above their target grade in English, and 3% in Mathematics.

Progress data by subject

Assessment and Progress Data by core subject is detailed in the tables below to demonstrate the greater positive progress that Pupil Premium students are making as compared to their peers, in each of these subjects.

GCSE English Language

Details	Entries										Progress8			Attainment 8		
	Entered		7+		5+		4+		3+		Summary		Subject	Summary	Subject	
Name	#	%	#	%	#	%	#	%	#	%	Pupils	KS2 APS	P8 Score	P8 Score	A8 Score	APS

Group: Pupil Premium																
Pupil Premium	21	100	3	14.29	15	71.43	19	90.48	21	100	18	4.77	0.17	0.4	46.79	5.24
Non Pupil Premium	26	92.86	5	19.23	21	80.77	25	96.15	26	100	23	5.02	0.06	-0.07	51.4	5.38
Pupil Premium Gap	-5	7.14	-2	-4.95	-6	-9.34	-6	-5.68	-5	0	-5	0.25	0.12	0.46	-4.62	-0.15

There is a + P8 score of 0.4 in English Language for the Pupil Premium cohort.

GCSE Mathematics

Details	Entries										Progress8				Attainment 8	
	Entered		7+		5+		4+		3+		Summary			Subject	Summary	Subject
Name	#	%	#	%	#	%	#	%	#	%	Pupils	KS2 APS	P8 Score	P8 Score	A8 Score	APS

Group: Pupil Premium																
Pupil Premium	21	100	3	14.29	10	47.62	18	85.71	21	100	18	4.77	0.17	0.37	46.79	4.86
Non Pupil Premium	27	96.43	7	25.93	18	66.67	25	92.59	27	100	23	5.02	0.06	0.36	50.35	5.37
Pupil Premium Gap	-6	3.57	-4	11.64	-8	19.05	-7	-6.88	-6	0	-5	0.25	0.12	0.01	-3.57	-0.51

There is a + P8 score of 0.37 in Mathematics for the Pupil Premium cohort.

GCSE Combined Science

Details	Entries										Progress8				Attainment 8	
	Entered		7+		5+		4+		3+		Summary			Subject	Summary	Subject
Name	#	%	#	%	#	%	#	%	#	%	Pupils	KS2 APS	P8 Score	P8 Score	A8 Score	APS

Group: Pupil Premium																
Pupil Premium	15	71.43	0	0	3	20	8	53.33	11	73.33	12	4.55	0.06	-0.18	41.6	3.57
Non Pupil Premium	13	46.43	0	0	3	23.08	4	30.77	11	84.62	10	4.73	-0.12	-0.63	43.31	3.42
Pupil Premium Gap	2	25	0	0	0	-3.08	4	22.56	0	11.28	2	0.18	0.18	0.44	-1.71	0.14

There is a P8 score of -0.18 in Science that is higher than the P8 score of peers. Additional intervention is in place to further raise progress.