

Pupil Premium Review 2018-19

Total 2018-19 allocation: £69,264

| Activity / resource | Rationale | Cost | Impact |
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| Creating Year 11 maths and English progress groups, with strategic allocation of staff to disadvantaged students. | <p>Disadvantaged students join the UTC having lost more ground at Key Stage 3 in maths and English than their non-disadvantaged peers. Baseline assessments on entry showed that the disadvantaged students in the 2019 GCSE cohort had 'lost' an average of -1.27 grades in maths and -0.8 grades in English, whereas for their non-disadvantaged peers it was -0.81 and -0.76 respectively.</p> <p>To make up as much of this ground as possible, we ensured that disadvantaged students were taught by staff with a strong track record in helping disadvantaged students make progress.</p> | 37,716 | <p>In maths, the gap in progress from Year 10 starting points between disadvantaged and other students was minimal at -0.07 grades on average. In other words, they made the same progress as their peers from the point that they joined the UTC.</p> <p>In English the gap was more pronounced with disadvantaged students making almost a grade less progress than their peers at -0.90. However, this still demonstrates an improvement from the starting position of -1.27.</p> |
| Attendance, mentoring and welfare support | <p>Disadvantaged students join the UTC facing more social and contextual barriers than their peers. For example:-</p> <ul style="list-style-type: none"> ➤ 57% were persistent absentees (i.e. attendance less than 90%) in their previous educational setting, in comparison to 29.55% of their non-disadvantaged peers. ➤ 25% had been at risk of exclusion in previous settings, compared to 15% of other students. ➤ 18% experienced mental health issues as opposed to 6% of the non-disadvantaged cohort. ➤ 18% were subjects of serious safeguarding / child protection concerns whereas none of their non-disadvantaged peers were in this position. | 29,922 | <p>In 2018-19, The UTC had a positive impact on the attendance of disadvantaged students, with persistent absence reducing by 1.54%, below average attendance reducing by 3.08% and above average attenders increasing by 4.61%. The impact of the UTC on the attendance profile of disadvantaged students is higher than for other students.</p> <p>Of the 28 disadvantaged students who were at risk of exclusion in 2018-19, only one has permanently excluded.</p> <p>Of the ten disadvantaged students in Year 11 who had been at risk of permanent exclusion, all finished Year 11, and all achieved at least two</p> |

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| | Over 50% of the hours of two Pastoral Support Assistants were therefore allocated to supporting disadvantaged students to overcome these barriers. | | GCSEs at grades 9-1. In addition, 40% achieved Grade 4 or above in maths, and 20% in English. |
| Revision guides and software | These were provided free for disadvantaged students to ensure that they had access to revision materials outside of school. | 595 | Disadvantaged students made positive progress in maths, science and creative subjects from a Year 10 baseline. In addition, their progress from starting points exceeded that of their peers in science, creative media production, photography, graphics and digital applications. |
| External speakers – motivation and study skills | Ensuring that students from disadvantaged backgrounds had access to information, guidance and resources to support independent study. | 535 | |
| Support with transport to UTC | We subsidised travel cost for individual students to ensure that they were able to attend fully. | 329 | |
| Staffing to support GM AimHigher activities | 45 disadvantaged Year 10 students took part in a range of activities including a residential visit to the University of Oxford and a maths challenge. | 913 | 100% of disadvantaged students from the 2019 GCSE cohort are in education, employment or training, including 33% in the UTC sixth form. |
| Work experience and careers support | All disadvantaged students were prioritised for work experience placements in Year 10 and for careers and progression support in Year 11. | 475 | |
| Total Spend | | 70,485 | |