

**Pupil Premium Plan**  
**2019 - 2020**

The Pupil Premium Grant aims to address the current underlying inequalities that exist between children of disadvantaged socio-economic backgrounds and their more affluent peers. The Pupil Premium Grant is additional funding that is primarily allocated to schools on the basis of the number of pupils who have been eligible for Free School Meals (FSM) at any point over the last six years (Ever 6 FSM). Funding is also provided for looked after children who have been in at least six months of continuous care, as well as for those children of service personnel.

The Leigh UTC is committed to providing effective support for all disadvantaged students to improve their academic and career outcomes. We as a school strongly believe that all our students have a right to achieve their full potential, irrespective of their backgrounds. The following information outlines the planned expenditure of the Pupil Premium Allowance throughout the 2019 - 2020 academic year. Strategies outlined include consideration research and data published by the Education Endowment Foundation (EEF) and the Sutton Trust, that we believe will support us in closing the achievement gap.

<b>SUMMARY INFORMATION</b>			
Date of most recent pupil premium review:	October 2019	Date of next pupil premium review:	July 2020
Total number of pupils:	495 - KS3 / KS4 563 - KS3 / KS4 / KS5	Total pupil premium budget:	£124,822
Number of pupils eligible for pupil premium:	134	Amount of pupil premium received per child:	£935

**Context of Pupil Premium Grant Students at The Leigh UTC**

The English Index of Multiple Deprivation (IMD 2015) reported that Dartford was ranked as the fifth most deprived area in the Kent region, having seen an increase in deprivation since the previous report in 2010 (previously ranked as sixth). The report outlines that a number of our students on roll are from families that likely face challenges such as income deprivation, employment deprivation and education, skills and training deprivation.

Whilst there is no specific profile of a student in receipt of Pupil Premium funding, research suggests that such students are more likely to experience the following, when in comparison to their more affluent peers:

- difficulty attending school / maintaining high attendance
- unsupportive parents or carers in terms of education / school culture
- parents / carers that have reduced / unrealistic expectations
- parents / carers that are unsure as to how best support their child(ren)
- reduced cultural capital
- low aspirations / self-worth / self-confidence
- low levels of literacy / numeracy / oracy
- difficulty working independently and managing personal deadlines
- a lack of basic equipment to fully access and engage with learning
- a warped view of the local community and how they 'fit in'

With the above in mind, internal observations suggest that the following barriers to learning are faced by our Pupil Premium students:

- Students are not raised to appreciate the importance of reading from an early age and many do not engage with reading at home. This results in many students joining the school with a reading age significantly lower than would be expected.
- Students have extremely low aspirations in relation to academic education. Many of their parents and carers have not experienced success in education and this presents as an opinion that education is not important. Many students do not express a desire to continue their academic journey into Post 16 of Higher Education studies.
- Students are materialistic. Many struggle socially due to having been raised with multimedia and social media from an early age. This has a direct impact on chosen role models and some presented behaviours.

Academic Barriers	
A	Low levels of basic working Literacy across Key Stage 3 and Key Stage 4.
B	Below expected reading ages across Key Stage 3 and Key Stage 4.
C	Below expected Mathematical and Numeracy knowledge across Key Stage 3.

External Barriers	
A	Low levels of attendance.
B	Levels of parental engagement with the school and their child's school experience.

Specific Outcomes		Success Criteria
1	To ensure Pupil Premium students in Key Stage 3 and 4 have an age appropriate reading age.	- Pupil Premium students in Key Stage 3 achieve an age appropriate reading age by the end of the academic year. - Pupil Premium students in Key Stage 4 feel confident in understanding GCSE examination style questions across core subjects.
2	To ensure Pupil Premium students in Year 7 make progress to achieve alongside their non-Pupil Premium peers.	- Pupil Premium students in Year 7 and 8 make rapid progress in Numeracy by the end of the academic year, having been identified as 'below expected'.
3	To ensure Pupil Premium students have higher levels of attendance in comparison to the national average.	- All Pupil Premium students will attend school in line with the school's attendance policy.
4	To ensure the parents and carers of Pupil	- All parents and carers of Pupil Premium

	Premium students are fully engaged with their child's academic career.	students engage with key school calendar events, and report positively as to how they have been involved in aspects of their child's school experience.
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**Planned expenditure for 2019 - 2020**

<b>Quality of Teaching</b>					
Purpose	Intended outcome	Rationale	Quality Assurance	Staff Lead	Cost
High quality teaching provision	PPG students make progress in line with their non-PPG peers (particularly in core subjects).	The most effective intervention is high quality teaching. Well considered CPD and curriculum design will support our students in thriving as independent learners.	Regular review across English, Mathematics and Science  Lesson Observations  Learning Walks  Assessment analysis	CLI / SDI  DoLs	£4000 approx
Literacy Support	PPG students have a reading age appropriate to their current age.  PPG students make equal progress in GCSE English in line with their non-PPG peers.	Research clearly demonstrates that a well structured literacy catch-up scheme enables students to make rapid progress in raising reading ability and academic outcomes.	Principal's progress and attainments report to the Governing Body  Progress meetings with the designated Literacy co-ordinator and DoL English  Explicit Literacy focus within subject curriculum maps and Department Improvement Plans  Assessment analysis	BBL  KSH / FHO  Librarian	£6000 approx
Numeracy	PPG students	Research	Principal's	BBL	£1500 approx

Support	in KS3 to to make progress in line with their non-PPG peers.	clearly demonstrates that targeted and intensive numeracy interventions secure rapid progress for students that have a KS2 level below expected for their age range.	<p>progress and attainment report to the Governing Body</p> <p>Progress meetings with the designated KS3 Numeracy coordinator and DoL Mathematics</p> <p>Explicit Numeracy focus within subject curriculum maps and Department Improvement Plans</p> <p>Assessment analysis</p>	<p>SVO</p> <p>Numeracy Co-ordinator</p>	
Total budgeted cost approximately:					£11,500

<b>Targeted Support</b>					
Purpose	Intended outcome	Rationale	Quality Assurance	Staff Lead	Cost
Attendance	PPG students achieve and maintain high levels of attendance in line with their non-PPG peers.	Students must be encouraged to attend school in order to benefit from high quality teaching and pastoral support.	<p>Principal's attendance report to the Governing Body</p> <p>Regular PPG analysis at Inclusion Team meetings</p>	<p>NAR / VNA</p> <p>SSMs</p>	£2500 approx
Provision of professional support via use of LATs Educational Psychologist	Professional advice and support from a range of professionals across the LAT and wider	Professional and expert advice allows us as a school to best support a range of	<p>SEND and Inclusion meetings</p> <p>LAT Support meetings</p>	<p>BBL</p> <p>KDA / PMC</p>	£3500 approx

	area.	needs outside of traditional teacher experiences.	Professional working parties		
Total budgeted cost approximately:					£6000

<b>Other Approaches</b>					
Purpose	Intended outcome	Rationale	Quality Assurance	Staff Lead	Cost
Provision of supplementary funding for equipment and trips	To allow all students to fully access and engage with learning experiences.	We are able to allocate monies to support our students in ensuring they do not feel 'different' from their peers, removing potential barriers to learning.	Inclusion Team and SSMs to manage budgets to ensure monies are targeted at supporting our most vulnerable students.	NAR / BBL SSMs SEND	£4000 approx
Contribution to Inclusion and Student Services	To use monies to contribute to the staff that support our students in relation to pastoral care and behaviour.	We know that our people / staff are our most valuable asset and want to continue to ensure that staff are trained and deployed effectively, to fully support our students.	SLE NAR / BBL	NAR / BBL	£103,000
Total budgeted cost approximately:					£107,000

### **Review of Expenditure from 2018 - 2019**

<b>Quality of Teaching</b>				
Purpose	Intended outcome	Impact	Lessons Learned	Cost
PiXL subscription	Use of shared strategies and resources to	Good impact on outcomes and Post 16.	We have used a number of resources	£5083.00

	improve the quality of teaching and learning so as to increase student engagement particularly across KS4.	Supported the DoL in Post 16, GCSE English and Mathematics resit outcomes.	confidently and will continue to run with these, without having to continue as PiXL members.	
Accelerated Reader Programme	To encourage a passion for reading amongst students in KS3 as well as assess and monitor student reading ages.	Students are engaging more with reading at Key Stage 3. The programme is well received by students.	We need a full time librarian to fully support the whole school roll out of this programme. To date, it is only run within English classrooms.	£1994.00

<b>Targeted Support</b>				
Purpose	Intended outcome	Impact	Lessons Learned	Cost
Gym Membership	To provide the opportunity to develop physical and mental health, in a social environment.	Selected students engaged in this small scale intervention.	Students targeted were not necessarily interested in health and fitness and so engagement did not remain consistently high.	£393.00
LAT Educational Psychologist	To contribute towards a LAT service that enabled professional input across a number of Inclusion and SEN related matters.	Significant impact amongst high profile / need students on the SEN register. Access to additional professional support both inside and outside of school was accessed as a result.	Very worthwhile and impactful intervention. Equipped staff to appropriately deal with other cases based on new gained knowledge / experience. Student cases were more effectively and promptly handled as a direct result.	£3486.00

<b>Other Approaches</b>				
Purpose	Intended	Impact	Lessons Learned	Cost

	outcome			
Supplementary funds for provision or equipment and resources.	Monies provided to purchase equipment and learning aid resources across KS3 and KS4 to ensure all students had equal access to learning.	Huge impact on social and emotional wellbeing of students. Students were able to fully access a range of learning trips and experiences.	To continue assigning funds to support students at times when they are most vulnerable e.g. unable to pay for food, equipment etc.	£580.00
Kingswood Trip (KS3)	50% of total Year 7 costs were subsidised by these monies. This greatly reduced the price required of students and thus allowed more members of the cohort to attend.	High impact with students sharing positive bonding experiences together. Such memories have helped forge a strong collaborative cohort.	Funding assigned allowed many students to engage with the educational retreat. We need to consider how many more would have been involved if additional funding was provided.	£774.00
Careers and Pathway Programme	CPD and staff and student development around careers and career related support programmes.	A number of students engaged with this programme, although school partners offered alternative support.	We feel this is not a worthwhile expenditure, and that our business partners offer similar if not more support in terms of career advice, guidance and mentoring.	£6119.00
Contribution to Student Services	To have appointed team members and staff that undertaking crucial support roles for all students.	As always, these staff have been pivotal in supporting our students in achieving positive outcomes.	Very clear evidence must be collated and maintained to evidence the high levels of support and intervention that our students are receiving.	£125,786.00