

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2025 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	The Leigh UTC
Number of pupils in school	694
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2026
Date this statement was published	November 2024
Date on which it will be reviewed	August 2025
Statement authorised by	Kevin Watson, Principal
Pupil premium lead	Gabriel Alamu
Governor / Trustee lead	Clive Barker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,889.21
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£212,889.21

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good or better progress at The Leigh UTC. All members of staff and the governing body accept responsibility for challenging 'social disadvantage' and are committed to meeting the academic, pastoral, and social needs of our pupil premium students.

Research by the Education Policy Institute reported that the attainment gap between disadvantaged pupils and their peers has stopped closing for the first time in a decade. It is therefore incumbent upon The Leigh UTC as a STEM specialist Academy to address this limitation and ensure the rapid development of disadvantaged pupils is at the forefront of our improvement strategy.

A UCAS study in 2020 has shown that there has been an increase in the uptake of STEM based subjects, however there is still clearly underrepresentation of disadvantaged students going into a STEM focused further education.

As a UTC we continue to address the UK's demand for more STEM professionals in higher education and careers, addressing the skills shortage gap identified by the government in 2011 and again in 2020.

As a UTC we continue to contribute to the pool of STEM graduates in the UK which equates to 43% of all graduates. We address the underrepresentation of STEM students in post-secondary education, highlighted in the government's White Paper, 'Skills for Jobs'. Our disadvantaged students in post 16 continue to perform above those from non disadvantaged backgrounds.

The number of students from disadvantaged backgrounds accepted into full time undergraduate STEM courses increased by 79% - from 7,265 in 2010 to 13,040 in 2020. Our intention is to ensure our disadvantaged students go on to further address this under representation of STEM focused professionals in further education and in STEM specialist industries.

For the 191 pupil premium pupils we serve, we continue to remove the tolerance of low expectations in all educational aspects of their lives, raise lifelong aspirations, and focus on removing barriers to learning, enabling our pupils to achieve holistically and move beyond 'expected' outcomes and become successful STEM professionals.

Our core value of professionalism at The Leigh UTC is also critical in developing the maturity and professional habits of our students. We invest heavily in the nurturing of professional standards, professional attitudes and professional behaviours explicitly. Our culture of professional habits addresses the often perceived helplessness, apathy and 'deprivation through values' which can so often be linked to students from disadvantaged backgrounds.

Our work aims to address the academic, cultural, and personal barriers our pupils face and through careful planning, rigorous tracking and targeted support we provide all our children with the access and opportunities to enjoy a thriving holistic journey of self improvement and actualisation at the UTC.

We aim to:

- Ensure that teachers and staff are responsible for leading academic achievement. Plan for accelerated academic and holistic progress through quality first teaching, and offer high quality pastoral care as our priority.
- Spotlight the importance of quality first teaching, ensuring that the day-to-day teaching meets the needs of disadvantaged learners, instead of relying on interventions to compensate for learning that is less than effective.
- Systematically focus on giving pupils clear, effective feedback about their work and personal development, enabling them to become reflective students that adopt a growth mindset, higher ambitions and a strong personal drive.
- Develop professional positive habits that are beneficial to ensuring strong professional relationships in school and beyond.

In planning our pupil premium strategy, we have drawn on a range of evidence-based research and best practice from the Education Endowment Foundation's Teaching and Learning Toolkit which found that the most important factor in narrowing the disadvantage gap is effective teaching day after day.

We also utilise a range of out of lesson interventions to address gaps in achievement and behaviour. The consequences of being 'disadvantaged' affect all pupils differently and as such our intervention aims to address this difference to bring about educational equity.

The key aim of our Pupil Premium funding plan is to remove all barriers to learning to end the cycle of disadvantaged underperformance and enable social mobility. We will do this through 4 key priorities:

1. Improve the attainment, progress, attendance and behaviour of our disadvantaged students with strong pastoral care and support.
2. Improve the literacy and numeracy levels of our disadvantaged students.
3. Improve parental engagement and participation, ensuring that raising aspirations is encouraged and celebrated at home as well as in the academy.
4. Build the cultural capital of our disadvantaged pupils through rich extra-curricular and curricular learning.

Challenges

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

Challenge number	Detail of challenge
1	Recruiting the best teachers The challenges of recruiting expert STEM skilled teachers in a shortage crisis is a challenge. To compound this, ensuring that we are able to retain the best performing existing teachers is also a challenge.

2	<p>Lower starting points</p> <p>25% of our year 11 outgoing 2024 cohort were lower attaining (LA) pupils and only 12% were higher attaining (HA) pupils.</p> <p>24% of our current ks3 cohort on entry in year 7-9 are LA and only 14% are HA.</p> <p>13% of our current ks4 cohort were LA on entry and only 9% are HA</p>
3	<p>Behaviours and habits</p> <p>There is a disproportionate number of disadvantaged students represented in detentions and exclusions data. Pupil premium students represented around 63% of our FTE data last year. We believe the lack of routine and structure students experienced outside school during the pandemic continues to hinder school engagement and enjoyment for many of our disadvantaged students. PP students on average collate lower positive overall (83 points) in comparison to Non PP students with (150 points) across the academic year.</p>
4	<p>Cultural capital</p> <p>Reduced cultural capital opportunities and experiences outside of the local areas. We observe a lack of cultural understanding and a lack of desire about the wider world beyond simplistic and/or familial places and knowledge. In addition post covid there have been less engagement in wider or cultural experiences. 25% of all attendees to extra curricular clubs are PP with 75% non PP.</p>
5	<p>Attendance</p> <p>We continue to experience some low attendance and high levels of persistent absence with our disadvantaged students. Our attendance for disadvantaged students is at 91% in comparison to our non disadvantaged which sits at 96.4%. In addition the persistent absence percentage for our disadvantaged is 29.1% in comparison to that of our non disadvantaged persistent absence which sits at 10.7 %.</p>
6	<p>Family engagement</p> <p>We experience low family engagement/support with a high number of our disadvantaged families. The variance in aspirations and values culture often impedes the engagement from families with our disadvantaged pupils. In 2024 45% of our year 10 disadvantaged families' failed to attend their child's post year 10 mock parent evening before they moved into year 11.</p>

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
<p>Improve academic expectations, progress and attainment across the curriculum</p>	<ul style="list-style-type: none"> ● Reduce the performance gap between pupil premium and non pupil premium in all subject areas so that there is no gap. The current attainment gap stands at -13.02. ● 70% of pupils achieve standard pass in English and Maths. 50% to achieve a strong pass in English and Maths. The same is expected in separate sciences ● All disadvantaged pupils in year 9 have 1:1 with Middle and Senior Leaders in year 9 before choosing their options. ● The curriculum is adapted successfully where low levels of literacy or numeracy are present and student are taught to read to ensure curriculum is accessible ● Recruitment and retention of high performing teachers to continue the developments of teaching and curriculum design ● In-class support to accelerate progress for all disadvantaged students
<p>Cultivate opportunities for enhancing 'cultural capital' through enrichment and experiences</p>	<ul style="list-style-type: none"> ● All disadvantaged pupil to experience 3 academic or cultural experience a year through the LBC programme ● Increase number percentage of PP students to engage with extra curricular clubs or enrichment learning activities ● An enriched experiential curriculum with rich cultural and global narratives, examples and vantage points explicitly taught through the IB attributes
<p>Raise literacy and numeracy levels/engagement so that pupils can successfully access the curriculum</p>	<ul style="list-style-type: none"> ● Increase the percentage of KS 3&4 disadvantaged pupils reading at or above their chronological reading age. ● NGRT, baseline and interventions to show improved knowledge and skills among disadvantaged pupils closing the gap between them and their non-disadvantaged peers.
<p>Improve the wellbeing and learning habits of disadvantaged students.</p>	<ul style="list-style-type: none"> ● Pupil voice and PASS score indicate, improved wellbeing amongst PP students ● 121 pastoral welfare check-ins termly for all disadvantaged students ● Reduce the amount of disadvantaged students receiving fixed term exclusion. Baseline data shows of the suspension in 2023-24, 63% were disadvantaged students.
<p>Improve attendance and punctuality, while decreasing persistent absence for</p>	<ul style="list-style-type: none"> ● Reduce the attendance gap that exists between disadvantaged (91.1%) and non-disadvantaged (96.4%) students in the academy, currently at 5.3%.

disadvantaged students	<ul style="list-style-type: none"> • Reduce persistent absence for disadvantaged students (30.7%) by 11% to close the gap between non disadvantaged students (11.7%) • Increased familial engagement of PP students demonstrated through home visits and improved attendance of disadvantaged students.
------------------------	---

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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional learning focuses on improving the quality of teaching, using the UTC 'Teaching drivers' and 'Enablers'	<p>'Good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils' EEF 2019</p> <p>Studies suggest that the quality of teaching will have a disproportionate impact on disadvantaged pupils</p>	1,2
Professional development and coaching/training on checking knowledge and providing effective feedback to support disadvantaged pupils in lessons	<p>EEF Report: A schools Guide to Implementation – key strand: support staff and monitor progress.</p> <p>Sutton Trust research states that the difference between the effect of poor teaching and that of highly effective teaching is just under half a year's extra progress for most pupils.</p>	1,2
Modelling and effective feedback training/coaching	<p>Appropriate and timely CPD for all staff will raise the profile of disadvantaged pupils and ensure that effective teaching strategies are used in lessons to support them.</p> <p>The development of effective feedback is an EEF suggested strategy for maximum impact (very high impact for very low cost, based on extensive evidence: impact +6). 5+ additional months progress over</p>	

	the course of the academic year in secondary schools.	
Maintain post holder to drive improvement of standards and outcome regarding disadvantaged pupils Provide support and plan timely interventions Track interventions and review effectiveness of strategy	EEF Report: A schools Guide to Implementation – key strand: support staff and monitor progress + key strand: identify and cultivate leaders of implementation. Regular quality assurance (through lesson walks, book scrutiny and learning conversations) ensures that the delivery of Quality First Teaching that meets the needs of disadvantaged pupils EEF Report: A schools Guide to Implementation – key strand: support staff and monitor progress.	1,2,3,4,5,6
Homework club is used to support student failing or struggling to complete homework at home	EEF report- Teaching and learning toolkit	1,2
Recruitment of expert and specialist teachers with strong domain specific knowledge and pedagogical skill	EEF & NAO- using the premium to tackle the recruitment and retention challenge – and evaluating new approaches as we innovate – must make sense at a time when it is schools’ biggest worry.	1,2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Numeracy and literacy intervention to close gaps identified through bespoke morning intervention	EFF Toolkit: The average impact of the adoption of phonics approaches is about an additional five months’ progress over the course of a year. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.	2

<p>Use of external tuition, study and learning agencies to support examination groups:</p> <p>Small group subject intervention Exam preparation and revision Study habits preparation and support</p>	<p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>1,2</p>
<p>Acquiring Learning/specialist TA & Mentors with subject and academic expertise to support low attaining pupils and pupils making limited progress</p>	<p>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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u></p> <p><u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>1,2</p>

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

Budgeted cost: £12.889.21

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance intervention provided by the pastoral team.</p> <p>Regular contact with parents to support attendance.</p> <p>Rewards and recognition to encourage improved attendance</p> <p>Rewards and celebration</p>	<p>Attendance directly relates to academic attainment. Supporting the attainment of Disadvantaged pupils (Nov 2015) clearly states that children must be in school before they can access their learning.</p> <p>DfE research published in 2016 (Absence and Attainment at Key Stages 2 and 4) found that:</p> <p>The higher the overall absence rate across the lower the likely level of attainment at the end of KS4.</p> <p>Pupils cannot access the range of other support available if they do not attend school regularly.</p>	<p>5,6</p>

	<p>EEF Report: A schools Guide to Implementation – key strand: support staff and monitor progress + key strand: identify and cultivate leaders of implementation.</p> <p>EEF Toolkit; parental and community involvement programmes are associated with improvements in school ethos or discipline.</p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</p>	
<p>Support the SEMH of vulnerable disadvantaged pupils through counselling, mentoring and additional interventions</p> <p>Counselling Wellbeing support Behaviour support</p>	<p>EEF Toolkit: Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Interventions which focus on improving social interaction tend to be more successful (6+ months).</p>	3,6
<p>Key staff to deliver/facilitate behavioural and emotional support for disadvantaged students</p> <p>Including but not limited to-</p> <ul style="list-style-type: none"> -121 mentoring -external visiting counsellor -use of educational psychologist -speech and language therapist -ELSA programme 	<p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behaviour.</p> <p>Behaviour interventions EEF</p>	3,5
<p>Track and monitor engagement from home. Family engagement and participation through parents evening</p>	<p>Research by the EEF shows that parental engagement has a moderate impact on pupil progress.</p> <p>Ensuring an understanding of how to support children with independent learning at home.</p>	3,5,6

Provide in school support or resources (books stationery, uniform etc.) including revision guides for core subjects	Ensure disadvantaged pupils have access to the necessary resources for equitable access to the curriculum https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	1,3,5
Enrichment activities in school and out of school (guest speakers, mentoring etc)	Pupils from academically weaker schools reported stronger programme related gains. Implications for enhancing and evaluating the effect of science-enrichment programs on pupils' science attitudes. 2005 Wiley	1,2,4,5

Total budgeted cost: £ 212,889.21

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 2022 to 2023 academic year.

We have continued to be successful with the development and delivery of our curriculum. As an IB school we have been working hard to improve our curriculum implementation and ensure better success for our most disadvantaged students. This has resulted in a reduction of our disadvantaged Gap in year 9 (end of MYP programme). The data average in year 9 reduced to -0.19 this year, which is a notable shift from -0.70 the previous year (2022-23) at the same point.

Academic performance in year 11 has also improved with a significant reduction of our disadvantage gap. Disadvantaged performance reduced from -0.70 in 2022-23 to -0.21 in 2023-24. Part of this shift to securing improvement was ensuring that all disadvantaged students were met with by a Senior Leader and parental consultation to ensure the right course selection during their key stage 4 course selection.

The academy has introduced a collaborative approach and inclusive model of staff professional development which enables a critical mass of our staff to focus and drive continuous improvement and innovation in the classroom. We have developed and introduced our powerful 'Teaching and Learning Drivers' that ensure a holistic and robust approach to improving learning and teaching at the academy.

This new framework has begun a significant shift in our approach to teacher improvement and professional development. This work has translated into improved vigour of teaching and learning for our disadvantaged pupils. As highlighted above the disadvantaged gap is reducing in line with our expectations and we are seeing improved outcomes for our students

A key action that we have adopted in our approach was to better track, monitor and evaluate the progress of disadvantaged students across the academy. This has been successful, and continues to be an area of refinement moving forward.

We have also ensured that all disadvantaged students meet with a member of pastoral staff throughout the academic year to engage within learning and welfare conversations. This has enabled areas of need and support for our students to be identified early so that critical support could be implemented. For example, these conversations enabled the team to make an early referral to the Emotional Wellbeing Support Team (NELFT), which enabled student x to be successful with a key transition in their educational journey.

The identification of early interventions like the one mentioned above enabled a 13% reduction in FTE for disadvantaged students this academic year (2023/2024), which is in line with the academy's reduction of 11%.

Our Learning Beyond the Curriculum (LBC) days have ensured all disadvantaged students to have at least a minimum of three academic and cultural experiences a year. The impact of this

has been significant for our disadvantaged students ensuring wider experiences that address the cultural and experiential malnutrition and the deprivation through values noted in our community. In tandem with our constant improvement of 'professional habits' (our behaviour drive) we are seeing improvement in behaviour and conduct of our disadvantaged students.

We continue to work to reduce the NEET students leaving year 11. In the 2022 - 2023 cohort the percentage of NEET students was 1.4%. In the 2023 - 2024 cohort the percentage of NEET was 0.8%. These figures can be attributed to ensuring that all of our students have access to opportunities that are on offer, such as; business mentoring, work experiences and the schools internal STEAM week which is permeated within our talent acquisition pipelines.

Reading and numeracy interventions improved students within Maths but not English in key stage three. Maths disadvantaged students' progress improved by an average of +0.86 from module 4 to module 6. However, this is not the case with English as we saw an underperformance of -0.12 on average.

Our work on attendance has been very positive. The overall attendance of disadvantaged students at the UTC is 89.96%. This is in line with the national average. Therefore, there is a +1.6% difference in attendance. The whole school persistent absence stands at 22.9% this is -2.2% lower than the secondary national average.

Our recruitment drive has been persistent and continues to be an area of focus to ensure we have the best teachers for our students. Although there has been a notable shift this academic year, there still exists a gap between disadvantaged and non disadvantaged students at our academy and we will continue to drive improvement in these areas.