

Pupil premium strategy statement: 2018/19

The Department for Education is taking steps to downplay the importance of its flagship school accountability measure when judging the success of [university technical colleges](#). The changes, which will take effect in October, follow complaints that [Progress 8](#) is unfair on institutions that educate 14- to 16-year-olds. This is because it holds these institutions to account for three years of schooling from the age of 11 that took place at other institutions. Last year, a report from the National Foundation for Educational Research [called for an urgent review](#) of how Progress 8 affects UTCs. In April, the DfE’s top civil servant, Jonathan Slater, [called for a “more rounded” way](#) of judging the success of UTCs. Now, the DfE’s chief data office has revealed that the department will stress that other headline measures – “particularly pupil destinations” – are as important for these institutions.

1. Summary information 2018/2019					
School	Wigan UTC				
Academic Year	2018/9	Total PP budget	£30,845	Date of most recent PP Review	December 2019
Total number of KS4 pupils	78	Number of pupils eligible for PP	31 (39.7%)	Date for next internal review of this strategy	December 2018

• Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

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| A. | <p><u>Some students arrive at WUTC with ‘gaps’ missing in their Key Stage 3 education:</u>
38.7% of PP students had attendance below 90% at their previous school during Key stage 3.
19% of PP students have either been home schooled or attended more than 1 secondary school during Key Stage 3 and require extra support in accessing a mainstream setting.</p> <p><u>PP students arrive at WUTC with low Literacy levels :</u>
38.7% of PP students have a below 11 years reading age and 67.7 % have not made expected progress in English from Key Stage 2-3.
29% of these students also have special educational needs.</p> |
| B. | <p><u>Behaviour for learning.</u>
The disengagement of a group of Key Stage 4 PP students based on previous school experiences and social factors is having a detrimental impact on their A8 and P8.
The SEMH needs of a small group of PP students is impacting on their behaviour and progress.</p> |

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Attendance of PP students (2017/18 -86.6%) is below non PP students (88%) and UTC Target of 95%.	
E.	Home Learning environment and inadequate school and home learning resources is a ' barrier to learning' for some of our PP students.	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Close attainment and progress gap between PP and non PP students in line with Wigan LA, UTC and National scores.</p> <p>Wigan UTC 2017- Progress 8 = -1.66 and Attainment 8 = 33</p> <p>National P8= -0.03 Wigan P8=-0.15 UTC National P8= -0.86 National A8= 46.3 Wigan A8= 46.2 UTC National A8= 37.5</p>	A8 and P8 data and GCSE Level 4+ passes
B.	Close Literacy gap between PP and Non PP students	Reading age data.
C.	<p>Improved attendance of targeted PP students (arriving with or currently below Wigan UTC 95% target).</p> <p>Successful reintegration into a mainstream school.</p>	Attendance data. PASS data
D.	<p>Remove/reduce behavioural barriers to learning.</p> <p>Support SEMH needs which impact on PP progress</p>	Professional conduct and detention data. SDQ scores data/PASS data P2P data

3.		4.		
Academic year 2018/9				
i.				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>Close progress and attainment gap between PP and non PP students. in Level 4 and 5 in English, Business, German, Geography, and Engineering.</p> <p>L5 Maths and Science.</p>	<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. 	<p>Quality First Teaching focus to embed long term change for all students.</p> <p>Staff INSET training on 4 part lesson cycle and new Whole school marking and feedback policy introduced including dedicated RAP Time. Feedback will focus on what students have achieved in terms of examination criteria and what they need to do to progress to the next level. Time and support will then be provided for them in order to achieve this in green pen in their books.</p> <p>EFF-Feedback = +8</p>	<p>WUTC has a rigorous monitoring and evaluation cycle of: lesson observations, learning walks and book scrutinise.</p> <p>6 weekly progress data.</p>	AG
As above	<ul style="list-style-type: none"> WUTC has a whole school P 7 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.</p> <p>The EFF research supports this practice.</p> <p>EFF- Extending school time= +2.</p> <p>EFF-Small group tuition =+4</p>	<p>Reporting and checking of PP subject interventions half termly.</p> <p>New Maths set created for Yr 11L5 +students.</p> <p>New English set created for Yr 11 L4 students.</p> <p>6 weekly progress data tracking to measure progress. Including learning walks, work scrutiny and lesson observations.</p>	Subject Leaders
5. Additional detail				

<p>Close Literacy gap between PP and Non PP students. 38.7% of PP students arrive at WUTC with low Literacy levels.(- 11 years reading age-use of GTR and WRAT1 reading assessments)</p> <p>67.7% of PP students have not made expected progress in English from Key Stage 2 to 3.</p>	<ul style="list-style-type: none"> • Small group English interventions with HLTA,TA and SENDCO. • Guided Reading 1:1 and small group reading sessions. • Nesy, Phonics, Reading comprehension and Precision teaching SESSIONS. • Use of Barrington Stoke 	<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. Book scrutiny of intervention sessions. PP learning walks and whole school book scrutinies.</p>	<p>LF/SG</p>
<p>Remove practical 'barriers to learning' (in school and) at home with provision of Google Chrome books for students.</p> <p>Provision of full uniform to all students.</p> <p>Provision of sanitary products for students .</p>	<ul style="list-style-type: none"> • Provision of Google Chrome books for independent study IN Refectory area. • 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. To ensure that this is more effective in 2018/19 all staff will be requested to promote this resource</p> <p>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 Google Chrome books and to support their needs.</p> <p>Promote availability of such resources around WUTC.</p> <p>CE to maintain register of usage.</p>	<p>LF/SG/CE</p>
<p>Remove practical barriers to school attendance</p>	<ul style="list-style-type: none"> • Provision of full uniform to all students. • Provision of sanitary products for students . 	<p>To ensure PP students are not disadvantaged in any way and are able to attend school.</p>	<p>Weekly attendance reviews with Attendance officer.</p>	<p>JS/LF/RC</p>
<p>ii. Targeted support 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>Improved attendance of targeted PP students (below 90%)</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.(1 DAY PER WEEK) Purchase of bus/train passes from targeted students. Incentive scheme for identified families of PP students 	<p>Attendance is a key step to all students making progress. (NER- Briefing for School Leaders).</p>	<p>Weekly meetings with Attendance Officer to prioritise students requiring support and organise home visits.</p> <p>Early Help Tools for Attendance concerns. 6 weekly Early Help review meetings by Attendance Officer/Safeguarding team</p> <p>Use of P2P mentoring programme as an incentive for improved attendance.</p>	<p>JS/RC/LF</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>LF</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, ,Early Helps and home/school liaison. Supported Pathway curriculum offer. P2P mentoring scheme to reward improved behaviour. 	<p>A group of 16 Year 10/11 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 and student reports, attendance support, Early Helps and counselling P2P and staff feedback at Pastoral briefings.</p>	<p>LF/JS</p>
<p>Support SEMH needs which impact on PP progress</p>	<ul style="list-style-type: none"> Counsellor Enrichment activities Wigan Youth Zone social activities. 	<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 With individual students and small groups who have problems which are affecting their well-being and progress at WUTC.</p>	<p>SDQ scores PASS data</p>	<p>LF</p>

<p>Raise aspirations of all PP students.</p>	<p>Visits to businesses and FE institutions paid for through PP funding.</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>We have a dedicated CIAG co-ordinator and Careers adviser who support students aspirations and pathways.</p>	<p>100 % EMPLOYMENT TRAINING OR EDUCATION 2018</p>	<p>CIAG coordinator/LF/JS</p>