The Leigh UTC - Pupil Premium Plan 2020/21

Contents

1. Summary Information

No. of PP students on roll in 2020/21	176		
% of PP students on roll in 2020/21	28%	Date of 2020/21 PP Plan Publication	Oct 2020
Allocated PP funding for 2020/21	£145,375	Date of 2020/21 PP Plan Review	Sept 2021

2. Objectives

The Leigh UTC is committed to providing effective support for all disadvantaged students to improve their academic, personal and career outcomes. We as a school strongly believe that all our students have a right to achieve their full potential, irrespective of their socio-economic status, so that our students receive an education that offers them a 'currency of choice' for their future. Students in receipt of PP should achieve outcomes in line with, or exceed those of their non-PP peers both locally and nationally, so to be afforded the same life chances in future education, training or employment.

3. Guiding Principles

The most effective and proven way to use PP funding is to ensure that all students experience high quality and inclusive lessons on a daily basis, delivered by trained, highly competent and well supported staff. We believe that high expectations of all students means high expectations of all disadvantaged students also. Therefore, The Leigh UTC ensures that our academic and extended curriculum is rigorous and accessible for all, thus allowing all students to build cultural capital and contextualise their learning in a manner that best develops and prepares them for their future careers.

In summary:
- Disadvantaged students will receive highly effective teaching in all lessons.
- We focus the majority of our efforts into developing classroom practice - improved instruction is proven to raise student outcomes.
- We firmly believe that all students are able to achieve. We do not stream or set students based on academic ability. We believe that all students have valuable contributions to be made in all learning areas.
- Teachers and Directors of Learning are accountable for the outcomes achieved by our disadvantaged students.
- The Principal maintains overall responsibility for the provision and outcomes of disadvantaged students and this is reported termly to the Local Governing Body.

4. Context and Barriers

The English Index of Multiple Deprivation (IMD 2015) reported that Dartford ranked as the fifth most deprived area in the Kent region, having seen an increase in deprivation since the previous 2010 report (where Dartford ranked as sixth). The report indicates that students on roll are from families that likely face challenges such as income deprivation, employment deprivation and education, skills and training deprivation. This has likely been exacerbated in more recent times due to the impact of the global COVID-19 pandemic.

Whilst there is no specific profile of a student in receipt of PP funding, research suggests that such students are more likely to experience the following, when compared to their non PP peers:
- difficulty attending school / maintaining high attendance
- unsupportive parents or carers in terms of education / school culture
- parents / carers that have reduced or unrealistic expectations
- parents / carers that are uncertain 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 their role within the community

Barriers for students at The Leigh UTC:

(a) Low prior attainment in English and Maths demonstrate poor literacy and numeracy skills, particularly within Key Stage 3.

(b) Below expected chronological reading ages across Key Stage 3 and Key Stage 4.

(c) Non-academic barriers present outside of school impact on attendance, behaviour and motivation of students.

(d) Low levels of parental / carer engagement with the school and a student's educational experience.

(e) Students attend school without appropriate equipment to access and engage with learning.

5. 2020/21 Evaluation Criteria

- Students in receipt of PP to achieve progress in line with non-PP locally and nationally (measured through internal and LAT assessment points in Key Stage 3 and in GCSE outcomes in Key Stage 4) in core subjects

- Students in receipt of PP to make progress in developing their reading age to expected chronological age

- Students in receipt of PP to achieve and maintain attendance of 96% in line with school attendance policy

- Parents and carers of students in receipt of PP to engage with the school and their child's school experience

6. 2020/21 Action Planning and Expenditure

Barrier(s) for Students	Intervention	Monitoring	Implementation Outcomes	Pupil Outcomes
Low prior attainment in English and Maths demonstrate poor literacy and numeracy skills, particularly within Key Stage 3.	**Assigned Funds: 10% approx** (a) Development of effective teaching through weekly CPD sessions for all teaching staff. (b) Fortnightly CPD for Directors of Learning to support leadership of Learning	(a) CPD compulsory for all teaching staff. Frequent lesson observations through DDIs, with feedback shared with teaching staff in addition to developmental suggestions. DDIs to be led by the Senior Leadership Team. Good practice to be shared on a	(a) Achieving consistency in teaching content creates a consistent expectation of students over time. Improved T&L increases student confidence and raises self-expectations. (b) Achieving consistency in	Students in receipt of PP to achieve progress in line with non-PP locally and nationally (measured through internal and LAT assessment points in Key Stage 3 and in GCSE outcomes in Key Stage 4) in core subjects.

Areas. (c) Staff engagement with other CPD opportunities such as the T&L Group, led by Assistant Principal for Teaching and Learning. (d) Internal T&L programme for KMT and NQT teachers, led by Professional Tutor in collaboration with Senior and Middle Leaders. (e) Modular data points to analyse learning gaps within Learning Areas using tools such as SISRA, led by Assistant Principal for Assessment and Outcomes. (f) Targeted intervention for identified students through small group interventions, led by class teachers, learning mentors and teaching assistants. (g) Blended Learning Strategy to allow students to access technology as well as have the knowledge, skills and confidence to use this technology effectively for learning.	whole school basis and evidenced via IRIS software. (b) Curriculum Reviews held with Directors of Learning to ensure curriculum is appropriate and purposeful for all. Strong emphasis on contextualised learning and pedagogy associated with knowledge recall and meaningful learning environments with a clear literacy and numeracy presence. (c) Staff trial and share teaching strategies on a whole school level. CPD content is engaged with and outcomes shared with Middle and Senior Leaders. (d) Professional Tutor maintains records of Teacher Standard evidence and evidence of demonstration of the LAT Teaching Competencies Framework. (e) Modular evaluation of assessment outcomes used to highlight knowledge gaps and create strategies / interventions to support the	planning content creates a consistent expectation of students over time. Improved T&L increases student confidence and raises self-expectations. (c) T&L opportunities become wider across the school and encourages professional dialogues at all school levels. Modern teaching pedagogy moves to the forefront of all T&L discussions and becomes a clear priority. (d) High expectations of new members of the profession are achieved and therefore instilled in our students. Teachers commence their professional careers with good habits, supported through up-to-date educational research. (e)Knowledge gaps that exist are quickly addressed and closed across all learning areas and all year groups. (f) Knowledge gaps that exist are quickly addressed and closed across all learning areas and all year groups.	

	(h) Accelerated Reader Programme, introduction of Maths Mastery and Star Maths to be fully established and embedded in appropriate lessons. Additionally, online platform subscriptions for Hegarty Maths and Seneca will be utilised across the school.	closing of these gaps as rapidly as possible. (f) All interventions completed will be reviewed and feedback undertaken via the appropriate Director of Learning (see above) to evaluate outcomes. (g) Teaching staff to ensure technology is utilised in lessons, ensuring appropriate modelling is provided to equip students with the tools to use technology successfully. (h) Directors of Learning in core subjects will set assignments and track and record engagement levels and outcomes for all students.	(g) Technology becomes a valuable learning tool to support students through their time in education. (h) As above, technology and online programmes compliment the learning that takes place in our classrooms. Students engage with these sources to further develop their learning.	

Barrier(s) for Students	Intervention	Monitoring	Implementation Outcomes	Pupil Outcomes
Below expected chronological reading ages across Key Stage 3 and Key Stage 4.	**Assigned Funds: 15% approx** (a) CPD to develop all teachers as 'Teachers of Language'. (b) Clear literacy and reading opportunities embedded in all lessons each day as well as vocabulary enhancing	(a) Literacy feedback provided within learning walks, DDIs, lesson observations and curriculum reviews. (b) Literacy Lead works with Literacy Champions within each learning area to establish challenging vocabulary and	(a) Achieving a consistent approach to literacy in the classroom installs substantial 'working literacy' confidence in students and shows the importance of reading for future outcomes. (b) Student confidence grows	Students in receipt of PP to achieve progress in line with non-PP locally and nationally (measured through internal and LAT assessment points in Key Stage 3 and in GCSE outcomes in Key Stage 4) in core subjects.

	resources.	writing frames.	in approaching assessment assignments, allowing them to fully engage with summative assessments and examinations.	Students in receipt of PP to make progress in developing their reading age to expected chronological age.
	(c) Literacy Lead and Librarian responsible for resourcing reading materials in our library and across the school - including designated reading time during Tutorials.	(c) Reading resources made available during key reading times within the school day (DEAR time and English lessons). Appropriate texts are available for all reading ages to encourage reading for pleasure. Reading Age data used to support student reading choices - obtained through the Accelerated Reader Programme.	(c) Reading for pleasure and academic purposes becomes ingrained in school culture. Students make explicit links between reading and positive outcomes.	
	(d) Literacy interventions such as LEXIA aimed at raising the chronological reading ages of PP students.	(d) Literacy Lead utilising SEND support staff to ensure LEXIA is delivered at school and home, ensuring this is communicated with parents and carers. Additional bespoke Literacy programmes can be established for those students presenting more significant needs.	(d) Students make accelerated progress when engaging in small group reading interventions. Students are identified and supported as early as possible.	

Barrier(s) for Students	Intervention	Monitoring	Implementation Outcomes	Pupil Outcomes
Non-academic barriers present outside of school impact on attendance, behaviour and motivation of students.	**Assigned Funds: 60% approx** (a) Attendance and behaviour of PP students to be a standing agenda item in all pastoral meetings and all Senior Leader	(a) Attendance and behaviour data is reviewed regularly, drawing comparisons between PP and non-PP students. SSMs and Form Tutors work collaboratively to address the	(a) The school makes attendance and behaviour a priority for all staff, permeating this as a focus point of communication with all stakeholders.	Students in receipt of PP to achieve and maintain attendance of 96% in line with school attendance policy.

| Low levels of parental / carer engagement with the school and a student's educational experience. | meetings.

(b) Parents and carers of low attendance / persistent absence students targeted for support.
(c) Appointment of an Attendance Officer to monitor and support the attendance processes within school.

(d) Appointment of Student Service Managers to ensure each cohort has an assigned individual responsible for their pastoral support.

(e) Behaviour support / raising aspirations programmes run for repeat behavioural offenders and those in frequent receipt of FTEs.

(f) Reward initiative launched to ensure focus is positive, in rewarding those that demonstrate positive learning behaviours and high levels of attendance.

(g) Improving access to mentoring, careers advice and welfare support. | issues associated with poor behaviour and attendance.

(b) Review of impact of parental engagement and support strategies to be recorded through Form Tutors, SSMs and Attendance Officers.

(c) An additional member of the Attendance Team will allow more in depth reviews of attendance patterns and allow for wider support for parents and carers. CPD is established to support the role.

(d) SSMs will have complete oversight for a year cohort - tracking and monitoring attendance and behaviour in collaboration with Form Tutors and the wider Inclusion Team.

(e) Senior Leaders work with internal staff to identify and create bespoke programmes for students with high profile behavioural concerns.

(f) Reward data is reviewed on a regular basis and comparisons drawn between PP and non-PP students. | (b) Accountability for all stakeholders in achieving and maintaining high levels of attendance. Effective support is targeted at parents / carers most in need of it.

(c) Additional attendance support means meaningful data identified and sourced to best support students and parents. Additional support allows the school to focus on positively recognising students maintaining high levels of attendance.

(d) SSMs become a focal point for all pastoral and wellbeing support. This will compliment high quality teaching to form well rounded and confident learners.

(e) We take misconduct seriously, but more importantly, we support students by teaching them how to act professionally. We can model the behaviour we wish to see and will award this appropriately.

(f) School culture promotes | Parents and carers of students in receipt of PP to engage with the school and their child's school experience. |

| | | (g) SSMs will develop appropriate pastoral support strategies for PP students when necessary. Careers Manager will ensure co-curricular opportunities are made available to engage PP students. | and rewards the positive behaviour we expect of all students.

(g) Careers and support remains at the heart of what we do as a UTC - all students engage with a well organised careers programme. Additional pastoral support is readily available for students presenting such needs. | |

Barrier(s) for Students	Intervention	Monitoring	Implementation Outcomes	Pupil Outcomes
Students attend school without appropriate equipment to access and engage with learning.	**Assigned Funds: 15% approx** (a) Essential stationery items are purchased and provided to students who are unable to access them. Funds for aspects of school uniform will also be used to support families in financial hardship. (b) Investment in a whole school Chromebook scheme to support blended learning approaches - this will commence with the Year 7 cohort this academic year. (c) Investment in development and sharing of Knowledge	(a) All staff have a responsibility for monitoring lack of equipment. Any concerns are raised with Form Tutors and SSMs and are reviewed in weekly Pastoral Meetings. (b) Learning Areas to ensure devices are utilised in lessons where possible - Chromebooks are a part of the student equipment expectations. (c) Assistant Principal T&L monitors and reviews this process with Directors of Learning. All Learning Areas to utilise recall quizzing in lesson	(a) Providing essential items ensure students are able to participate and engage in all learning. (b) Blended Learning strategy is ready and available for all students. Students become well versed in utilising devices both in the classroom and for home learning assignments. (c) Knowledge Organisers emphasise the importance of knowledge recall and help develop literacy and subject specific vocabulary. (d) Student planner is an	Students in receipt of PP to achieve progress in line with non-PP locally and nationally (measured through internal and LAT assessment points in Key Stage 3 and in GCSE outcomes in Key Stage 4) in core subjects. Parents and carers of students in receipt of PP to engage with the school and their child's school experience.

| | Organisers. Students will have a hard copy Knowledge Organiser each Module to support independent home learning.

(d) Investment in the development of a student planner incorporating reusable pages such as RAG cards, MCQ cards and whiteboards to better support in-class T&L. | time.

(d) Assistant Principal T&L and all Senior Leaders and Middle Leaders review the appropriate use of this resource during learning walks, observations and DDI feedback. | important part of the student stationery list and necessary to engage fully with lessons as well as develop self-management skills. | |