

# 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	Energy Coast UTC
Number of pupils in school	KS4 263 KS5 145
Proportion (%) of pupil premium eligible pupils	PP /100
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Cherry Tingle
Pupil premium lead	David McGeehin
Governor / Trustee lead	Patrick Freeman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Sep 21-Mar 22 = £36,210 Apr – Aug 22 - £34,619 (projected – unconfirmed)
Recovery premium funding allocation this academic year	£145 per pupil (£9425 in total unconfirmed)
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£80254 (+£4500 Well funding)

# Part A: Pupil premium strategy plan

## Statement of intent

It is our intention to level the playing field for all of our students and overcome as many barriers as possible. We intend to do this with an evidence based approach and ensure that any funding is used in the most effective way.

Some of these barriers are common to all disadvantaged children and others are specific to the area and context of the Energy Coast UTC. Research carried out by the EEF will be used to ensure an evidence based approach while continual internal data-driven evaluation will be used to ensure effective implementation and improvement. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include (Not an exhaustive list):

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate increased pastoral capacity targeted at the disadvantaged cohort
- 1-1 support
- Additional teaching and learning opportunities provided through trained TA's or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Transport support
- Uniform support
- Support payment for activities, educational visits and residentials, ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our curriculum is constantly reviewed to ensure that there is no bias in accessibility towards non-disadvantaged students. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time, will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed above, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected by COVID 19, including non-disadvantaged pupils.

To ensure the Pupil Premium strategy is effective, we will ensure all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Poor Numeracy and Literacy skills
2	Narrowing the attainment gap across all subjects
3	Behaviour and aspirations inc. supporting emotional and mental health related issues
4	Attendance and Punctuality issues.

## 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
Progress in English Language and Literature	Achieve target grades
Progress in Mathematics	Achieve target grades
Progress in Science	Achieve target grades
Progress in Construction /Engineering	Achieve target grades
Other	Ensure attendance of disadvantaged pupils is above 96% and the same as non PP
Improved attitudes to learning	Reduction of behavioural incidents on Sims system to at least the same as non PP

## 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: £ 19,721

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Functional skills</i>  <i>Free to children books</i>  <i>Free to children on line library</i>  <i>iPad program</i>  <i>Form time booster program</i>  <i>Free to children revision guides</i>  <i>Free to children breakfast club inc. breakfast</i>	EEF Toolkit (+6 months) Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.	1,2
<i>Dedicated CPD time every week on a range of specific topics which impact PP students, inc. behaviour, curriculum, attendance, quality first teaching.</i>  (Cost here)	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and recognise that we need to support staff to in turn support less experienced members of staff. We have identified a new member of staff who will take on and develop this role within the middle management structure.	1, 2, 3, 4
Appointment of Senior Leader to oversee PP strategy	Successful schools 'have clear, responsive leadership.' DFE 'Supporting the Attainment of disadvantaged pupils: articulating success and	All

	good practice' EEF Implementation Guide states that 'school leaders play a central role in improving education practices through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation'.	
CPD on modelling/scaffolding to all teachers	EEF Toolkit – Metacognition and self-regulation. +7 months impact Oral feedback. +7 months impact.	1, 2
CPD & T&L briefings implemented to introduce and embed The Fundamentals in all lessons	EEF Toolkit – Metacognition and self-regulation +7 months impact EEF Toolkit – Behaviour interventions – support greater engagement through tracking the speaker - +4 months impact	1
Implementation of accelerated reader, DEAR time and CPD in extended writing/oracy	EEF Toolkit – Reading comprehension - +6 months impact EEF Toolkit – Oral language interventions - +6 months impact	1

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

Budgeted cost: £ 14,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring	EEF toolkit (+4 months) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Having analysed our cohorts we have identified that the Year 11 cohort need support to address gaps in English. Due to Covid we have identified that English and Maths are the key focus areas.	2,3
Targeted In-School Tutoring – English and Maths	EEF Toolkit – Small group tuition – +4 months impact DFE – School Let Tutoring Guidance – +4 months impact DFE	1

Reading interventions for students below Trust Reading Age target, significantly below and just below chronological reading age	EEF Toolkit – Reading comprehension - +6 months impact	1
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 52,987

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Two additional Pastoral workers appointed to work with vulnerable families and improve parental engagement</i></p> <p><i>Attendance Officer appointed to work 5 days a week to analyse attendance and contact low attenders. Family champion worker to complete First Day Call and support families to raise attendance / punctuality.</i></p> <p>Careers and aspirations program</p> <p>Celebrations events</p> <p>Subsidise trips</p> <p>Rewards trips and vouchers</p> <p>Free to students uniform</p>	<p>EEF toolkit (+4 months)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories:</p> <p>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</p> <p>Universal programmes which seek to improve behaviour and generally take place in the classroom; and</p>	3, 4

	More specialised programmes which are targeted at students with specific behavioural issues.	
<i>PP specialist teachers, delivering curriculum content, modelling and embedding metacognition and self regulation</i>	<p>EEF toolkit (+7 months)</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Self-regulated learning can be broken into three essential components:</p> <p>cognition – the mental process involved in knowing, understanding, and learning  metacognition – often defined as ‘learning to learn’;  and  motivation – willingness to engage our metacognitive and cognitive skills.</p>	1, 2, 4
Implementation of Sims Parent App to aid engagement of parents and raise the awareness of rewards and attendance	EEF toolkit – Parental Engagement - +4 months impact	4
PP Capitation – hardship fund to prevent PP students from being unable to access enrichment opportunities, have resources and equipment required for learning.	<p>EEF toolkit– Arts Participation +2 months impact</p> <p>EEF toolkit – Sports Participation +2 months</p>	All

**Total budgeted cost: £ 87,063 +£4,500 Well funding (See action plan)**