

## Scarborough UTC 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	Scarborough UTC
Number of pupils in school	138
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> )	3 year
Date this statement was published	17.11.21
Date on which it will be reviewed	01.07.22
Statement authorised by	Lee Kilgour, Principal
Pupil premium lead	Rachel Fearnough, Vice Principal
Governor / Trustee lead	Chris White, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,704.
Recovery premium funding allocation this academic year	£7,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£37,304</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## Part A: Pupil premium strategy plan

### Statement of intent

*Our intention is that all students should have access to high quality education and that quality teaching and learning is key. We want to ensure that students from a disadvantaged background access the opportunities that other students have and that any barriers to their learning are overcome with targeted support. We intend to support all students so that they can achieve their goals. We particularly focus on Engineering as this is a specialism of our college.*

*We consider the challenges of all of our students and support them to achieve. The activity outlined in this statement supports the needs of all.*

*It is shown that high quality teaching is central to this goal of closing the attainment gap between those who are disadvantaged and those who are not.*

*The use of the National Tutoring Programme to help students who have been affected by the COVID pandemic is central to this support. Students who need support to reach their targets in Science Maths and English will have access to this programme.*

*The UTC approach will look at personalised strategies to respond to student challenges and learning needs. It will also look at the whole child and support their personal and academic education with Technical Excellence, Employable Graduates at the centre. Through working with employers, we will raise aspiration and connections with the world of work through a range of work-related learning opportunities. We have a whole college approach where all staff take responsibility for narrowing the gap and supporting our learners.*

### Challenges

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

Challenge number	Detail of challenge
1	<p>Absence has a negative effect on the progress of students. The attendance of students from disadvantaged backgrounds is different to that of those from non-disadvantaged.</p> <p>Disadvantaged attendance for 2021 is 76 % Non-Disadvantaged attendance is 91%. This has increased significantly.</p>
2	<p>Teaching observations show that some lower attaining disadvantaged pupils lack self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum.</p>
3	<p>There are many wellbeing concerns with our students and 40% of Year 11 are accessing interventions. 20% of Year 10 students are accessing interventions. This has been accelerated during the pandemic due to</p>

	increases in social anxiety. Many of our pupil premium students also need support with their social and emotional learning.
4	Students who are disadvantaged have a higher level of social and wellbeing needs with 30% of Year 11 disadvantaged students having prolonged absence issues due to mental health and social issues which have been exacerbated by the pandemic.
5	Poor reading ability is a significant barrier to accessing the whole curriculum, and improving this key skill will help students to achieve well in all of their learning. Currently 50% of disadvantaged students in Year 10 have a reading age below their chronological age.
6.	Student aspiration and access to opportunity has been affected by the pandemic with many students not being able to access the visits and partnerships with professionals due to the restrictions.
7.	Students have missed significant areas of learning in the pandemic and remain concerned about their knowledge gaps.

## 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
Improve reading ages and levels of literacy and communication skills across the college.	<p>Improved reading ages for all students. Students actively reading for pleasure to improve their knowledge and learning.</p> <p>Reading tests</p> <p>Literacy support through qualified Teaching Assistants for those who are below expected in reading and writing through Thinking Reading Programmes. Reading for pleasure initiative across the college including a college library</p>
Improve quality of teaching to ensure that high levels of personalised learning are taking place across the curriculum.	<p>Consistent application of the Conduct for Learning Policy including Language for Learning.</p> <p>Difficulties with metacognition, self-regulation and self-regulated learning are addressed in class teaching across the curriculum.</p> <p>Progress plans are in place for all classes that clearly identify interventions in</p>

	<p>support of high-quality teaching for all students in each teaching group.</p> <p>All teachers build their expertise and knowledge with regard to addressing student needs through effective application of personalised learning techniques</p> <p>Teaching improves in most classrooms and therefore students' learning improves.</p> <p>Students, particularly the most disadvantaged and those with SEND, are making expected progress and therefore achieve targeted outcomes for summer 22.</p>
To improve attendance for all pupils, particularly our disadvantaged pupils.	<p>To narrow gap from current attendance levels. To significantly increase the attendance of students from disadvantaged backgrounds.</p> <p>Continued rigorous enforcement of established attendance procedures.</p>
To sustain and achieve improved wellbeing and mental health support for students from disadvantaged backgrounds	Data from student voice and involvement in enrichment activities
Raise aspiration and work readiness amongst disadvantaged students	<p>Completion of work experience</p> <p>Engagement with project-based learning activities and employer engagement opportunities.</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

Budgeted cost: £ 19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy support through qualified	EEF PP and SEN Toolkits	5,4

Teaching Assistants for those who are below expected in reading and writing through and Thinking Reading Programme. TA's will also work with Maths intervention programme	<a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Personalised learning and teaching of self-regulation and metacognition. Teaching training time and PLT's. Teachers given time to research and develop these for their classroom	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	2
Work Experience for all students and opportunities to work alongside employers	<a href="https://d2tic4wvo1iusb.cloudfront.net/documents/news/Employer_Engagement_in_Education.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/news/Employer_Engagement_in_Education.pdf</a>	6 and 7

## Targeted academic support

Budgeted cost: £7,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme to provide tuition, for pupils whose education has been most impacted by the pandemic.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  And in small groups:	6.7,2

<p>This will be in Maths English and Science. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>The Brilliant Club Programme for Year 10 students who are academically able and from a majority of disadvantaged backgrounds.</p>	<p><a href="https://thebrilliantclub.org/the-scholars-programme/">https://thebrilliantclub.org/the-scholars-programme/</a></p>	<p>6.7</p>
<p>Maths interventions with Teaching Assistants for those students who are struggling to comprehend maths concepts</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer. This is linked to EEF toolkit that highlights the need to support whole-school strategies to improve attendance, behaviour and readiness to learn.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>1,4,</p>

<p>To provide counselling and well-being support for students including mentoring, sleep and substance support</p>	<p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p><a href="https://www.eif.org.uk/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	<p>3,4</p>
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**Total budgeted cost: £36,600**

## 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.

*Students participated in many activities to narrow the gap between achievement for all students and disadvantaged students in 2020 – 21. This involved both academic and pastoral and material support for our students in order for them to aspire and achieve in their learning.*

*Our Pupil Premium plan was interrupted due to the lockdown and Maths intervention groups were delayed. The college worked with The National Tutoring Programme and worked with online tutors from Teaching Personnel and students from year 11 group had tuition in Maths Science and English. Engagement was affected by the lockdown and internal internet issues.*

*Attendance interventions took place when we returned after lockdown. Disadvantaged students had a year total of 86% and non-disadvantaged of 89%. However prior to the Spring lockdown disadvantaged student attendance was Autumn 1 93.7 and Autumn 2 89.8%. Over the term this would place it in line with national average attendance for disadvantaged students.*

*Students in Year 10 were given the Brilliant Club Opportunity and half were from disadvantaged backgrounds. This was an aspiration raising programme with The University of Northumbria and took place online.*

*Our teacher assessed grades for Year 11 show that students from disadvantaged backgrounds made progress from their starting points which placed them in the top 10% when compared to national figures with a progress score of +1.10.*

*Wider strategies we used last year included increased counselling and mentoring in college and access to learning materials by delivering laptops and learning equipment during lockdown. Student families were also given food vouchers to support them. Regular virtual meetings and telephone calls were used to good effect during lockdown.*