



## Thomas Telford UTC - Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2022 to 2023 academic year 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
Number of pupils in school	709
Proportion (%) of pupil premium eligible pupils	52.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	16/12/22
Date on which it will be reviewed	30/9/23
Statement authorised by	Avtar Gill
Pupil premium lead	Philippa Shaw
Governor / Trustee lead	

### Funding overview 2022 - 2023

Detail	Amount
Pupil premium funding allocation this academic year	£ 238368
Recovery premium funding allocation this academic year	£ 66792
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this ac</i>	£ 305160



## Part A: Pupil premium strategy plan

### Statement of intent

At Thomas Telford University Technical College (TTUTC) our intention is that all students, irrespective of their background, or the challenges they face, make good progress. Everything we do at TTUTC strives to remove barriers that can affect the learning of students. As we know nationally, there is a gap between the achievements of Disadvantaged Students, and their peers who are not Disadvantaged. As a school in a deprived area of Wolverhampton we have over 50% of those eligible receive pupil premium. With the current cost of living crisis, we believe that many other students currently require the same level of support as those who qualify for pupil premium.

As stated in our SEF Thomas Telford UTC is a unique school that truly transforms lives. The UTC aims to provide our young people with a unique combination of excellent academic achievement and unparalleled employability skills. The combination of employer mentors, extensive work experience, an employer developed curriculum incorporating real-world projects, specialist facilities and a professional work environment is designed to provide an outstanding education for all learners.

### Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantaged Boys - Outcomes for 2022 show disadvantaged boys performed less well than their non-disadvantaged peers. This has been a trend in previous years too.</p> <p>The outcomes for disadvantaged girls in 2022 were better than their non-disadvantaged peers. However, this has not been the trend. However, the current predictions for 2023 have the disadvantaged girls performing well compared to their non-disadvantaged peers.</p> <p>The challenge is to ensure that disadvantaged students achieve outcomes comparable to non-disadvantaged students in future years consistently.</p>
2	<p>Since the pandemic, an increasing range of pastoral issues have been generated, particularly in relation to student well-being. The need has been more for those students defined as disadvantaged.</p> <p>The challenge is to ensure that disadvantaged students receive appropriate support to overcome any barriers observed and wellbeing for all improves.</p>
3	<p>In our attendance data there is currently a gap between non-disadvantaged students (95.7%) relative to their disadvantaged peers (95.1%). The national attendance for disadvantaged students is 88.2%. The school's disadvantaged attendance is 95.2%.</p>

	The challenge is to ensure that disadvantaged students achieve attendance comparable to non- disadvantaged students moving forwards.
4	<p>Assessments have shown that many students have average reading age below the expected national level, and our current Year 12 students have an average reading score significantly below national expectations.</p> <p>The challenge is to ensure that all students have the appropriate interventions to make progress to reach expected standard</p>

## Intended outcomes by 2024

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>Improved attainment among disadvantaged boys across the curriculum at the end of KS4.</p> <p>Improved outcomes achieved in 2022 for disadvantaged girls is maintained in 2023 and 2024</p>	<p>2023/24 KS4 outcomes for the disadvantaged boys will have a significantly reduced gap.</p> <p>Attendance of disadvantaged boys to interventions will be high with no gap between their peers.</p> <p>Attendance of disadvantaged girls to interventions will be high.</p>
<p>To ensure that disadvantaged students receive adequate pastoral care to allow them to succeed, including developing the required resilience to deal with adverse situations</p>	<p>Students to receive enhanced pastoral support, including nurture, and counselling, where appropriate. Successful reintegration to and wide participation in school life will highlight the success.</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations.</p>
<p>To maximise attendance of disadvantaged students</p>	<p>Gap to reduce by at least 0.2% by 2022/23 and a further 0.2% by the end of this strategy plan 2023/24. Thus, achieving a gap of 0.1%</p>
<p>Improved reading ages and comprehension among disadvantaged students</p>	<p>Reading comprehension tests demonstrate improvements.</p> <p>Teachers to observe improvements in lessons.</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.



## High Quality Teaching

Budgeted cost: £ 86 735

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff CPD through use of PD days and subscription to the National College resources for all staff, including metacognition and independent learning.</p> <p>Teach to the Top approach by all.</p>	<p>National College CPD is class-leading and allows on demand access to tailored CPD, or as directed by line managers.</p> <p>High quality teaching is a priority of out pupil premium spending.</p> <p>Teach to the Top CPD foci have included sessions on feedback and metacognition to support high quality teaching. Evidence shows making sure every teacher is given the support and guidance to deliver quality lessons will benefit all students – particularly those with a disadvantage.</p>	1, 2, 4
<p>ECT, SDS and New staff to the school benefit from extensive CPD school induction periodically during first year</p>	<p>Staff are quickly introduced to school ethos, organisational methods, and expectations in a supportive and collaborative environment. This supports the recruitment and retention of quality teachers.</p>	1, 2, 4
<p>Curriculum Support – Mentoring and coaching.</p>	<p>To support high quality teaching.</p> <p>Smaller group sizes. EEF toolkit + 2 months. and bespoke intervention work to take place, and disadvantaged students will be disproportionately represented in this area. EEF toolkit + 5 months</p>	1, 2, 3, 4
<p>Baseline assessments (GL) are calendared followed by regular assessments that enable teachers to respond to the needs of pupils.</p>	<p>Lack of information on starting points of students necessitated dedicated range of assessments on entry and for monitoring. GL assessment is industry leading.</p> <p>Gaining a thorough knowledge of levels of attainment supports us in developing an effective pupil premium strategy.</p>	1, 4
<p>All lesson cover provided in house</p>	<p>This ensures continuity for students to be taught by subject specialists where possible, and by familiar staff when not. Technology and other resources focussed on supporting high quality teaching and learning. We have the sequence of lessons on our online curriculum to enable the delivery of quality lessons.</p>	1
<p>Generous PPA designation for teaching staff – all to receive at</p>	<p>Allows for carefully planned resources and high quality teaching performance, and pastoral interventions.</p>	1, 2, 3

least a full day for planning. Generous PPA for staff with pastoral and additional responsibilities.		
Appointment of Librarian	Interventions to support language development, literacy.	2, 4
Phonics training planned for key colleagues within English department	Interventions to support language development, literacy. Identification of students who would benefit from this. EEF toolkit + 5 months on average	4
Set up of the library	Interventions to support language development, literacy.	2, 4
<i>EAL Interventions and purchase of Flash Academy</i>	Interventions to support language development, literacy.	2, 4

## Targeted academic support

Budgeted cost: £ 66 972

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extending school time UTC Extra & Interventions. Teaching assistant deployment and interventions	Students can take part in a range of academic and extra-curricular sessions in large group, small group and one-to-one sessions as appropriate. Extensive EEF proof.	1, 2
<i>Holiday Interventions through subject teacher and LSA</i>	Students will have the opportunity to attend sessions to receive intervention work. Attendance at sessions will be monitored and student voice collated.	1, 2
<i>Social Emotional Learning (SEL)</i> Activity and resources to meet the specific needs of disadvantaged pupils with SEND Teaching assistant deployment and interventions	Qualitative data through student voice. Quantitative data through recording of behaviour incidents.	2



## Wider strategies

Budgeted cost: £ 151,453

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School Counselling service</i>	Supporting the wellbeing of students is essential in creating effective learners.	2
Attendance support	Relentless focus on students arriving in every day and on time supports all students. Correlation between attendance and attainment is established.	3
Behaviour support and mediation	Engagement in learning and the elimination of low level disruption benefits all learners – particularly those that are disadvantaged. We have invested in a proactive conduct team that have the remit to support the learning environment. Teacher and student feedback alongside observations and tracking systems support this approach as being effective.	2
Careers support and guidance	Having high expectations for all students by ensuring the appropriate destinations are identified, understood and secure is central to us being a UTC. Benefits all but particularly those with disadvantage.	1, 2
Y9 Boys Outward Bound Project	Skills of resilience are known to be developed through outdoor pursuits	1, 2
Numerous Curriculum Trips	Engagement in learning	1, 2
Support for attendance on experience trips – Barcelona	Engagement in learning	2
Travel and uniform cost support	Ensures attendance and a sense of belonging	2
Police Panel Subscription	Supports staff in supporting wellbeing of pupils	2, 3

**Total budgeted cost: £ 305,160**



## Part B: Review of the previous academic year 2021 - 2022

### Pupil premium strategy outcomes

Over 50% of our students are eligible for PP funding. However, this doesn't reflect the full disadvantage that our learners face, due to the fact that some students, PP and others, have joined having experienced significant difficulties at previous schools and having become disillusioned with school in the first three years of their secondary education.

What we have done to get these young people back on track and enjoying learning cannot be underestimated. It is a job that most schools, outside of AP, do not have to do to this extent. Governors and leaders target PP funding with great skill and our disadvantaged GCSE students, in 2020 and 21 achieved very well.

KS4 Context	UTC 2022	National (2019)
Number of students	68	
Disadvantaged	59%	26%

#### OUTCOMES

The desired outcomes of pupil premium spending is that attainment outcomes for disadvantaged students compare favourably with non-disadvantaged, narrowing the gaps between the cohorts of students.

The P8 for all was -0.43 compared to -0.57 for those disadvantaged. Progress 8 is not the most appropriate performance measure for university technical colleges when comparing to other schools. However, it has a value internally. There is a gap of 0.14 between these groups.

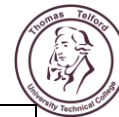
The Attainment 8 score for disadvantaged students was 46.4, 0.6 below the score of 47 for the non-disadvantaged peers.

43% of disadvantaged achieved 5+ in English and Maths compared to 44% of their peers.

Disadvantaged girls had a favourable P8 score compared the whole cohort +0.01 compared to -0.43. However, their non-disadvantaged female peers had a P8 score of +0.13

#### ATTENDANCE

For the academic year those students eligible for pupil premium had an attendance of 95.06% which was 0.36% lower than their peers (95.45)



## 2021-22 Performance Summary

The performance of disadvantaged students at Thomas Telford UTC is close to this national average of -0.55 using the P8 measure. The School's Progress 8 figure was -0.43 compared to -0.57 for disadvantaged peers. We strive to eradicate the gap completely whilst raising attainment for all.