

**ENERGY COAST UTC IMPROVEMENT PLAN 2020-23**

PRIORITY 1 FINANCE	OBJECTIVES	ACTIONS	TIME	SUCCESS CRITERIA	STAFF	MONITOR	REVIEW	COST	
<b>Ensure the UTC sets a balanced budget</b>  <b>Ensure the UTC has a repayment plan acceptable to the ESFA, which also delivers high quality education</b>  <b>Ensure all aspects of finance and administration are controlled, effective and efficient and meet the AFH</b>	Ensure UTC is financially viable and operates good value for money	<ul style="list-style-type: none"><li>Ensure all plans are fully costed and subject to financial approval before implementation</li><li>Update fully costed integrated financial curriculum plan</li></ul>	Every year and constant	Plans and strategies show the UTC is financially viable	KL/CT	CT/ Finance Committee / FGB	FGB	Staffing budget Leadership %	
	Ensure full compliance with all aspects of funding agreement and Academies Financial / Governance Handbook (referred to as AFH in this plan)	<ul style="list-style-type: none"><li>Ensure no staffing decisions are made or approved without reference to financial plan and also appointment being 100% essential</li><li>Ensure PNA / deficit funding clawback is planned through thorough new repayment plan, linked to budget and ICFP, to ensure balanced budget going forward</li><li>Closely monitor staff pay as percentage of total expenditure, ATC, PTR, Class sizes, TCR, Leadership team percentage</li><li>Ensure financial repayment plans are completed to show repayment of debt in a timely manner</li><li>Ensure all budget setting follows due process</li><li>Ensure all aspects of SLAs meet AFH 2021/22 requirements and are good value for money</li></ul>	Every year	Updated plan in place – curriculum is affordable	KL/CT/DW	Finance committee	FGB	Staffing budget Leadership %	
			ongoing	Set a balanced budget Provision at the UTC is broad and balanced and exciting for students	KL/CT/DW	Finance committee	FGB	Staffing budget Leadership %	
	Ensure affordable debt repayment plan is in place which allows UTC to meet needs of students		Summer 21	Approved repayment plan in place which allows high quality education	KL/CT	Finance committee	FGB	Staffing budget Leadership %	
			Annual	All budget lines affordable and proportionate within income	KL/CT	Finance Committee	FGB	Staffing budget Leadership %	
			Summer 21 after new report – and every year Jan 21 and at return	Repayment of dept in time frame acceptable to ESFA	BD/CT/Finance committee	Finance committee/FGB	FGB	Staffing budget Leadership %	
					KL	CT/Finance committee	FGB		
				Internal controls robust- evidenced by auditors report	BD/finance team	CT/Finance committee	FGB	Staffing budget Leadership %	

	Ensure student recruitment achieves overall UTC target numbers. (see recruitment section)	<ul style="list-style-type: none"> <li>Ensure internal financial control for all aspects of UTC funding</li> <li>Ensure no overspend in any cost centre</li> <li>Ensure all proposed actions are fully costed and affordable before detailed planning / <b>any</b> implementation</li> <li>Ensure all actions from internal and external auditors' report are carried out in full</li> <li>Ensure SoD is adhered to</li> <li>Ensure external providers contracts are all compliant with AFH 2021</li> <li>Clarify income funding (estimate / lagged census / in year positive PNA adjustment) with EFSA</li> <li>Ensure governance of finance and audit is rigorous and robust</li> </ul>	July 2021	AFH compliance	BD/ finance team	CT/Finance committee	FGB	Staffing budget Leadership %
			ongoing	Compliance	BD / finance team	CT/Finance committee	FGB	Staffing budget Leadership %
			ongoing	No overspend – balanced budget	BD/finance team	CT/Finance committee	FGB	Staffing budget Leadership %
			ongoing	Good financial control in place	BD/ finance team	CT/Finance committee	FGB	Staffing budget (BD and finance team)
			ongoing	Compliant with all aspects of funding agreement and AFH 2021	BD/finance team	CT/Finance committee	FGB	Staffing budget (BD and finance team)
			when received	Balanced budget, controls, compliance	BD/finance team	CT/Finance committee	FGB	Staffing budget (BD and finance team)
			follow SoD	Balanced budget	CT/BD	Finance committee/FGB	FGB	Staffing budget (BD and finance team)
			follow SoD	Balanced budget and cash flow in year				
			21, spring 22	Compliance with AFH 2021	CT/GB	CT/Finance committee	FGB	Staffing budget (BD and finance team)
		<ul style="list-style-type: none"> <li>Set capitation for each department / area at affordable level and ensure all departments stick to this and follow SoD and financial processes</li> <li>Benchmark all expenditure against DfE and/or BDT benchmarks including spend for pupils</li> </ul>	Annual budget setting	Balanced budget	LT/HOD	CT	Finance Committee	Staffing budget (BD and finance team)
		<ul style="list-style-type: none"> <li>Further revise marketing strategy – Open Evenings, new Prospectus</li> </ul>	Summer 21	Marketing strategy successful. Recruitment at prediction to meet budget	BD/CT	Finance Committee/FGB	FGB	Staffing budget (BD and finance team)
		<ul style="list-style-type: none"> <li>Cost and consider appointing personnel for marketing</li> </ul>	Ongoing	Marketing strategy successful. Recruitment at prediction to meet budget	BD/CT	Finance Committee/FGB	FGB	Staffing budget (BD and finance team)



	New build	<ul style="list-style-type: none"> <li>Fully cost all areas of new build ongoing costs – utilities etc and update risk register accordingly</li> </ul>	Spring 21 and monitor termly	Affordable running and temporary start-up costs of new build in	CT/KL/Finance committee	FGB	FGB	£5000
<b>PRIORITY 2 LEADERSHIP</b>	<b>OBJECTIVES</b>	<b>ACTIONS</b>	<b>TIME</b>	<b>SUCCESS CRITERIA</b>	<b>STAFF</b>	<b>MONITOR</b>	<b>REVIEW</b>	<b>COST</b>
<b>Ensure that the leadership of the College is always effective and maintains a rigorous commitment to continual improvement</b>	Senior and middle leaders strategically lead and are held accountable for the quality of education, behaviour and attributes, personal development and the overall quality assurance of the College.	<ul style="list-style-type: none"> <li>Produce a Quality Assurance calendar</li> </ul>	By Sept each year for full year	Further embed regularly planned QA activities to ensure that all staff are held accountable for the quality of T, L A and student outcomes across the College.	CT/KAW	Principal SLT	FGB	Staffing leadership costs
		<ul style="list-style-type: none"> <li>Fortnightly meetings with VP and APs to discuss: data analysis quality of education, behaviour and attitudes, personal development with LT link. Following each DC APs will meet with the Data Manager to review student progress and interventions</li> </ul>	Every half term	All AP and LT have full role in SEF, SIP	LT	CT	C+S/FGB	Staffing
		<ul style="list-style-type: none"> <li>Interventions in place for underachievers groups</li> </ul>	Every half term	Appropriate interventions in place	KAW	CT	FGB	Staffing
		<ul style="list-style-type: none"> <li>Departmental improvement plans need to be revised by HoD and APs following each data capture</li> </ul>	Sept 21 and updated every half term	AP and LT fully understand key areas for improvement in their area and understand the actions needed to secure improvement	LT/HoD	CT	FGB	Staffing
		<ul style="list-style-type: none"> <li>Dip and DSEF updated by HoD with summer and termly data appropriate actions in place</li> </ul>	Summer 21 – spring 22	Student outcomes good and improving.	LT KAW	CT	FGB	
		<ul style="list-style-type: none"> <li>Provide coaching for ML – new ELT leadership development and coaching</li> </ul>	Autumn 21 – from summer data	PP HPA focus	KAW/CS	CT	C+S Committee	Staffing
		<ul style="list-style-type: none"> <li>CPD for new AP related to QA, Self-evaluation, improvement planning</li> </ul>	September 2021 onwards	Academic A level improvement	LT KAW	CT	C+S Committee	Staffing
		<ul style="list-style-type: none"> <li>PM training in place for all AP and VPs</li> </ul>	September 2021	SLT and AP self evaluate and plan incisively and inform action planning	LT	CT	C+S Committee	Staffing
				Internal assessment data shows that standards are improving at a rapid pace.	ELT support for new AP	CT	C+S Committee	Staffing
				Learning and teaching always at least good to improve student outcomes	LT	CT	C+S Committee	Staffing
				AP clear on actions and interventions to raise standards	LT	CT	C+S Committee	Staffing
				Appropriate targeted support in place to ensure student outcomes improve	LT AP	CT	C+S Committee	Staffing

PRIORITY 3 OUTCOMES	OBJECTIVES	ACTIONS	TIME	SUCCESS CRITERIA	STAFF	MONITOR	REVIEW	COST
<b>Improve Outcomes</b>  <b>Data analysis to ensure that data informs all aspects of College improvement</b>	To have a clear and accurate picture of the attainment, progress and attendance of students in the UTC through data analysis of external and internal assessment data	<ul style="list-style-type: none"> <li>national baseline assessment (end KS3) software CATS/ G4</li> <li>Diagnostic analysis of baseline assessments carried out</li> </ul>	September 2021	<ul style="list-style-type: none"> <li>All students have appropriate baseline assessments</li> <li>Staff are aware of strengths, areas of concern for individual students and this is used to inform planning</li> </ul>	CT, KAW, DW	Principal LT	CT / C+S Committee)	Staffing budget
			Nov 21	<ul style="list-style-type: none"> <li>All students have aspirational targets</li> <li>Staff are aware of student targets and this is used to inform planning</li> </ul>	All staff	KAW	CT / C+S Committee)	Staffing budget Staffing budget
		<ul style="list-style-type: none"> <li>Aspirational targets set for all students and all subjects, groups and sub groups (based on the highest of FFT/KS2 target/CAT4)</li> </ul>	Oct 21	<ul style="list-style-type: none"> <li>Progress for all students is measured from baseline and from KS2 score</li> </ul>	CT, KAW, DW	CT	CT / C+S Committee)	Staffing budget
		<ul style="list-style-type: none"> <li>Analysis and targets issued to class teachers</li> </ul>	Y10 and 12	<ul style="list-style-type: none"> <li>Data and assessment information being used by teachers and informs lesson planning, teaching strategies and assessment</li> </ul>	CT, KAW, DW	CT	CT / C+S Committee)	Staffing budget
	All students to achieve in line with target grades	<ul style="list-style-type: none"> <li>Data training for staff- half termly assessments and SISRA</li> </ul>	July 21	<ul style="list-style-type: none"> <li>Teachers able to analyse student data and implement appropriate actions</li> </ul>	LT/HoD	KAW	CT / C+S Committee)	Staffing budget
			Y11+13	<ul style="list-style-type: none"> <li>All students have minimum targets based on more than expected progress</li> </ul>				Staffing budget
	To improve P8 and A8	<ul style="list-style-type: none"> <li>Targets issued and tracking sheets set up by sub group.</li> <li>Target and assessment stickers all student books</li> </ul>	Sept 21	<ul style="list-style-type: none"> <li>Students know their targets and what they need to do to improve</li> </ul>				Staffing budget
		<ul style="list-style-type: none"> <li>Interventions in place for all students off track</li> </ul>	Y10 and 12		CT, KAW, DW all	KAW	CT / C+S Committee)	Staffing budget
	To improve progress and attainment of all underachieving groups – eg PP, SEN, gender, high ability KS2 (HPA)	<ul style="list-style-type: none"> <li>Half termly detailed data analysis for every year group and subject area and sub group – both progress KS2-4, from UTC baseline and attainment</li> </ul>	Nov 21 and Jan 22	Students at risk of under-achieving are clearly identified and known to all staff; interventions are put in place.	CT, KAW, DW, SJR	KAW	CT / C+S Committee)	Staffing budget
		<ul style="list-style-type: none"> <li>Half termly monitoring of those with English not maths, not meeting P8 and baseline targets and appropriate interventions in place</li> </ul>	Sept 21	Interventions informed by data, targeted and time limited	HOD/AP	KAW	CT / C+S Committee)	Staffing budget
	Focused efforts on raising outcomes in under achieving subjects		September annually	Interventions monitored for effectiveness				Staffing budget
			September 21 onwards	Data re analysed after very half term data drop – interventions continued / focus switched if necessary	DW/ KAW/CT	CT	CT / C+S Committee)	Staffing budget
			October 21– and every half term	Students achieve in line with targets Progress from UTC baseline improves to be at least 1 grade progress from baseline for all subjects at least 2 grades progress from baseline for 85% Progress from KS2 – 4 to be at least in line with national. Progress from baseline is at least 2 grades across all subjects P8 positive Improved attitude to learning and attendance, engagement with employability skills				Staffing budget

			October 21 onwards – every half term  Every half term					
	Improve progress and attainment for PP and HPA PP disadvantaged students	<ul style="list-style-type: none"> <li>See detailed PP action plan</li> <li>See detailed HPA action plan</li> </ul>	Jan 22 review September 20	Progress for all students to be in line with national average for all students and their peers at the UTC	DW/KAW	CT/ C and S		See PP plan for detailed costings of PP budget + from general
	Improve progress for underachieving sub-groups	<ul style="list-style-type: none"> <li>See detailed plans</li> </ul>	January 22 review Sept 20	Progress for all students to be in line with national average for all students and their peers at the UTC.	DW/KAW	CT/ C and S	CT/ C and S	See plans
		<ul style="list-style-type: none"> <li>Initiate bedrock learning (all) and IDL (targeted) programmes improve literacy skills</li> <li></li> <li>Continue as above</li> </ul>	Sept 20, review June 21  Sept 21	Students increase vocabulary and increase reading age to chronological  Students increase vocabulary and increase reading age to chronological	HR	KAW/CT	CT/ C and S	Bedrock £800 IDL £250 API £250
		<ul style="list-style-type: none"> <li>Initiate accelerated reader for all year 10</li> <li>Review</li> <li>AR for targeted students</li> </ul>	Sept 20  June 21 Sept 21 onwards	Students increase vocabulary and increase reading age to chronological  Students increase vocabulary and increase reading age to chronological	HR/SJ  HR/SJ	KAW/CT	CT/ C and S	£1725 (English capitation)
<b>Address under-achievement.</b>	Put in place intervention and Improvement plans for identified subjects and groups to address under-achievement	<ul style="list-style-type: none"> <li>Implement improvement plans in: and subject below target</li> <li>Identify underachieving groups and put in place appropriate interventions</li> <li>Staff know PP, SEN etc students and use the information to plan targeted interventions (see T and L)</li> <li></li> <li>Trial different maths online platforms</li> <li>Review inc costs</li> </ul>	September 21, review half termly  September 2021 and half termly  Every half term  Every half term	<p>Improvement plans developed and close monitoring results in internal data showing clear improvement.</p> <p>Learning and teaching in targeted subjects improves and students make at least expected progress. ( LO/LW evidence)</p> <p>External support in place</p> <p>Improved outcomes shown at data drops - in line with expected progress</p> <p>Detailed intervention plans in place for PP and other groups and individuals as appropriate on latest data drops (see intervention plans)</p> <p>Students achieve in line with aspirational targets</p> <p>PP gap closing</p>	HOD/AP  SJR/AP   SJR/KAW CT/ SJR/AP  KAW/AP  SJR/KAW	SLT Principal KAW   CT CT  CT CT	GB CT S+C   S+C Committee S+C Committee  S+C Committee S+C Committee	<p>Staffing budget Staffing budget</p> <p>Staffing budget Staffing budget</p> <p>See PP Plan</p> <p>Sparx £1250 Maths capitation</p>

		<ul style="list-style-type: none"> <li>Implement Sparx</li> </ul>	Sept 20 Spring 21 Summer 21	Maths attainment and progress improves Maths engagement in homework improves	CS/KAW			See covid/NTP plan
Covid recovery SEE COVID PLAN								See covid plan
PRIORITY 4 QUALITY OF EDUCATION	OBJECTIVES	ACTIONS	TIME	SUCCESS CRITERIA	STAFF	MONITOR	REVIEW	COST
Learning and Teaching, Curriculum	<p>Improve the quality of learning and teaching in all subjects</p> <p>All teaching to be good or better</p> <p>Increase the percentage of outstanding teaching</p> <p>Ensure good progress of PP students</p>	<ul style="list-style-type: none"> <li>Diagnostic use of baseline data- Aps to use diagnostic baseline data to provide individualised interventions</li> <li>Use of CPS WalkThrus L and T CPD programme</li> <li>Use of Teaching Files and data.</li> <li>Use of triads and CPD programme to support and develop questioning</li> <li>Work on lesson planning format and CPD relating to links to engineering</li> </ul>	<p>From start of Autumn 2021 term</p> <p>From Autumn 2021</p> <p>Ongoing (see QA cycle)</p>	<ul style="list-style-type: none"> <li>Improved student progress</li> <li>CPD programme impacting LO show better differentiation / questioning/ provision for most able</li> <li>Consistent use of challenging questions in LW and Los.</li> </ul>	<p>HoD/AP/KAW</p> <p>CT/ SJR / KAW</p> <p>SJR/KAW</p>	<p>Aps Principal GB</p> <p>CT</p> <p>CT</p>	<p>CW/KAW</p> <p>C+S Committee</p> <p>C+S Committee</p>	<p>Staffing budget</p> <p>walkthru £350 (CPD budget)</p> <p>CPD budget £4000</p>

	Ensure Curriculum meets student need	<ul style="list-style-type: none"> <li>Staff CPD for literacy and numeracy, and SpaG.</li> </ul>	September 2021-2022	<ul style="list-style-type: none"> <li>Incorporating engineering and careers within every lesson</li> </ul>	CT / SJR / KAW	CT	C+S Committee	Staffing budget (within 1 hr per week CPD costs)
		<ul style="list-style-type: none"> <li>CPD and triads used to model outstanding differentiation</li> </ul>	September 2021	<ul style="list-style-type: none"> <li>Literacy and numeracy embedded across the curriculum- evidence in WS</li> </ul>	SJ/HR/KAW	CT	C+S Committee	One hour per week teaching staff time
		<ul style="list-style-type: none"> <li>Raise staff aspiration of classroom expectations through CPD</li> </ul>	September 2021-December 2021	<ul style="list-style-type: none"> <li>Differentiation is explicitly linked to outcomes/course requirements</li> </ul>	SJR/KAW	CT	C+S Committee	One hour per week teaching staff time
		<ul style="list-style-type: none"> <li>Standardisation and moderation scheduled for half-termly and key piece assessments</li> </ul>	September 2021-December 2021	<ul style="list-style-type: none"> <li>'Challenge' as a minimum requirement</li> </ul>	SJR/KAW	CT	C+S Committee	One hour per week teaching staff time
		<ul style="list-style-type: none"> <li>Use of required practical for science textbooks built into each scheme of learning</li> </ul>	September 2021	<ul style="list-style-type: none"> <li>Standardisation and moderation of key pieces to ensure consistency of marking across departments</li> </ul>	SJR/KAW/DW	CT	C+S Committee	Staffing
		<ul style="list-style-type: none"> <li>UoC research project</li> </ul>	September 2021	<ul style="list-style-type: none"> <li>Minimum grade 'pass' on all science practical</li> </ul>	RH/CT	C+S Committee	FGB	Staffing
		<ul style="list-style-type: none"> <li>Use analysis of data and learning walks lesson obs to inform CPD programme</li> </ul>	Half termly from September 2021	<ul style="list-style-type: none"> <li>Increased engagement with disadvantaged students</li> </ul>				
		<ul style="list-style-type: none"> <li>Continue learning walks and lessons observations to assess needs of staff and inform CPD programme.</li> </ul>	September 2021-2022	<ul style="list-style-type: none"> <li>Vast majority of Learning and Teaching at least good – inc progress over time</li> </ul>	Kaw/Aps/HoDs	CT	C+S Committee	Leadership time Staffing budget
		<ul style="list-style-type: none"> <li>Identify staff needing support using LO, LW data and W S and implement appropriate support plans</li> </ul>	September 2021-2020	<ul style="list-style-type: none"> <li>All staff know PP, etc students I their classes</li> </ul>	CT/KAW/APs	CT/C+S Committee	FGB	Leadership time Staffing budget
		<ul style="list-style-type: none"> <li>Marking in line with college policy Afl</li> </ul>	From October 21	<ul style="list-style-type: none"> <li>Targeted interventions in place</li> </ul>	CT/KAW/APs	KAW/CT	CT/C+S Committee	Leadership time Staffing budget
		<ul style="list-style-type: none"> <li>Conduct detailed work scrutinies – compliance with policy and qualitative re student progress in response</li> </ul>	As per QA cycle – every half term	<ul style="list-style-type: none"> <li>Marking incisive, in line with policy and impacting on student progress.</li> </ul>	KAW/APs	CT	C+S Committee	% of leadership team staffing costs
		<ul style="list-style-type: none"> <li>Engineering context embedded in lessons</li> </ul>	March 22	<ul style="list-style-type: none"> <li>Engineering context in lessons</li> </ul>	KAW/Aps/HoD	CT	C+S Committee	% of leadership team staffing costs
		<ul style="list-style-type: none"> <li>Share good practice</li> </ul>						
		<ul style="list-style-type: none"> <li>Support plans in place where necessary</li> </ul>						
		<ul style="list-style-type: none"> <li>Standardised and moderated half termly</li> </ul>	From Oct every half term	<ul style="list-style-type: none"> <li>Staff on support plans making progress – L and T good or better inc progress over time for students</li> </ul>	KAW/Aps/HoD	CT	C+S Committee	% of leadership team staffing costs



		assessments in place for all subjects <ul style="list-style-type: none"> <li>Literacy activity weeks- see literacy plan</li> </ul>	Jan 22 Review Jan 22  Oct 21 review for current students Feb 22 for future	<ul style="list-style-type: none"> <li>All assessments standardised and moderated (some external)</li> <li>Literacy and oracy explicit in lessons</li> <li>CPD sessions marking for literacy</li> </ul>	Aps/HoDs	KAW/CT	C+S Committee	% of leadership team staffing costs
	L, T and A at external provider for Cyber Security (no in house prevision) is always at least good	<ul style="list-style-type: none"> <li>Ensure full QA programme with external provider</li> <li>6 week starter programme for external provider with follow ups based on the results from QA cycle</li> <li>Full cycle of key piece to be mapped out before the term commences including dates of assessment and then IV from UTC</li> <li>AP to encourage sharing of good practice between Lakes college tutors and assessment plans with IV dates tbc by September for Business</li> </ul>	September 2021 onwards Review June 22	<ul style="list-style-type: none"> <li>L, T and A and student outcomes at least good from external providers</li> </ul>	SJR/KAW	CT	C+S Committee	Cyber SLA £32,950 (14 hours a week plus prep)
	Introduction of T levels 2023/24 academic year	<ul style="list-style-type: none"> <li>Complete full cost analysis T level implementation summer 2022</li> <li>Explore associated funding</li> </ul>	July/August 2022	<ul style="list-style-type: none"> <li>Affordable delivery of T levels</li> </ul>	CT/SJR?BD	C and S and finance committees	FGB	

<b>Covid recovery</b> SEE COVID PLAN
<b>Pupil Premium</b> SEE PP PLAN

PRIORITY 5 ATTENDANCE	OBJECTIVES	ACTIONS	TIME	SUCCESS CRITERIA	STAFF	MONITOR	REVIEW	COST
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Attendance	Increase attendance team with 2 attendance officers - each for 2 year groups	<ul style="list-style-type: none"><li>• New team in place</li><li>• Attendance for last year analysed and systems set up for this year.</li><li>• Detailed analysis of attendance weekly, termly and annually –by year group and sub group</li><li>• Continue to monitor to ensure that registers are accurate</li><li>• CPD on SIMS for all form tutors</li><li>• Continue to work with the LA Attendance Officer / EWO</li><li>• Write to AD Cumbria r.e. fining of absent students.</li><li>• Work with Western Heads to move parent prosecution to head teachers and away from LA.</li><li>• Intervention plans in place for all students at risk of PA</li><li>• Intervention plans in place for all at risk.</li><li>• Governor panels for poor attenders.</li><li>• Letters home to all below 95% and home visits.</li><li>• Review intervention plans for PA / below 90%</li><li>• Monitor and analyse attendance by sub group and form - weekly.</li><li>• Embed rewards system for excellent attendance.</li><li>• Further develop the rewards system for both students and staff to celebrate achievements throughout the year.</li><li>• Form links with partnerships schools with significantly improved attendance.</li><li>• Consider different home / school rewards system (tie in with comms) with view implement Sept 22</li><li>• Appoint new attendance officer as part of pastoral team</li><li>• See PP plan for PP attendance</li></ul>	Autumn 21, review termly	<ul style="list-style-type: none"><li>• Improvement in overall attendance to be at or above national for all groups.</li><li>• Improvement in PA figures to be at or above national for all groups.</li><li>• Increase in % students with 100% attendance.</li><li>• Improve attendance of disadvantaged/ PP</li><li>• PP and SEND students to be in line with others national</li><li>• Prosecutions happen in appropriate way</li><li>• Support in place for all students at risk of PA</li><li>• Attendance improved</li></ul>	RDP HoKS	Principal	Report to GB	Appoint AO inc oncosts £23k		
	Improve overall attendance including groups – PP / disadvantaged / girls.		Every week		HoY form tutors					
	Improve post Covid attendance		Every week		RDP/Pastoral Team	C+S Committee	FGB		Staffing Budget	
	Reduce % students PA		Every week		RDP/Pastoral Team	C+S Committee	FGB		Staffing Budget	
			Autumn 21		RDP/Pastoral Team	C+S Committee	FGB		Staffing Budget	
			Autumn 21		RDP/Pastoral Team	C+S Committee	FGB		Staffing Budget	
			July 21		CT/KAW Pastoral team Pastoral team Pastoral team	Governors review of attendance at sub group level at termly intervals	FGB		Staffing Budget	
			September 21							
			July 21 Half termly		KAW/RDP	CT	C+S Committee	FGB		Staffing Budget
			As necessary		RDP/AOs	CT	C+S Committee	FGB		Staffing Budget
			Autumn 21		RDP/HoY/AOs	CT	C+S Committee	FGB		Staffing Budget
			July 21		RDP/HoY/AOs	CT	C+S Committee	FGB		Staffing Budget
			September 21			CT	C+S Committee	FGB		Staffing Budget
			September 21		RDP	CT	C+S Committee	FGB		Staffing Budget
			September 21		RDP/AP/LT/Welfare	CT	C+S Committee	FGB		EPraise £2400 Rewards£450
			July 21		DMcG/IAL	CT	C+S Committee	FGB		Staffing Budget

PRIORITY 6 BEHAVIOUR AND ATTITUDES / PERSONAL DEVELOPME NT	OBJECTIVES	ACTIONS	TIME	SUCCESS CRITERIA	STAFF	MONITOR	REVIEW	COST	
Behaviour and attitudes	Behaviour is always at least good	<ul style="list-style-type: none"><li>Restructure pastoral team to add HoY for each year group (non teaching) and deputy DSL</li></ul>	Sept 21	B and A incidents, PEX and FEX reduced	RDP/HoY KAW	CT	C+S Committee	HoY and Deputy DSL £29k in oncosts	
	Develop mentoring programme to ensure support and progress of all students.	<ul style="list-style-type: none"><li>Training for new personnel</li></ul>	Sept 21	New staff in place and effective All staff have effective strategies and apply them consistently when dealing with improving engagement in learning in lessons.	RDP/KAW	CT	C+S Committee		
	Reduce number of FX exclusions	<ul style="list-style-type: none"><li>Revisit Behaviour Policy with inset day to ensure consistency.</li></ul>	Autumn 21		RDP/HoY	CT	C+S Committee		
	Clear consequences and rewards system in place		<ul style="list-style-type: none"><li>Ensure consistent use of policy by all staff</li></ul>	Autumn 21	Student conduct in and out of the classroom reflects the ethos of the UTC as a professional working environment.	Aps/HoY/HoD	CT	C+S Committee	CPD budget
			<ul style="list-style-type: none"><li>See T and L CPD about high quality L and T, behaviour for learning and differentiation.</li></ul>	Autumn 21		KAW	CT	C+S Committee	CPD budget
			<ul style="list-style-type: none"><li></li></ul>	Autumn 21		L and T is always at least good	RDP/LT	CT	C+S Committee
			<ul style="list-style-type: none"><li>Positive achievement points as an incentive for high engagement for learning.</li></ul>	Jan 21	Issues of poor behaviour are dealt with effectively and efficiently.	RDP/CT	CT	C+S Committee	Pastoral team staffing
			<ul style="list-style-type: none"><li>Rewards prizes, incentives, trips in place</li></ul>	Autumn 21		RDP/KAW	CT	C+S Committee	Pastoral team staffing
			<ul style="list-style-type: none"><li>Embed rewards system for students – linked to ATL, employability, progress against target and attendance</li></ul>	Autumn 21	Students are aware of rewards system and it is effective in reducing incidents Students are ‘ready to learn’ at the start of every lesson.	RDP/LT	CT	C+S Committee	Pastoral team staffing
			<ul style="list-style-type: none"><li>Passive disengagement challenged by all staff.</li></ul>			CT	C+S Committee	Pastoral team staffing	
			<ul style="list-style-type: none"><li>Use LW and supervision of unstructured times to evaluate behaviour and safety.</li></ul>	July 21	Good student behaviour and engagement in learning	AD/RDP	CT	C+S Committee	Reward trips and prizes £450
			<ul style="list-style-type: none"><li>Formalise a structured program for the 6<sup>th</sup> form during times that they are not in lessons.</li></ul>	September 21		RDP/CT			
			<ul style="list-style-type: none"><li>Provide mental health first aid training for HoY/KSs.</li></ul>	Sept 21	Structured programme which engages 6 formers	RDP/CT	CT/GB	C+S Committee	
				September 22			CT/GB	C+S Committee	

	High quality independent Careers IAG in place	<ul style="list-style-type: none"> <li>Provide support and training for newly appointed HOY.</li> <li>Provide CPD for form tutors CPOMS used across the school</li> <li>High quality independent careers guidance in place</li> </ul>	Sept 21 Sept 21 Sept 21 Sept 21	In place Increased awareness of student safeguarding issues outside of school and implications in school Careers ed in place – inspira, etc PP – two independent sessions. Risk of NEET – two independent sessions. 0 NEETs, students clear on progression routes Improve Gatsby Benchmark 3 by Summer 2022. (All other benchmarks met 2021) Workplace employers as secondary mentors in place for all 6 form students (Summer 2022)	RDP/CT RDP/HoKS SJR SJR SJR	CT KAW KAW/CT KAW	C+S Committee CT C+S Committee C+S Committee CT	£1055 Inspira £2800 JED £250 From employers % of CPD Budget
	Home – school comms system	<ul style="list-style-type: none"> <li>Review all electronic home – school comms systems – quality and costs</li> <li>Decide which for implementation Sept 22</li> </ul>	Sept 21 Sept 22	Review 5 different systems and costs and trial High quality, easy to use home – school comms system which encompasses comms, rearwards, timetable etc in place for 2022/23	IAL IAI / RDP	CT – C and S/finance CT - C and S/finance	FGB FGB	£2000 from September 2022

PRIORITY 7 EMPLOYABILITY/ CAREERS	OBJECTIVES	ACTIONS	TIME	SUCCESS CRITERIA	STAFF	MONITOR	REVIEW	COST
Work experience and employability skills	To enhance and evidence the development of employability skills.	<ul style="list-style-type: none"> <li>Use of Student, Parent and Employers evaluations of work experience and employability skill programs to evaluate the success.</li> <li>Amend the program if necessary based on the feedback.</li> </ul>	July 23	Good retention rates y11-12 and 12-13. Positive student voice from new year groups.	SJR AP All	CT	FGB	TLR 2b one member of staff

	<p>Unifrog apprenticeship and university careers package in place</p> <p>Employability skills provision developed</p> <p>Employability skills tracking developed</p> <p>Employability skills provision in place and tracked</p>	<ul style="list-style-type: none"> <li>Further embed the methodology for measuring employability skills.</li> <li>Further develop all project and assessment work to employer supported or includes employer engagement.</li> <li>Review and develop the programme to deploy employer projects into KS4 through new employability session.</li> <li>Weekly focus on a particular employability skill to enhance the students understanding of the use of these skills in the workplace environment.</li> <li>Mock interviews with potential employers using the employability skills developed during lesson times.</li> <li>Review careers advice to ensure that it is balanced, comprehensive and aspirational, especially at the higher levels</li> <li>NEET mentor within school – advice on areas they can explore from previous students. <ul style="list-style-type: none"> <li>Purchase Unifrog</li> <li>Training for staff and students on Unifrog</li> <li>Employability skills framework developed in consultation with employers., staff and students</li> <li>Employability tracking system developed.</li> </ul> </li> <li>Include measuring employability skills and work experience in monitoring the post 16 study program.</li> <li>Apply to deliver apprenticeships</li> <li>Consider cost of employing p/t MOS for employer engagement admin + to complete prep for apprenticeship application</li> </ul>	<p>Autumn 22</p> <p>Autumn 22</p> <p>July 23</p> <p>Ongoing</p> <p>Spring 22</p> <p>Summer 23</p> <p>Summer 2022</p> <p>Summer 2022</p> <p>Summer 2022</p> <p>Summer 2022</p> <p>Summer 2022</p> <p>Sept 2022</p> <p>Summer term 21/22</p>	<p>Good and appropriate progression routes for all students provided and explained to parents in careers session.</p> <p>High quality work experience and employability skills program is in place which is effective, evaluated and monitored.</p> <p>Successful impactful employer projects in KS4. Student feedback is positive and employability embedded.</p> <p>Students well informed about appropriate progression routes. Parents informed of good career exit strategy.</p> <p>No NEETs</p> <p>Embedded program for evaluation of work experience and employability skills.</p> <p>Employability provision and tracking in place and evaluated through unifrog, careers programme running on unifrog</p> <p>Decision whether to run apprenticeships from September 2023</p> <p>P/T employee/apprenticeship engagement MOS in place</p>	<p>SJR</p> <p>SJR</p> <p>SJR</p> <p>SJR</p> <p>KAW</p> <p>SJR</p> <p>RDP</p> <p>AD</p> <p>SJT/CT</p> <p>CT</p> <p>CT/LT</p> <p>CT/BD</p>	<p>CT</p> <p>CT</p> <p>CT</p> <p>CT</p> <p>CT</p> <p>CoG</p> <p>C and S</p> <p>Finance committ ee</p>	<p>C+S Committee/FGB</p> <p>C+S Committee/FGB</p> <p>C+S Committee/FGB</p> <p>C+S Committee/FGB</p> <p>Finance Committee/C+S Committee</p> <p>C+S Committee</p> <p>C+S Committee</p> <p>FGB</p> <p>FGB</p>	<p>Employer led seconded staff (finish Dec 21)</p> <p>Hello Futures WP fund£3400 Income</p> <p>Unifrog £1805</p> <p>Needs costing</p> <p>£5k pa</p>
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<b>PRIORITY 8 SAFEGUARDING</b>	<b>ACTIONS</b>	<b>TIME</b>	<b>SUCCESS CRITERIA</b>	<b>STAFF</b>	<b>MONITOR</b>	<b>REVIEW</b>	<b>COST</b>	
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>Safeguarding and Cumbria LSCB Prevent update training delivered (all staff and governors, site staff, catering staff, external providers).</li> </ul>	September 21	<ul style="list-style-type: none"> <li>Safeguarding training takes place for all staff, Governors and partners of the College.</li> <li>Safeguarding a standing item on all leadership team agenda</li> </ul>	<p>RDP/ Pastoral team</p> <p>CT</p>	<p>CT</p> <p>CT</p>	<p>Standing agenda item at full G B meetings</p>	<p>Part of CPD budget</p>	

<ul style="list-style-type: none"> <li>Keeping children safe in education 2021 training for all staff and compliance.</li> <li>All staff to understand what an EHA is and how to implement one.</li> <li></li> <li>All staff to understand the 7 golden rules of information sharing.</li> <li>Appropriate safeguarding policies in place for students educated off site.</li> </ul>	September 21	<ul style="list-style-type: none"> <li>All staff are fully compliant with KCSIE 2021</li> <li>All staff and students wear their lanyards. Staff trained appropriately re restraint <ul style="list-style-type: none"> <li>New safety signage in place- staff and students have a safe environment.</li> </ul> </li> <li>New staff, supply and external providers are compliant with all safety regulations and attendance and safeguarding.</li> <li>Safeguarding meetings are regular and effective in identifying any issues.</li> </ul>	RDP	CT/Pastoral Team	Termly report on Safeguarding by DSL		
	September 21						
	September 21						
	Ongoing		RDP/Pastoral team	CT	FGB	% of leadership costs	
			RDP/Pastoral team	CT	FGB	% of leadership costs	
	Ongoing	<ul style="list-style-type: none"> <li>SCR accurate and up to date and checked by safeguarding governor</li> </ul>	RDP and Governors	CT	FGB	% of leadership costs	
	September 21	<ul style="list-style-type: none"> <li>Feedback from students and parents is that they feel safe in school.</li> </ul>	RDP	CT	FGB	% of leadership costs	
	Summer 21	<ul style="list-style-type: none"> <li>Supply teacher pack in place</li> </ul>					
		<ul style="list-style-type: none"> <li>All signage in place</li> </ul>	RPP	CT	FGB	% of leadership costs	
	September 21	<ul style="list-style-type: none"> <li>All staff and governors complete training</li> </ul>	RDP	CT	FGB	% of leadership costs	
	September 21	<ul style="list-style-type: none"> <li>Kym Allen and Cumbria County Council safeguarding reviews are positive with minimal areas for development.</li> </ul>	RDP	CT	FGB	Kym Allen £1836	
	Ongoing	<ul style="list-style-type: none"> <li>NSPCC review</li> </ul>	RDP	CT	FGB	NSPCC review – free	
	Update		RDP	CT	FGB	% of leadership costs	
	September 21	Safe site					
	Summer 21	Students know where to go if incidents of bullying	RDP/HoY/HoKS	CT	FGB	% of leadership costs	
<ul style="list-style-type: none"> <li>CPOMS rolled out to all staff</li> <li>Stonewall subscription</li> </ul>		Updated safeguarding and bullying posters around school	RDP/CA	CT	FGB	% of leadership costs	
		Signposted support for students	RDP/CA	CT	FGB	% of leadership costs	
	September 21	All staff are aware of safeguarding concerns, at an appropriate level	RDP/CA	CT	FGB	% of leadership costs	
		Raise awareness amongst staff and students of LGBTQ+ issues	RDP/CA	CT	FGB		
	September 21		RDP/CA	CT			
		6 key staff trained in positive handling			C+S Committee	£250	

	<ul style="list-style-type: none"> <li>Positive handling training for key staff</li> <li>Continue training for new safeguarding governor.</li> <li>Student and parent voice activity.</li> <li>Staff and student CPD on: online safety, FGM, breast ironing, hazing etc.</li> </ul>	Sept 21 Ongoing  Ongoing  Ongoing  Ongoing  September 2021	All governors completed all safeguarding reviews staff and student and parent surveys   All staff training from September aware how to recognise	RDP/CA/HoY  RDP  RDP  RDP	CT  CT  CT	FGB  FGB  FGB  FGB	% of leadership costs % of leadershipTL costs  % of leadership costs % of leadership costs % of leadership time	
<b>PRIORITY 9 SMSC, PSHE+C, RE</b>								
	<b>ACTIONS</b>	<b>TIME</b>	<b>SUCCESS CRITERIA</b>	<b>STAFF</b>	<b>MONITOR</b>	<b>REVIEW</b>	<b>COST</b>	
<b>SMSC</b>	<ul style="list-style-type: none"> <li>Audit SMSC, PSHA+C and RE provision</li> <li>Develop a revised SMSC and PSHE and C and RE curriculum.</li> <li>Calendar of Form time and assemblies reflecting these agenda</li> <li>Drop down days on Prevent, FBV, Equality and Diversity and Citizenship days</li> <li>Drop down days on Drugs, alcohol, sex , online safety education</li> <li>Ensure Enrichment curriculum includes active citizenship (British Values)</li> <li>Provide Prevent training for all students.</li> <li>Ensure community/employer engagement activities contribute to improved outcomes.</li> <li>Holocaust Educational Trust survivor inspirational conference.</li> <li>CYA working with a select group of students.</li> <li>FBV tea party</li> <li>CSE and sexuality and diseases training.</li> <li>Feel the Hate production for all students.</li> <li>Chelsea's choice.</li> <li>Superintendent Bathgate</li> <li>Local MP Trudy Harrison</li> <li>Pat Graham CEO Copeland local government.</li> <li>Inspira</li> </ul>	<b>September 2021 onwards ? provision to be in place for Sept 22</b>	<ul style="list-style-type: none"> <li>Audit shows the new programme for SMSC and PHSE + C and RE curriculum is broad and balanced.</li> <li>Students show a high level of spiritual, social and emotional resilience.</li> <li>In interviews and discussion students are confident and articulate</li> <li>Vulnerable students are supported through pastoral mentoring systems</li> <li>Students' interpersonal skills are developed</li> </ul>	KAW, RDP  RDP, HoY and Welfare Officers  RDP, HoY and Welfare Officers  RDP, HOY, Pastoral team  RDP, HOY, Pastoral team	CT	Link Governors, FGB	Staffing costs  Free audit	

	Visits to places of worship – mosques, temples, churches, synagogues etc							
<b>PRIORITY 10 GOVERNANCE</b>								
<b>Governance</b>	<b>ACTIONS</b>	<b>TIME</b>	<b>SUCCESS CRITERIA</b>	<b>STAFF</b>	<b>MONITOR</b>	<b>REVIEW</b>	<b>COST</b>	
<b>Governance</b>	<ul style="list-style-type: none"> <li>Organise a strategic away weekend for governors and leadership team.</li> <li>Review constitution of sub-committees</li> <li>Review Chair and Vice Chair of Governance</li> <li>Review terms of reference of committees</li> <li>Use review of governance to ensure GB with correct skills and training is in place</li> <li>Complete governor skills audit</li> <li>Complete governor declaration of interest</li> <li>Ensure extra training is put in to place where identified</li> </ul>	Sept 21  Sept 21  Sept 21  January 21  Sept 21	Clear strategic direction set for the school  Governors challenge appropriately Governors clear about their roles and responsibilities and implement effectively  Governors have the skills necessary to lead the school	CT/CoG/FGB	Chair of GB	FGB	% of leadership time	
	<ul style="list-style-type: none"> <li>Put in to place Governance action plan</li> </ul>	April 21	Success criteria on plan all met	CoG	GB	GB		
	<ul style="list-style-type: none"> <li>Ensure compliance with the requirements of the EFA's review of related party transactions and the Academies Financial Handbook 2021 (ie at cost, statement of assurance, procurement processes etc).</li> <li>Ensure compliance as per AFH re frequency of finance, audit etc meetings</li> <li>Ensure compliance with all AFH procurement, best value etc</li> <li>Ensure auditors actions complete</li> <li>Update the risk register with mitigating actions, responsible person and delivery date. This should then be monitored by the board of trustees to ensure that the actions are taken and that the risks are reviewed and updated as required.</li> <li>Consider appointing an additional independent member to bring the number of members to five in line with the most recent UTC model articles of association and AFH 2021.</li> <li>Consider appointing trustees / governors to an odd number (as recommended governance handbook)</li> <li>Ensure all transitional funding conditions are fully met including financial and curriculum review.</li> <li>Update the skills audit and use it to ensure that members and trustees have the necessary skills to undertake their roles. See the DfE's new <u>competency framework</u> and NGA <u>skills audit</u>.</li> <li>Review and update the scheme of delegation document with role descriptions and terms of reference for committees.</li> </ul>	Sept 21 + ongoing  Sept 21  Autumn 21  Autumn 2021  Spring 21  All year  July 2021  Termly/As necessary	Compliance with AFH (Governance Handbook)  Compliance with AFH (Governance Handbook)  Compliance with AFH (Governance Handbook)  All necessary controls in place  Up to date risk register  Increase number of members from 3 towards 5 Increase trustees to 13 (from 12) or consider going to 11  Increase number of trustees to 13  All candidates?  Interview with Chair to determine skills  SoD up to date and meets all requirements	Chair of FGB and finance committee  CT/KL  CT/KL  CT  CT/KL  Chair, FGB  KL/CT  Clerk/CT/Chair  Clerk  KL/CT/Finance committee	FGB Finance committee Finance committee  FGB  FGB members  Finance FGB  FGB  FGB Members	FGB members  FGB members  FGB members  FGB members  FGB members	Trustee time	



	<ul style="list-style-type: none"> <li>Complete a training audit to reflect the training undertaken to date and a training plan to fill skills and knowledge gaps.</li> <li>Adopt an induction programme for new trustees to include a meeting with the chair and senior leadership team, a tour of the UTC, a pack of information about the role (perhaps including the NGA publication "Welcome to Governance"), information about the school including previous minutes, contact details of other trustees, and external induction training, either face-to-face or online.</li> </ul>	<p>Sept 2021 Ongoing as new trustees join</p> <p>Sept 2021</p>	<p>Trustee training plan in place</p> <p>Trustee plan in place</p>	Clerk/Chair Chair	FGB FGB	FGB members		
Policies	<ul style="list-style-type: none"> <li>Create schedule and monitor review against progress</li> </ul>	Ongoing	Monitoring schedule in place and <u>no</u> overdue	Chair and clerk	GB	Members		
Performance Management		Autumn 2021	<p>Process developed</p> <p>All members performance managed</p> <p>Clerk performance managed</p>	Members and trustees	FGB	Members		
	<ul style="list-style-type: none"> <li>Update role descriptions for trustees with specific responsibilities and a process for information and actions to be reported to the board of trustees.</li> <li>Undertake more joint working on the lines of the offsite training day that trustees spent together earlier in the academic year.</li> </ul>	<p>Autumn 2021</p> <p>Autumn 2021</p>	<p>Role descriptions in place</p> <p>Training day plan in place</p>	Board of Trustees	FGB	Members		
	<ul style="list-style-type: none"> <li>Review the school's vision, mission and values (See NGA Resource <a href="#">Growing Governance</a> ). Trustees should ensure that they are fully engaged in this process. (Annually)</li> <li>Review strategy for achieving the vision with clearly identified key priorities against which progress can be measured and the principal's performance can be appraised.(Annually)</li> </ul>	<p>Autumn 2021</p> <p>Autumn 2021</p>	<p>Vision agreed and, on the website, and informs strategic practice</p> <p>Principals PM in Place</p> <p>Key SIP in place</p>	<p>Board of Trustees</p> <p>Board of Trustees</p>	FGB	Members		
	<ul style="list-style-type: none"> <li>Ensure separation between the Audit Committee and the Finance Committee so that it is clear if finance or audit business is being discussed.</li> <li>Recirculate key documents such as The Essential Trustee, information provided to new Directors, the Governance Handbook and the Academies Financial Handbook.</li> </ul>	<p>May 2021</p> <p>Annually</p>	<p>Run separate agendas for finance and risk</p> <p>Appoint separate chair</p> <p>Documents circulated and confirmed lead</p>	<p>Board of Trustees/chair</p> <p>Clerk/chair</p> <p>Clerk/chair</p>	FGB	Members		
	<ul style="list-style-type: none"> <li>Adopt an annual planner to ensure that the full range of business is covered in the course of the year and that agendas are driven by trustees. This should include all requirements of the funding agreement and articles of association as well as the Academies Financial Handbook.</li> </ul>	Annually	Annual planner in place	Board of Trustees	FGB	Members		
	<ul style="list-style-type: none"> <li>Explore opportunities to improve communication between trustees and staff. Staff member now appointed consider annual meeting with purpose staff and trustees</li> <li>Provide updates on the work of the board of trustees to parents and the local community. Parent member appointed. Chair to regularly report via Parent portal.</li> </ul>	<p>Autumn 2021</p> <p>Autumn 2021</p>	<p>Ensure link governor visits take place</p> <p>Report from trustees and chair to parents - annually</p>	<p>Board of Trustees</p> <p>Board of Trustees</p> <p>Board of Trustees</p>	FGB	Members		

	<ul style="list-style-type: none"> <li>Explore the best ways to ensure community engagement given the limited community representation on the board.</li> </ul>	Autumn 2021						
	<ul style="list-style-type: none"> <li>Continue an organised programme of trustee visits and report back to the board of trustees.</li> <li><a href="http://www.nga.org.uk/Guidance/Holding-your-school-to-account/Monitoring-Performance/Knowing-Your-School.aspx">http://www.nga.org.uk/Guidance/Holding-your-school-to-account/Monitoring-Performance/Knowing-Your-School.aspx</a> see note 7.</li> <li>Share a “baseline” understanding of the information that trustees need to know to ensure that all trustees had the basic level of knowledge required about data, finance, staffing, safeguarding, etc.</li> </ul>	Ongoing  July 2021  Oct 2021	Link governor visits in place  Protocol and performance for some in place  All trustees ?  C of C+S ? to discuss with trustees	Board of Trustees  Board of Trustees  Board of Trustees FGB  Chair of Curriculum and standards	FGB  FGB	Members  Members		
	<ul style="list-style-type: none"> <li>Access NGA member benefits and consider upgrading to GOLD to ensure all trustees have access to all benefits.</li> </ul>	Sept 2021	All trustees access to NGA browser and website as appropriate to role thus informing their practice	Clerk/Chair	FGB	Members		

<b>PRIORITY 11 POST 16</b>		

	ACTIONS	TIME	SUCCESS CRITERIA	STAFF	MONITOR	REVIEW	COST	
<b>Post 16</b>	<ul style="list-style-type: none"> <li>See previous sections re outcomes, T and L etc which also apply to 6 form.</li> <li>Appropriate entry criteria for academic A levels.</li> <li>Wider vocational offer as an alternative to academic A levels.</li> <li>Detailed data analysis of all post 16 courses by group, sub group and VA</li> <li>Interventions in place in all subjects and for all students off track to meet target.</li> <li>Review Post-16 curriculum</li> <li>Further develop personal study programmes</li> <li>Ensure full study programmes are in place for every student and are recorded correctly</li> <li>Ensure work experience is booked and is effective and relevant</li> <li>Develop subject specific action plans to address underachievement</li> <li>Heads of Year analyse data and put interventions in place</li> <li>UCAS training for HoY</li> </ul>	Ongoing  September 2021  September 21  Half – termly Half termly  September 2021  January 2022 Autumn 2021 Autumn 2021  July 2021	VA for academic A-Levels is positive. VA for Business Studies is positive. Curriculum is balanced and broad and reflects the ethos of a UTC  Staff are aware students off track to achieve target  Interventions in place and monitored  Students achieve target grades in all A level subjects  Effective personal study programmes are in place  Effective relevant work experience in place  Action plans in place for every student who needs them Students achieve target	Ho6f, KAW KAW/CT KAW/CT  HoD, AP, KAW  DW, KAW, HoKs  DW, KAW, HoKs  DW, KAW, HoKs  DW, KAW, HoKs  DW, KAW, HoKs	CT CT CT C+S committee C+S Committee  CT  C+S Committee  C+S Committee  C+S Committee  C+S Committee	GB          	% of leadership time	

	<ul style="list-style-type: none"> <li>UCAS applications managed in a timely manner – and high quality</li> <li>Apprenticeship K+U developed in HoY</li> <li>High quality independent careers guidance in place through unifrog and inspira</li> <li>IED programme in place</li> </ul>	<p>July 2021</p> <p>Half – termly</p> <p>Autumn 2021</p> <p>Autumn 2021</p> <p>Autumn 2021</p> <p>Ongoing</p>	<p>UCAS applications follow procedure and are of high quality</p> <p>High level of success in UCAS applications</p> <p>High level of success in apprentice applications</p> <p>Students well informed regarding progression routes</p> <p>0 NEETS</p>	<p>DW, KAW, HoKs</p> <p>DW, KAW, HoKs</p> <p>DW, KAW, HoKs</p>	<p>C+S Committee</p> <p>C+S Committee</p> <p>C+S Committee</p>			
	<ul style="list-style-type: none"> <li>Develop partnership with Morgan Sindall re: Bridge Project to provide students with opportunity to work with partners</li> <li>Develop further partnerships with more employers to increase the range and distribution of employer project.</li> <li>See employability skills development and tracking and evaluation.</li> <li>See employability skill section.</li> </ul>	July 2023	<p>All 6<sup>th</sup> form students experience high quality work experience and develop excellent employability skill experience.</p> <p>All above programs are fully evaluated. See employability skills section.</p>	<p>SJR/AD</p> <p>SJR/PF/AD</p> <p>SJR/IAL</p>			Cost of 1hr teaching time	

<b>PRIORITY 12 RECRUITMENT</b>			

	ACTIONS	TIME	SUCCESS CRITERIA	STAFF	MONITOR	REVIEW	COST	
<b>Recruitment</b>	<ul style="list-style-type: none"> <li>Consider appointing marketing personnel if affordable</li> <li></li> <li>Create costed marketing plan.</li> <li>Open evenings x 5</li> <li>Update prospectus</li> <li>Consider moving to electronic prospectus</li> <li>Consider all 'keep warm' etc comms electronic</li> <li>Move from radio, paper etc advertising to just Social media</li> <li>Keep website up to date.</li> <li>Ensure website is compliant.</li> <li>Fully utilise all forms of media communication including social media to celebrate all achievements and advertise open evenings etc.</li> <li>VR company to provide a full walk through of the UTC and show mini talks from members of staff and students in each curriculum area.</li> <li>Run primary Harry Potter days</li> <li>Run community engineering days</li> </ul>	<p>September 2020 and throughout the year.</p> <p>Spring 21</p> <p>Every yr</p> <p>Spring 22</p> <p>Spring 22</p> <p>Spring 22</p> <p>Spring 22</p> <p>Autumn 21</p> <p>Constant</p> <p>Constant</p> <p>Ongoing</p> <p>Sept 21</p> <p>Summer 22</p> <p>Summer 22</p>	<p>Year 10 and year 12 in 2022 full</p> <p>Effective, affordable marketing plan in place</p> <p>Open evenings fully attended and successful in gaining applicants</p> <p>Prospectus received good feedback</p> <p>Website compliant and up to date</p> <p>Virtual tour in place</p> <p>Well attended HP days, improved recruitment reputation</p> <p>Improved retention and reputation</p>	<p>CT/KL</p> <p>KL/IAL</p> <p>CT/LT</p> <p>LT/IAL</p> <p>LT/IAL</p> <p>LT/IAL</p> <p>LT/IAL/SJR/TD</p> <p>TD/IAL</p> <p>SJR</p> <p>RH/IAL</p> <p>SJR</p>	<p>CT</p> <p>CT</p> <p>CT</p> <p>CT</p> <p>CT</p> <p>CT</p> <p>CT</p> <p>CT</p> <p>CT</p> <p>CT</p>	<p>FGB</p> <p>FGB</p> <p>FGB</p> <p>FGB</p> <p>FGB</p> <p>FGB</p> <p>FGB</p> <p>FGB</p> <p>FGB</p> <p>FGB</p>	<p>Cost from Sept 22</p> <p>FB budget marketing</p> <p>Total Cost not to exceed £</p>	
