

SGS Berkeley Green UTC Pupil premium strategy statement

1. Summary information					
School	SGS Berkeley Green UTC				
Academic Year	17-18	Total PP budget	£25,245	Date of most recent PP Review	N/A
Total number of pupils	140	Number of pupils eligible for PP	27	Date for next internal review of this strategy	11/10/17

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)		
% achieving expected progress in English / Maths (2015-16 only)		
Progress 8 score average		
Attainment 8 score average		
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Literacy skills and numeracy skills entering Year 10 are lower for students eligible for PP than for other students, which prevents them from making good progress at KS4.	
B.	High attaining students who are eligible for PP have made less progress than other high attaining students during KS3. They therefore have significantly more ground to catch up	
C.	Behaviour issues for a small group of Year 10 students (mostly eligible for PP) are having detrimental effect on their academic progress and that of their peers.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Initial meetings with parents still ongoing to build up a complete picture	

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria			
A.	High levels of progress in literacy for Year 10 students eligible for PP.	Students eligible for PP in Year 10 make more progress by the end of the year than 'other' students so that at least 50% exceed progress targets and 100% meet expected targets. Other students still make at least the expected progress. This will be evidenced using GL assessments and English written assessments in October, March and June.			
B.	Improved rates of progress across KS4 for high attaining students eligible for PP.	Students eligible for PP identified as high attaining from GL assessments on transfer make as much progress as 'other' students identified as high attaining, across Key Stage 4, so that 85% or above are on track to make good or outstanding progress by the end of KS4. Where they are not, faculties are putting in place wave 2 interventions, monitored by heads of faculty (HoF) and AP Curriculum and Assessment.			
C.	Behavioural issues of Year 10 addressed.	Fewer behaviour incidents recorded for these students on the school system (without changing recording practices or standards).			
D.	Increased attendance rates for students eligible for PP.	Reduce the number of persistent absentees (PA) among students eligible for PP to 10% or below. Overall attendance among students eligible for PP improves from 82% to 95% in line with 'other' students.			
5. Planned expenditure					
Academic year		2017-18			
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					
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?

Commented [LG1]: Nov 2017 - English

PP 9-4 – 61%
 PP 9-5 – 25%
 Non 9-4 – 69%
 Non 9-5 – 31%
 All 9-4 – 67%
 All 9-5 – 29%

Commented [GL2]: Jan 2018 - English

PP 9-4 – 67%
 PP 9-5 – 32%
 Non 9-4 – 85%
 Non 9-5 – 44%
 All 9-4 – 82%
 All 9-5 – 41%

Commented [LG3]: Nov 2017 – A8 Most able

PP – 57
 Non –58.4
 All – 58.1

Commented [GL4]: Jan 2018 – A8 Most able

PP – 53.35
 Non –61.5
 All – 59.4

Commented [LG5]: Average A2L points – Sept1 – Nov23

PP – 20.85
 Non – 26.87
 All – 25.16

Behaviour Incidents per student – Sept1 – Nov23

PP – 0.48

Commented [GL6]: Average A2L points – Term 3

PP – 4.28
 Non – 5.47
 All – 5.14

Commented [LG7]: Attendance Nov 2017

PP – 87%
 Non – 95%
 All – 92%

Commented [GL8]: Attendance Jan 2018

PP – 86%
 Non – 94%
 All – 92%

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Progress	AP for curriculum and assessment to lead half termly RAG meetings with HoF for Maths and Comms to look at progress of PP students, leading to monitoring discussions between students and team leaders.	EEF Meta-cognition and Self-Regulation High impact for very low cost (+8)	Regular structured assessments. Academic reviews for all PP students.	GL	Jan / April / July
Attainment	High quality feedback given to PP students.	EEF Feedback High impact for very low cost (+8) EEF Individual Instruction Moderate impact for low cost (+3)	Feedback sampling Sharing good practice	SM	Jan / April / July
Homework	High quality, recall based homework to help with linear GCSE assessments. Make structured use of supervised private study.	EEF Homework Moderate impact for very low cost (+5)	Introduction of homework management system Homework sampling	GL SM	Jan / April / July

Commented [LG9]: First meeting held in Nov 2017. Actions included resetting, finalising intervention groups and embedding higher level challenge for most able PP students

Commented [GL10]: Targeted interventions for PP students have started.

Commented [LG11]: Positive observations during the first learning walk. First PP specific book sampling to be held Dec 2017.

Commented [GL12]: PP book sample to be held in February 2018.

Commented [LG13]: More work needed to embed this

Commented [GL14]: Restructure on private study has allowed students to work independently on core subjects, and have their progress tracked.

					Total budgeted cost	£2,000
ii. Targeted support						
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 literacy gap	Small group Literacy interventions for targeted PP students Use sixth form leaders to peer mentor PP students.	EEF Small Group Tuition Moderate impact for moderate cost (+4) EEF Peer Tutoring Moderate impact for very low cost. (+5)	Early identification of PP students needing intervention. Structured group work based on individual needs.	AP SM	Jan / April / July £2,500 staff cost	
Improve behaviour and A2L	Develop a positive school ethos based on improving discipline across the whole school through targeted positive interventions.	EEF Behaviour Interventions Moderate impact for moderate cost (+3)	Weekly celebrations of student attitude to learning. Positive behaviour discussions based on UTC values.	AK GL	Jan / April / July £2,000 staff cost	
Focused carer goals embedded	Focused IAG meetings	EEF Aspirational Intervention Low impact for moderate cost (+0)	Experience external provider	PR	Jan / April / July £2,000 staff cost (SGS Johnny Walker)	

Commented [LG15]: Sixth form leaders used effectively in literacy lessons.
Small group work has been organised and will begin once new appointment has been made.

Commented [LG16]: More emphasis on PP A2L points. Encouragement to be given to teachers to reward these students specifically.
Too many behaviour incidents for some PP students. Extra support to be given to them

Commented [LG17]: Not yet started

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Close Numeracy gap	Small group Numeracy interventions for targeted PP students Use sixth form leaders to peer mentor PP students.	EEF Small Group Tuition Moderate impact for moderate cost (+4) EEF Peer Tutoring Moderate impact for very low cost. (+5)	Early identification of PP students needing intervention. Structured group work based on individual needs.	RM	Jan / April / July £500
High quality practical outcomes	Provision of learning resources and practical equipment	EEF Digital Technology Moderate impact for moderate cost. (+4)	Regular review of learning resources. Faculty leader given control over subject specific budget.	PR	Jan / April / July £1000
Engagement in extracurricular activities	Employer projects to be structured to ensure PP students collaborate effectively with others	EEF Collaborative Learning Moderate impact for a very low cost. (+5)	Regular employer based project days. Review of activities and structure of each project.	AK	Jan / April / July £2000 budget for the year (curriculum linked school trips a priority)
Total budgeted cost					£10,000
iii. Other approaches					
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?

Commented [LG18]: Nov 2017 Maths Tracking
9-4
All – 80%
Non – 85%
PP – 68%

9-5
All – 58%
Non – 57%
PP – 61%

Commented [GL19]: Nov 2017 Maths Tracking
9-4
All – 80%
Non – 81%
PP – 67%

9-5
All – 56%
Non – 61%
PP – 39%

Commented [LG20]: PP students integrated successfully in first employer projects. All were given the opportunity to present to an employer.

Commented [GL21]: PP students have worked well with sixth form mentors during one project.

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Access to high quality learning resources at all time	Personal device (laptop/e-reader) provided (£338 per student)	EEF Digital Technology Moderate impact for moderate cost. (+4)	HoF to use devices to help embed outstanding T&L	PR SM	Jan / April / July £9,464
High attendance at UTC with appropriate and motivating curriculum	Bus service subsidy (£200 per student)	EEF Behaviour Interventions Moderate impact for moderate cost (+3)	Regular review of attendance for PP students.	AK GL	Jan / April / July £5,600
Total budgeted cost					£14,064

Commented [LG22]: All PP students provided with personal device. Work needs to be done to ensure these are used effectively to improve academic progress.

Commented [LG23]: Bus service is working well, but attendance for PP students is below expected targets.

6. Review of expenditure				
Previous Academic Year		2017/2018		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Progress	AP for curriculum and assessment to lead half termly RAG meetings with HoF for Maths and Comms to look at progress of PP students, leading to monitoring discussions between students and team leaders.	Good discussions have taken place between AP for outcomes and teachers. Teachers aware of progress of disadvantaged students.	A more structure accountability system with regular meetings between SLT and HoFs is needed.	£0
Attainment	High quality feedback given to PP students.	Regular reviews and CPD have taken place related to assessment. An agreed approach will be implemented September 2018.	Regular reviews of feedback and assessments to take place, lead by HoF. Regular CPD to be held related to AFL.	£0
Homework	High quality, recall based homework to help with linear GCSE assessments. Make structured use of supervised private study.	Private study sessions set up, and self-study resources created. Introduction of knowledge organisers. Private study sessions were not as productive as hoped.	Trained teachers to lead private study sessions with a focus in English Maths and Science. Revision based homework to be introduced with parental engagement.	Cost of printing resources.

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost
Close literacy gap	Small group Literacy interventions for targeted PP students Use sixth form leaders to peer mentor PP students.	Literacy skills improved noticeably for disadvantaged students	Timetabled intervention literacy lessons needed. More work with SENCo LSAs needed	Cost of LSAs
Improve behaviour and A2L	Develop a positive school ethos based on improving discipline across the whole school through targeted positive interventions.	Low level disruption has decreased, although isolated incidents of more extreme behaviour have stayed consistent.	More hierarchy of sanctions needed. Pastoral system to be created. Staff training on behaviour management strategies.	£0
Focused carer goals embedded	Focused IAG meetings	Individual careers appointments for each disadvantaged student	Work experience advice needed. Post 16 education advice needed.	£0

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Close Numeracy gap	Small group Numeracy interventions for targeted PP students Use sixth form leaders to peer mentor PP students.	Some small group work took place. Some sixth form helpers were involved in lessons.	Make use of LSA and SENCo to help students with weaker numeracy	Cost of LSA
High quality practical outcomes	Provision of learning resources and practical equipment	Learning resources provided for disadvantaged students. Access to online resources and help with the UTC laptop scheme.	Make sure all laptops are functional and can be used in lessons.	
Engagement in extracurricular activities	Employer projects to be structured to ensure PP students collaborate effectively with others	Lots of employer engagement, with specific workshops for disadvantaged students. Projects allowed for open collaboration with all students, including those of different year groups.	Give disadvantaged student's allocated time to speak with employers when they are visiting.	£0
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria?	Lessons learned (and whether you will continue with this approach)	Cost



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<p>Access to high quality learning resources at all time</p>	<p>Personal device (laptop/e-reader) provided (£338 per student)</p>	<p>Learning resources provided for disadvantaged students. Access to online resources and help with the UTC laptop scheme.</p>	<p>Make sure all laptops are functional and can be used in lessons.</p>	
<p>High attendance at UTC with appropriate and motivating curriculum</p>	<p>Bus service subsidy (£200 per student)</p>	<p>All students attendance 92.6% Disadvantaged students 87.1% Engagement with EWO</p>	<p>Further engagement with EWO Designated working party to look at attendance.</p>	

7. Disadvantaged Students Achievement and Progress Summary 2017/2018

Cohort Summary

	Berkeley Green UTC	Gloucestershire	National
Total Students	131		
Pupil Premium	26.4% (25)	22.4%	28.5%

Achievement and Progress Summary

	A8	P8	Number of students	Gloucestershire A8	National A8	National UTC A8
All	40.08	-0.53	91	48.4	46.3	36.8
PP	36.54	-0.84	25	41.9	41.0	31.1
Non PP	41.41	-0.41	66	51.4	49.8	
PP and SEN	SUPP	SUPP	5			
Low PP	SUPP	SUPP	3			
Low PP and SEND	SUPP	SUPP	1			
Mid PP	33.00	-0.85	15			
Mid PP and SEND	SUPP	SUPP	4			
High PP	47.14	-1.13	7			

End of Year Summary

The overall progress being made by our disadvantaged students has dropped as a result of the mock exams. There is a gap between disadvantaged and non-disadvantaged students that will need to be closed. At present they are between three quarters and a full grade down on where we want them to be. This is quite a common thing in secondary schools, as it is the first opportunity student have to sit full length exams with full questions. We are expected the progress and achievement of these students to improve dramatically between July 2018 and December 2018. The first set of external exams in digital and engineering we cannot compare our results to national as this level of data has not yet been released. 100% of disadvantaged student who sat engineering passed, and 78% of disadvantaged students who sat digital passed. I would estimate that these are both significantly above national comparisons.

What have we done?

Action	Result	Evidence
Strategically identified disadvantaged students with weak literacy skills are given one to one and small group sessions with qualified intervention teacher to raise literacy skills.	The literacy skills and assessment data for disadvantaged students in English has improved drastically. This is partly due to the development of literacy across the curriculum.	Achieve 3000 scores Written work in English lessons. Data tracking
Discuss the progress and attainment of disadvantaged students on a subject level during RAP meetings.	Teachers are more aware of who the disadvantaged students are and strategies used. Teachers focussed on specific in class intervention of disadvantaged students.	RAP documents on the staff area of Teams.
Careers appointments for disadvantaged students	All disadvantaged students have been given one to one careers advice.	Careers documents
Inspirational UTC trip	All disadvantaged students have been on a UTC trip to Mach 2018 at the NEC. This gave them an opportunity to see engineering and digital technologies in action, and speak with a large number of companies about their experiences.	

What do we need to do?

Action	Success Criteria
Improve performance of more able disadvantaged students.	<ul style="list-style-type: none"> Students will be put into sets to allow them to access the curriculum at the appropriate level. Focus on RAP meetings with HoFs.
Set up a pastoral system to give disadvantaged students additional support	<ul style="list-style-type: none"> Introduce new team system Make team leaders aware of disadvantaged students Provide a member of staff to support emotional and social needs of disadvantaged students.
Provide additional literacy interventions to identified students to provide them with the literacy skills to succeed in their lessons.	<ul style="list-style-type: none"> Create intervention classes taught by English teachers. Create a functional SEN department with the resources needed to support our students.



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