



ENERGY COAST UTC

PUPIL PREMIUM POLICY

2025-2028

Approved: Co-Chair of Governors, Kerri Black and Stuart Atkinson

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ENERGY COAST UTC

PUPIL PREMIUM POLICY

The vision and ethos of Energy Coast UTC is to empower students through innovative, vocationally-focused education and training to ensure each student reaches their potential.

INTRODUCTION

Pupil Premium funding is additional funding given to schools/academies so that they can support their disadvantaged students and close the attainment gap between them and their peers. 'The underlying principle is simple; DfE will provide extra funding and schools/academies will decide how to use it. This is because autonomous schools/academies are more likely to innovate and learn.' (DfE)

Pupil Premium students are:

- Those aged 14-16 entitled to free schools meals (FSM) at any point in the last 6 years (Ever 6);
- Children in public care continuously for at least 6 months as recorded in the census and alternative provision census;
- Children of parents in the Armed Forces (Ever 5 Service Child).

For details of current funding levels please see the up to date Pupil Premium statement on the UTC website

AIMS OF THE PUPIL PREMIUM STRATEGY

1. To narrow the disadvantage gap by addressing inequalities and raising the attainment of students entitled to Pupil Premium funding.
2. To ensure all students entitled to Pupil Premium funding have full access to all areas of the academic and technical curricula.
3. To ensure that all students entitled to Pupil Premium funding have full access to the Enrichment curriculum of the UTC.
4. To ensure that appropriate literacy and numeracy resources are available to students entitled to Pupil Premium funding and are used to improve access, engagement and attainment across all subject areas.
5. To ensure a programme of rigorous intervention strategies promote learning skills in students entitled to Pupil Premium funding to enable them to become independent, autonomous learners.
6. To ensure a positive 'Can Do' attitude is fostered and developed to raise aspirations of students entitled to Pupil Premium funding.

STRATEGIES

The UTC will ensure:

- A transparent record of Pupil Premium funding allocation is centrally held and on the UTC website.
- The appointment of a senior leader responsible for the Pupil Premium strategy who will be accountable for the achievement of all disadvantaged students.
- Students entitled to Pupil Premium funding are clearly identified to each member of staff through the UTC Management Information System.
- The achievement of students entitled to Pupil Premium funding is rigorously monitored at every data capture to help target intervention and resources which will narrow the gap.
- The Head of School reports termly to the Governing Body on the achievement of all disadvantaged students.

- Rigorous monitoring of the Pupil Premium Action Plan in order for the UTC to demonstrate that value has been added to the well-being and education of students entitled to Pupil Premium funding.
- Rigorous monitoring, evaluation and review of the success of the impact of Pupil Premium funding.
- A Governor is appointed to be a Pupil Premium ‘champion’.

QUALITY ASSURANCE

QA systems are in place to monitor and report on the progress and attainment of students entitled to Pupil Premium funding.

These include:

- The Head of School, Special Educational Needs Coordinator (SENCo) and PP lead to review the progress and attainment of students entitled to Pupil Premium funding in all subject areas separately at each data capture. Information will be reported to the Leadership Team for consideration;
- The Head of School, SENDCo and PP lead to review the progress and attainment of students entitled to Pupil Premium funding in all subject areas at each data capture in relation to the progress of non-disadvantaged students. Information will be reported to the Leadership Team for consideration;
- The Head of School, SENDCo and PP lead to review the progress and attainment of students entitled to Pupil Premium funding in all subject areas through regular work scrutiny points. Information will be reported to the Leadership Team for consideration;
- The Head of School, SENDCo and PP lead to review the progress and attainment of students entitled to Pupil Premium funding in all subject areas at each work scrutiny point in relation to the progress of non-disadvantaged students. Information will be reported to the Leadership Team for consideration;
- Data from data capture and work scrutiny in relation to the progress and attainment of students entitled to Pupil Premium funding are considered at regular meetings of Leadership Team;
- Data from data capture and work scrutiny in relation to the progress and attainment of students entitled to Pupil Premium funding are considered at each meeting of the UTC Standards and Curriculum Sub-Committee of the Governing Body;
- The Head of School / PP lead to report progress and attainment of students entitled to Pupil Premium funding as part at each meeting of the UTC Governing Body;
- The College Improvement Plan to identify the progress and attainment of students entitled to Pupil Premium funding as a strand; this will be regularly reviewed by the Leadership Team and at least annually by the full Governing Body of the UTC.

REPORTING

The UTC will publish details of how it spends the Pupil Premium funding and the impact this has had on the attainment of students who have received the funding. Reporting will be on a three year basis and published in January each year. Reporting will be updated on an ongoing basis.

The report will be published on the UTC website and will include:

- The Pupil Premium allocation for the current academic year;
- Details of how it intends to spend the Pupil Premium allocation;
- Details of how the UTC spent the Pupil Premium allocation during the previous academic year;
- How it made a difference to the progress, attainment and well-being of students entitled to Pupil Premium funding.

OUTCOMES

In order to ensure the Pupil Premium funding is used efficiently and effectively to support those students entitled to the funding and narrow the attainment gap, the UTC has identified 4 priorities. These 4 priorities inform our strategy documentation and subsequent work streams. Each priority will be supported by the use of Pupil Premium funding. The Pupil Premium Action Plan provides details against each priority.

PRIORITY 1: To ensure students entitled to Pupil Premium funding make substantial progress.

In order to do this a series of baseline tests are used during the first week when students attend the UTC; these include, assessing their reading ages, spelling and use of grammar, use of number. The outcomes from these baseline tests determine the additional support to be provided; without these 'basic' skills students will not reach their potential.

For students who enter the UTC with a Reading Age well below their chronological age a personalised programme of support is delivered to enable them to 'catch up' either on a one-to-one basis or as part of regular, small group sessions. All such students will use the Accelerated Reader programme, an essential element of which is the support and involvement of parents/carers.

PRIORITY 2: To ensure intervention strategies have a positive impact on the progress, attainment and well-being of students entitled to Pupil Premium funding.

Intervention strategies will be tailored to the needs of individual students entitled to Pupil Premium funding and will be under-pinned by research into what is most effective in improving student outcomes/experiences. Some Pupil Premium funding is being used in relation to the Sutton Trust-EEF 'Teaching and Learning Toolkit' research, focusing particularly on feedback, mastery of learning, meta-cognition and peer tutoring, intervention strategies which have been proven to be successful with older students. Funding will be used in a variety of ways, including using the findings of such research to inform pedagogical approaches with students entitled to Pupil Premium funding, CPD for all staff and some staff conducting College-based research into the application of elements of the 'Teaching and Learning Toolkit' with students entitled to Pupil Premium funding, .

The UTC has a rigorous approach to Quality Assurance and the impact on outcomes for students entitled to Pupil Premium funding is regularly monitored and recorded. Details are provided in the Quality Assurance section below and in the Pupil Premium Action Plan.

PRIORITY 3: To ensure the well-being and behaviour of students entitled to Pupil Premium funding is supported and enhanced.

The UTC employs high quality, experienced staff to support students in overcoming their barriers to learning. Many students rely on this support which they may not be receiving from elsewhere and without it may become disengaged from College work and life. Small group and individual support, including mentoring, ensures students are supported emotionally, but are also challenged to have high aspirations, work hard and succeed.

Students entitled to Pupil Premium funding are supported by form tutors and Personal Learning Managers and will also have the support of a dedicated Head of Year and Key Stage-specific form tutors.

PRIORITY 4: To ensure students entitled to Pupil Premium funding have equal access to the curriculum.

The academic and technical curricula at Energy Coast is designed to ensure all students are exceptionally well prepared for a career in the engineering industry. The balance of academic work and practical application enables all students to excel in at least one area. The strong vocational ethos, enhanced and supported by sponsor companies in the engineering industry, ensures all

students receive current and well-informed advice on making the next step into employment, training, Further or Higher education.

Independent Careers Advice and Guidance programmes from Inspira tailored to the needs of students receiving Pupil Premium funding, will ensure they do not limit their choice of future career pathways and are motivated and aspirational.

The academic and technical curricula are complemented by the enrichment curriculum which includes a range of activities designed to produce well-rounded young people who have 'other strings to their bow'. Such activities include, Duke of Edinburgh Award and Combined Cadet Force (CCF).

All planned interventions will be implemented based on evidence from sources such as the Education Endowment Foundation. This will be reviewed and adjusted based on rigorous evaluation involving the Head of School, SENDco and PP Lead. [Teaching and Learning Toolkit | EEF](#).

ENGAGEMENT WITH EXTERNAL SUPPORT

The UTC Energy Coast will engage with external support in terms of reviewing provision, implementing strategies and evaluating impact. Where additional resources are made available the Head of School, SENDco and PP Lead will engage in activities required by the support provider.

WHOLE STAFF ENGAGEMENT

The UTC Energy Coast will empower a whole staff approach by training all staff in key strategies and information. A working party will support the strategic development of provision, led by the PP Lead and supported by the Head of School and SENDco. A holistic view of current provision and identified gaps will enable effective development of provision.

PROVISION

In summary, provision will include:

- Actions focused on learning in the curriculum – including subject intervention, one-to-one support, subject resources
- Actions focused on increasing attendance of PP students
- Target setting interventions.
- Actions focused on social, emotional and behavioural issues – including family support work, one-to-one provision packages.
- Actions focused on enrichment beyond the curriculum – including extra-curricular trips and visits.
- Careers advice and guidance.

Actions focused on families and communities – including family support work, outside agency support.