

Pupil premium strategy statement 2017/2018:

1. Summary information					
School	Wigan UTC				
Academic Year	2017/18	Total PP budget	£26,180	Date of most recent PP Review	February 2018
Total number of pupils	67	Number of pupils eligible for PP	28	Date for next internal review of this strategy	Easter 2018

2. Current attainment			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	
	28	39	
Year 10-Progress 8 Year 11-Progress 8	-0.416 -0.766	-0.353 0.062	Progress 8 Wigan=-0.15 National=-0.03
Year 10-Attainment 8 Year 11-Attainment 8	37 42	44 47	Attainment Wigan=46.2 National=46.3

3 Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Some PP Students attainment on entry is low. Many have 'gaps' missing in their Key Stage 3 education. Some PP students arrive with low Literacy levels (below 11 years reading age).
B.	Behaviour for learning and disengagement of a group of PP students based on previous experiences is having a detrimental impact on their A8 and P8. Some PP students have either been home-schooled or had several Secondary schools in KS3 and require extra support in accessing a mainstream setting. The SEMH needs of a small group of PP students is impacting on their behaviour and progress.
C.	Low aspirations of higher ability PP linked to their underperformance compared to higher ability non PP students.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	Attendance of PP students is below non PP students and UTC Target of 95%.
E.	Home Learning environment and home learning resources is a 'barrier to learning' for some of our PP students.

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Close attainment and progress gap between PP and non PP students.	A8 and P8 data.
B.	Close Literacy gap between PP and Non PP students	Reading age data.
C.	Improved attendance of targeted PP students. Successful reintegration into a mainstream school.	Attendance data.
D.	Remove/reduce behavioural barriers to learning. Support SEMH needs which impact on PP progress	Professional conduct and detention data. SBQ and SDQ scores data.

4. Planned expenditure

Academic year	2017/18
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all (whole school and interventions)

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Close progress and attainment gap between PP and non PP students.	<ul style="list-style-type: none"> Whole school approach to QFT Weekly staff Teaching and Learning CPD programme led by new Assistant Headteacher in charge of Teaching and Learning. 	Quality First Teaching focus to embed long term change for all students. Staff INSET training on 4 part lesson cycle and new Whole school marking and feedback policy introduced including dedicated RAP Time. EFF-Feedback = +8	WUTC has a rigorous monitoring and evaluation cycle of: lesson observations, learning walks and book scrutinise. 6 weekly progress data.	AG	February 2018-Data cycle 3

<p>Close P8 gap between PP and non PP students. (Targeted students have specific subject interventions between 4-5pm as part of extended school day.</p>	<ul style="list-style-type: none"> WUTC has a whole school subject intervention strategy that is reviewed half termly based on P8 data collections. 	<p>WUTC works on an 'extended school day' model which allows departments to organise small group targeted interventions in their subjects to close the gap following each data cycle. The EFF research supports this practice. EFF- Extending school time= +2. EFF-Small group tuition =+4</p>	<p>6 weekly progress data tracking to measure progress.</p>	<p>Subject Leaders</p>	<p>February 2018</p>
<p>Close Literacy gap between PP and Non PP students. A significant number of PP students arrive at WUTC with low Literacy levels.</p>	<ul style="list-style-type: none"> Small group English interventions with HLTA and SENDCO. Guided Reading 1:1 and small group reading sessions. Units of Sound sessions. 	<p>Low literacy levels are a significant barrier to learning across the curriculum. We aim to improve basic Literacy skills based on the following evidence from the EFF: EFF- Reading interventions =+5 EFF-Small group tuition =+4 EFF-smaller class sizes =+3</p>	<p>6 week intervention blocks. Reading and spelling ages to be re-tested to measure progress.</p>	<p>LF/SG</p>	<p>Easter 2018</p>
<p>Remove practical 'barriers to learning' (in school and) at home with provision of Google Chrome books for students.</p>	<ul style="list-style-type: none"> Provision of a Learning Resource Centre for independent study. Provision of individual Google Chrome books to support learning at home. 	<p>To ensure PP students are not disadvantaged, we provide support for on-site independent study and home learning. The impact of Secondary homework/learning impact is estimated to be up to +5 months by the EFF.</p>	<p>Half termly meetings with targeted PP students to monitor usage of LRC and Google Chrome books and to support their needs.</p>	<p>LF/SG</p>	<p>February 2018</p>
<p>ii. Targeted support</p>					
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>Improved attendance of targeted PP students.</p>	<ul style="list-style-type: none"> • Daily phone calls home to track absenteeism. • Home visits to PA students. • Employment of Attendance Officer to support students and families. Use of Early Help tools to support families. • Purchase of bus/train passes from targeted students. 	<p>Attendance is a key step to all students making progress. (NfER- Briefing for School Leaders).</p>	<p>Fortnightly meetings with Attendance Officer to prioritise students requiring support.</p> <p>Early Help Tools for Attendance concerns. 6 weekly Early Help review meetings.</p>	<p>JS/LF/Attendance Officer.</p>	<p>Easter 2018</p>
<p>Successful reintegration into a mainstream school. for PP students who have previously been home-schooled.</p>	<ul style="list-style-type: none"> • An extended transition package is offered to these students to prepare them for entry to a Mainstream setting. 	<p>There is limited research evidence on the return of 'home-schooled' to KS4 but our experience has highlighted attendance ,engagement and behaviour concerns .</p>	<p>Half termly PP reviews based on attendance, progress and professional conduct data.</p>	<p>Pastoral Manager/LF</p>	<p>Termly.</p>
<p>Remove/reduce behavioural barriers to learning.</p>	<ul style="list-style-type: none"> • Appoint a member of staff as Pastoral Manager. • New behaviour policy to be used consistently throughout the UTC. • Pastoral Briefings for all staff every week. • Pastoral support plans and home/school liaison. • Small group interventions in core subjects to provide intensive pastoral support. 	<p>A group of Year 10 students have found it difficult to reintegrate into mainstream education and have required extensive Pastoral support and curriculum modifications. Based on EFF research we have introduced small group tuition for some of these students in Core subjects (EFF-Small group tuition =+4) and have included parents in our pastoral support programmes.(EFF-Parental involvement =+3</p>	<p>Half termly monitoring of behaviour points. Pastoral support plans and student reports.</p>	<p>JS/LF & Pastoral Manager.</p>	<p>Half termly</p>
<p>Support SEMH needs which impact on PP progress</p>	<ul style="list-style-type: none"> • Counsellor • Enrichment activities • Wigan Youth Zone contract 	<p>. WUTC provides sporting Enrichment activities and hires the Youth Zone every lunchtime which allows students recreational and social opportunities. EFF shows that sports participation can have some impact.(+2). We have also employed a Counsellor to work</p>	<p>Overall attendance, behaviour, A8 and P8 data.</p> <p>SDQ scores</p>	<p>LF</p>	<p>Half termly</p>
<p>Raise aspirations of all PP students.</p>	<p>Visits to businesses and FE institutions.</p> <p>Guest speakers, former students and Employers regularly present at WUTC.</p>	<p>WUTC funds all visits and guest speakers in order to raise aspirations of our students. We also work closely with former students who share their experiences and contribute towards creating a culture of high aspirations and success at the UTC.</p>	<p>NEET figures 2017-95.6%</p>	<p>LF/ED</p>	<p>Half termly.</p>

6-Review of expenditure 2016-2017				
Previous Academic Year- 2016-17		The UTC received £11,220.00 for academic year September 2016 – August 2017.		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
Close attainment (A8) and progress (P8) gap between PP and non PP students.	Targeted intervention support (Yipiyap tutors)	High cost, low impact. Progress 8-PP -1.29/Non PP -0.49 Attainment 8-PP 43.1/Non PP 49.4	Pre and post intervention English and Maths assessments should have been put in place and assessment organised regularly to track progress.	£13,025
ii. Targeted support				
Remove any physical barriers to learning & provide enrichment opportunities for PP students.	<p><u>Subsidy for school visits, resources or equipment</u></p> <p><u>Resources</u> Each student was provided with a Google Chrome Book to assist with their studies for both during lesson and for use at home for homework; they are able to print at the UTC for free. A free P.E kit including a hooded jumper and t shirt was provided for enrichment activities as well as access to Wigan Youth Zone.</p> <p><u>Trips</u> All students took part in a business challenge where students had to develop and produce a food product. The cost of resources for this was provided by the UTC. This assisted with students learning about business, and managing resources to develop a finished product.</p> <p>A number of visits and trips to business partners took place and these costs were supported by Pupil Premium funding</p>	Students did use LRC and Google Chrome books but this needs to be recorded to measure impact.	<p>To monitor usage of LRC and GC books to measure impact.</p> <p>Monitor homework and PE lesson engagement of PP students to measure impact in future.</p> <p>To use qualitative data to evidence impact in future- such as PP focus groups and impact surveys following trips</p>	Cost £3,000

Raise aspirations of PP students	<p>Information, Advice and Guidance</p> <p>A member of staff was given the responsibility of leadership of IAG across the UTC which included assisting student's knowledge about further education and career opportunities. Several educational and informative trips took place with the funding for transport provided by the UTC. The impact of this has provided industry awareness within the subjects that the students are studying, and has also assisted with information towards student's aspirations upon completing their studies at the UTC.</p>	<p>95.6% students secured Final Destination choice. 67% achieved a Higher or Degree Apprenticeships, compared to National of 7%. (33.3% got Degree Apprenticeships)</p>	<p>Introduce student evaluations Guidance to measure impact of support.</p>	
School Counsellor	<p>Counsellor</p> <p>A counsellor was made available to support students during the Spring and Summer terms. The counsellor worked with students of all ages to assist in helping discuss their problems that may be affecting them at the UTC or in their home life. This supported their personal development, self-esteem and confidence.</p>	<p>Targeted students were supported and Counsellor notes indicate some impact of support.</p>	<p>Use of quantitative SDQ data pre and post counselling to support monitoring of impact.</p>	£1,280

5. Additional detail