

Doncaster UTC: Pupil Premium Policy

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Status	Statutory
Responsible Committee	Local Governing Body
Author	Trust Director of Maths
Target Audience	All Stakeholders
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Principal Signature	<i>G. Rowson</i>
Chair of Governors Signature	<i>C. Osborne</i>

Doncaster UTC Pupil Premium Policy

Doncaster UTC's strategy is designed to enhance the progress made in narrowing the gap, by year group, for socially disadvantaged pupils.

The Pupil Premium was introduced in April 2012. It was allocated to children from low-income families who were known to be eligible for free school meals, and children who had been looked after continuously for more than six months. Eligibility for the Pupil Premium for 2012 – 2013 was extended to pupils who have been eligible for free school meals at any point in the last 6 years (known as Ever 6 Free School Meals Measure). Schools also receive funding for children who have been looked after continuously for more than six months, and a smaller amount for the children of service personnel.

Schools employ strategies, validated by research, that support pupils to improve their attainment, and '*narrow the gap*'. Schools are accountable for narrowing the gap, and school performance tables include measures that show the attainment of pupils who receive the pupil premium compared with their peers. The Pupil Premium Grant (PPG) provides funding for two polices:

- Raising the attainment of disadvantaged pupils of all abilities to reach their potential.
- Supporting children and young people with parents in the regular armed forces.

www.gov.uk/government/publications

Within this document is a breakdown of the key strategies that are implemented in order to reduce the attainment gap between students in receipt of Pupil Premium and those students who are not. National research completed by the Education Endowment Fund has been used to combine elements of the strategy for Doncaster UTC. Using student enrolment and student files the up to date pupil premium register will be established. Doncaster UTC will deploy the strategies outlined below to ensure disadvantaged students progress is in line with the rest of the UTC cohort.

Quality First Teaching

- All lessons to be of a high standard with a focus on challenging all students and supporting their needs. The Doncaster UTC Teaching and Learning Policy should be followed by all staff.
- Whole school and subject specific CPD will be delivered to ensure the highest level of quality first teaching.

Reduced class sizes

- Class sizes will aim to be capped at 25 to ensure teacher student ratio is below the national average.
- More teacher attention per student and improved teacher student relationships.
- Reduced number of shared classes by employing an additional member of staff.

Subject Specialist teachers

- Focus on all students being taught by a subject specialist.
- Additional staff in place to ensure subject specialist for all subjects.
- Additional CPD for subject specialists will be provided to develop skills and knowledge further.
- Additional CPD for staff teaching subjects within their specialism area which is not their main subject. This might include additional CPD for Science staff teaching a different element of the Science curriculum from which they trained in.

Additional Core curriculum time

- English and Maths to have 5 periods per week ensuring key core academic subjects have time to develop and challenge all students. The additional teacher employed by the UTC will support the additional time.

Leadership and Progress CPD sessions across the academic year to include

- How do students qualify as pupil premium students?
- Analysis of most recent attainment and progress data for PP vs non-PP students using national, and where possible, local data. (Doncaster Authority)
- Pupil premium myth busting.
- School expectations of all students – including PP students.
- Developing relationships with PP students.
- The 'non negotiables' for students in terms of teaching, marking & feedback, tracking and intervention.
- Key strategies to support ALL students.
- CPD delivered on effective research led methods of reducing the gap.
- Quality first teaching.
- Peer led examples of effective practice within Doncaster UTC & subject specific practice in removing the gap.

Teaching & Learning focus weeks as part of the QA calendar

- Learning walks by Curriculum Directors, Learning Managers, SENDCo and SLT with a focus on quality first teaching, review of seating plans, will check that staff know who their PP students are. SLT will also ensure that the level of challenge and questioning is appropriate for all students and that students are being equally challenged.
- Work scrutiny of books/folders will ensure staff are following the Doncaster UTC Assessment and Marking Policy and all students know how to reach the next step.
- Student voice comparing PP students experience of Doncaster UTC to non-PP students.

Review of class sizes/setting

- Review of all tutor group/class demographics and support in place.
- Vulnerable student register in place to ensure academic and pastoral needs are met.

Pupil Tracking

- Students attendance data tracked with multiple staged interventions in place.
- Learning managers monitor attendance daily to ensure no delay in putting in place interventions.
- Monitoring is cumulative and reported by learning manager to the member of the senior team in charge of Pupil Premium when students hit the following thresholds
 - 96%
 - 93%
 - 90%
 - 85%
- Learning managers to complete tracking of PP student's attendance.
 - Stage 1 – below 97% the form tutor will meet with the student and make a call to parents/carers (where applicable). Support to be put in place where applicable.
 - Stage 2 – below 93% the learning manager will meet with the student and make a follow up call with parents/carers (where applicable). Additional support/monitoring will be put in place.
 - Stage 3 – below 90% a meeting will take place between the PP champion, the learning manager, the student and parents/carers. The UTC will issue a penalty notice when this level of attendance is triggered in line with the UTC attendance policy. Please see the attendance policy for further details.
 - Stage 4 – below 85% the Principal will meet with the student and parents/carers and a formal support plan will be put in place. External agencies will be engaged to support the student and UTC further.

All phone calls, meetings and subsequent support or additional monitoring is shared with the PP Champion and recorded for tracking purposes.

- Behaviour monitoring
 - Monitoring of positive behaviour records
 - Do records of positive records correlate to non-PP students?
 - Ensure monitoring of patterns across subjects.
 - SLT acknowledgement of positive behaviour.
 - Celebration events / parental engagement.
 - Monitoring of behaviour incidents
 - Do records of negative records correlate to non-PP students?
 - Ensure monitoring of patterns across subjects.
 - Learning managers to meet with students to review incidents.
 - SLT behaviour mentoring to support students where appropriate.
 - Additional parental engagement.

Parental/Carer engagement

- Ensure all PP students' parents/carers communication channels established, i.e. up to date contact details, support for logging into SIMs parent gateway (or alternative app), dinner money app.
- Tutors to ensure students have recorded times for tutor meetings/learning and progress meetings – use of student planners.
- Pastoral team to ensure parents/carers have appointments made.

Employer engagement

- Make sure PP students are supported, as necessary, to establish strong employer projects/links.
- Employer mentoring for students in key areas should be established.

Education Trips/Visits

- Identify key educational visits to support with PP students' aspirations.
- Identify key educational visits to support with PP students' academic performance.
- Establish financial need criteria for supporting with costs for education trips/visits.
- Links established with HeppSY to raise academic aspirations.

Financial Support Fund

- The pupil premium budget will also support the financial hardship fund for those students in receipt of pupil premium funding. For details on how the financial support fund will make awards and how to apply please see that policy and application form.

Pupil Premium Spending

- The pupil premium budget will be allocated to specific areas at multiple points throughout the academic year.
- Monitoring of the the effectiveness of each area of spending will be reported to the Principal, Trust CFO and relevant governors (where applicable).

PP Students pen portraits

- Develop pen portraits for PP students focusing on strengths / weaknesses, likes / dislikes for both academic and non-academic areas.
- Help the to identify their aims and goals for the future, short, medium and long term to improve student aspirations through appropriate careers advice and guidance.
- Staff to use these to support developing a positive relationship with students and helping them achieve their long-term goals.

Planned expenditure						
Academic year	2020/2021					
The 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.						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Predicted cost	Expected impact
Improve the progress of disadvantaged students through high quality teaching and learning.	Quality first teaching	Improving what happens in the classroom leads to great improvements at lower costs than structural change https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Key_lessons_learned.pdf	Teaching and Learning CPD Quality assurance process	GRA LGA DAR NWI ODA ESK	CPD x 10 sessions £100 x 10 =£1000	Close of the attainment and progress gap
	Reduced class sizes	Reducing class sizes can lead to 3 months additional progress https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/	Enrolment, staffing and timetabling	GRA LGA DAR	£30 000 to cover the cost of an additional teacher. In year 1 the teacher will be an NQT	Close of the attainment and progress gap
	Additional curriculum teaching time for core subjects	Improvements in Numeracy & Literacy academic attainment	Additional staffing in core subject areas 20% teaching time	GRA LGA DAR		Higher academic performance
	Subject specialist teachers	Highly skilled subject specialists will be inspiring and challenge students in their given academic area.	Recruitment of staff will ensure staff have subject skills. Additional subject specific CPD for staff in new qualification areas	GRA LGA DAR	CPD 4 x £500 = £2000	Improved transfer of knowledge
	Specialist CPD	Ongoing training on evidence based CPD for closing the gap	Review of teaching and learning based upon the school QA T&L team to plan CPD PP Champion running CPD	GRA LGA ODA ESK	CPD x 6 sessions £100 x 6 = £600	Close of the attainment and progress gap

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Predicted cost	Expected impact
Effective data tracking and reporting of academic performance, attendance and behavioural data	Ensure all curriculum areas have appropriate assessments the provide reliable accurate data	Interventions are effective when based on reliable data.	Assessments quality assured by T&L team. Planned assessments reviewed in line management meetings QA of staff marking	LGA DAR NWI ODA ESK	NA	Students achieving target grades Tracking predictions in line with external results
	Accountability cycle of pupil premium performance <ul style="list-style-type: none"> All staff monitor their students' progress data Curriculum Directors monitor and report progress gaps at each assessment point Effective intervention plans in place for each curriculum area to address underperformance QA of interventions in place Half termly review of interventions in place 	Effective data analysis and targeted intervention can promote progress - NfER	Line management meetings reviewing of data Half termly meeting with PP champion on PP data QA of planned intervention CPD on data management	LGA DAR ODA NWI CDs	CPD 2 X £100 = £200	PP Students progress improved Data showing closing of the gap Effective bespoke interventions
	Attendance inline or better than national average <ul style="list-style-type: none"> Attendance data tracked weekly PP attendance tracker when hitting specified criteria 	Higher levels of attendance results in improved academic performance	Attendance officer reports PP students who hit criteria to learning manager and PP champion. Meetings and support system in place	Attendance officer JST ODA NWI	£2000	Inline or above average attendance
	Behaviour monitoring <ul style="list-style-type: none"> Monitoring of positive events 	Positive behaviour improvements academic performance	Learning manager completed weekly behaviour summaries	GAR LGA DAR NWI ODA	£7000	Reduction in negative behaviour incidents Improved academic performance

	<ul style="list-style-type: none"> Monitoring of negative events Analysis of behaviour PP vs Non-PP Celebration events 		<p>Line management meeting reviewing department behaviour trends</p> <p>Reduced negative behaviour events and increased positive events</p> <p>PP Champion will ensure planned celebration events are held regularly for students and parents. Discreetly we will actively encourage and promote participation of UTC rewards using the PP Champion</p>	JST CDs		
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Predicted cost	Expected impact
High levels of parental engagement	High levels of attendance of parental engagement events	Where parents are involved students' attitudes to their learning are improved	Monitoring of attendance at events. Pastoral team support with booking of appointments / promoting events	LGA DAR Pastoral team	Parents evening booking £199	Students being proud of studying at the UTC Parents/Carers involved with students' education
	Access to parental information tools	Parents can support students with their studies, celebrate success and support behaviour at the UTC	Support with accessing applications / websites / tools Parental questionnaires on access Support guides available	REV TKE Pastoral team	Survey monkey £384	High levels of parental usage Positive feedback from parents Constructive comments on future improvements
	Access to parental toolkits	Parents can support students with their studies	Departments have effective support guides available for their subject Parental questionnaires on relevance and benefit	ODA LGL DAR NWI	Staff development time 10 x 1hr 10 x £45 = £450	High levels of parental usage Positive feedback from parents on ability to support students Constructive comments on future improvements

	Teacher / Parent communication	Celebrate success, address concerns, worries, promote academic performance, support social and emotional needs	Ensure contact details up to date. CPD on parental communication methods Parents / carers supporting teacher with students academic and personal success Parental questionnaire on communication	NWI DAR Pastoral team	2 x 1hr CPD 2 x £50 = £100	High levels of parental usage Positive feedback from parents on communication Constructive comments on future improvements in communication methods
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Predicted cost	Expected impact
High level of engagement with extra curricular activities and employer partners	PP students supported to ensure suitable allocation to employer projects.	Raise aspiration of students to provide inclusive environment. Widen exposure to professionals in different settings.	Project and employer coordinator will allocate projects. These will be reviewed in LM with SLT lead	GRA LGA DAR TKE	5% salary cost £1000	High levels of engagement and standards of projects
	Monitor PP student's allocation to extracurricular activities to ensure engagement	Raise aspiration of students to provide inclusive environment	Project and employer coordinator will place in extracurricular activities. These will be reviewed in LM with SLT lead	GRA LGA DAR TKE	5% salary cost £1000	High levels of engagement and attendance of extra curriculum activities
	Support PP student's employer mentors/links allocation	Raise aspiration of students to provide inclusive environment. Widen exposure to professionals in different settings.	Project and employer coordinator will allocate mentor. These will be reviewed in LM with SLT lead	GRA LGA DAR TKE	5% salary cost £1000	High levels of engagement with employer mentors. Greater levels of ongoing support from employer partners
	Encourage and support attendance at extracurricular / educational trips for PP students.	Raise aspiration of students and negate further disadvantage and increase cultural exposure	Places on trips will be reviewed by PP champion in consultation with trip/visit leads	ODA Pastoral team	HA	High level student participation in trips/visit. Percentage attendance equal between PP & Non-PP
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Predicted cost	Expected impact
Supporting Students with	Financial support with school uniform	Students on FSM face monetary pressures.	Parents must complete assessment of need and submit to the UTC	GRA ODA JST	20 x £30 = £600	Inclusive access

additional financial costs		Starting a new school and purchasing a new full school uniform is unaffordable for some families				
	Support for specialist equipment	Students on FSM face monetary pressures. Students may require additional software / equipment to access the curriculum	Curriculum directors highlight need and refer to PP champion for assessment of need.	GRA ODA	£500	Inclusive access
	Support for trips / visits	PP students more likely to face monetary pressures and have lower aspirations	High levels of student's engagement with trips visits Identified students in need will be allocated funding/partial funding to attend specific trips / visits. Parents of students not identified as needing support who fall on PP register must complete an assessment of need and submit the UTC.	GRA ODA	£4000	Inclusive access, improved aspirations, high levels of engagement
Total cost					£52 033	