Pupil premium strategy statement DEC 23

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our college.

School overview

Detail	Data
School name	Energy Coast UTC
Number of pupils in school	KS4 268
Proportion (%) of pupil premium eligible pupils	PP 79 students 29% Y10 50 Y11 29
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022/2023 2023/2024 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Kerryann Wilson
Pupil premium lead	David McGeehin
Governor / Trustee lead	Patrick Freeman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,765 (£1035 pp)
Recovery premium funding allocation this academic year	£20424
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£81,765 (+£4500 Well funding £106,689)

Part A: Pupil premium strategy plan

Statement of intent

It is our intention to level the playing field for all of our students and overcome as many barriers as possible. We intend to do this with an evidence based approach and ensure that any funding is used in the most effective way.

Some of these barriers are common to all disadvantaged children and others are specific to the area and context of the Energy Coast UTC. Research carried out by the EEF will be used to ensure an evidence based approach while continual internal data-driven evaluation will be used to ensure effective implementation and improvement. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include (Not an exhaustive list):

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- To allocate increased pastoral capacity targeted at the disadvantaged cohort
- 1-1 support
- Additional teaching and learning opportunities provided through trained TA's or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Additional learning support.
- To allocate increased capacity to support school attendance
- Transport support
- Uniform support
- Support payment for activities, educational visits and residentials, ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our curriculum is constantly reviewed to ensure that there is no bias in accessibility towards non-disadvantaged students. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time, will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed above, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through additional tutoring for pupils whose education has been worst affected by COVID 19, including non-disadvantaged pupils.

To ensure the Pupil Premium strategy is effective, we will ensure all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils:

Challenge number	Detail of challenge
1	Poor Literacy skills-Reading
2	Narrowing the attainment gap across all subjects
3	Behaviour and aspirations inc. supporting emotional and mental health related issues
4	Attendance and Punctuality issues.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress in English Language and Literature	Achieve target grades
Progress in Mathematics	Achieve target grades
Progress in Science	Achieve target grades
Progress in Construction /Engineering	Achieve target grades
Other	Ensure attendance of disadvantaged pupils is above 96% and the same as non PP
Improved attitudes to learning	Reduction of behavioural incidents on Epraise system to at least the same as non PP

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *30,500*

1

Activity	Evidence that supports this approach	Challenge number(s) addressed
Functional skills (2 sets English/Maths) *£1 000* *Free to children books* *£500* *Form time booster program IDL and Lexia* *£4500* *Free to children revision guides* *£1000* *Free to children breakfast club inc. breakfast* *£5000*	EEF Toolkit (+6 months) Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.	1,2
Dedicated CPD time every week on a range of specific topics which impact PP students, inc. behaviour, curriculum, attendance, quality first teaching. *£10000*	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and recognise that we need to support staff to in turn support less experienced members of staff. We have identified a new member of staff who will take on and develop this role within the middle management structure.	1, 2, 3, 4
Appointment of Leader to oversee PP strategy	Successful schools 'have clear, responsive leadership.' DFE 'Supporting the Attainment of	All

£3000	disadvantaged pupils: articulating success and good practice' EEF Implementation Guide states that 'school leaders play a central role in improving education practices through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation'.	
CPD on modelling/scaffolding to all teachers £500	EEF Toolkit – Metacognition and self-regulation. +7 months impact Oral feedback. +7 months impact.	1, 2
CPD & T&L briefings implemented to introduce and embed The Fundamentals in all lessons £500	EEF Toolkit – Metacognition and self-regulation +7 months impact EEF Toolkit – Behaviour interventions – support greater engagement through tracking the speaker - +4 months impact	1
Implementation of Lexia reader, DEAR time and CPD in extended writing/oracy £1000	EEF Toolkit – Reading comprehension - +6 months impact EEF Toolkit – Oral language interventions - +6 months impact	1
Teaching and Learning Reader raffle £500	EEF Toolkit – Reading comprehension - +6 months impact EEF Toolkit – Oral language interventions - +6 months impact	1
Bedrock mapper £3000	EEF Toolkit-Mastery Learning +5 months Vocabulary acquisition	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45924

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring £20424	EEF toolkit (+4 months) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate class-room or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	2,3

	Having analysed our cohorts we have identified that the Year 11 cohort need support to address gaps in English. Due to Covid we have identified that English and Maths are the key focus areas.	
Targeted In-School Tutoring – English and Maths

£20000 | EEF Toolkit – Small group tuition – +4 months impact DFE – School Let Tutoring Guidance – +4 months impact DFE | 1 |
| Reading interventions for students below Trust Reading Age target, significantly below and just below chronological reading age £5500 | EEF Toolkit – Reading comprehension - +6 months impact | 1 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 36,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two additional Pastoral workers appointed to work with vulnerable families and improve parental engagement.
£12400

Attendance Officer appointed to work 5 days a week to analyse attendance and contact low attenders. Family champion worker to complete First Day Call and support families to raise attendance / punctuality.
£12500 | EEF toolkit (+4 months)

We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:

- approaches and programmes which aim to develop parental skills such as literacy or IT skills;
- general approaches which encourage parents to support their children with, for example reading or homework;
- the involvement of parents in their children's learning activities; and
- more intensive programmes for families in crisis.

Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This | 3, 4 |

Careers and aspirations program £2000 Celebrations events £1000 Subsidise trips £5000 Rewards trips and vouchers £5000 Replacement Uniform £200	entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The interventions themselves can be split into three broad categories: Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; Universal programmes which seek to improve behaviour and generally take place in the classroom; and More specialised programmes which are targeted at students with specific behavioural issues.	
PP specialist teachers, delivering curriculum content, modelling and embedding metacognition and self regulation *£3000*	EEF toolkit (+7 months) Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.	1, 2, 4
Implementation of Epraise Parent App to aid engagement of parents and raise the awareness of rewards and attendance *£2,373*	EEF toolkit – Parental Engagement - +4 months impact	4
PP Capitation – hardship fund to prevent PP students from being unable to access enrichment opportunities, have resources and equipment required for learning. £1000	EEF toolkit– Arts Participation +2 months impact EEF toolkit – Sports Participation +2 months	All

Engaging in effective use of PP courses on a range of topics including EEF implementation	EEF toolkit use	All
Alternative pathway coordinator £10000	EEF toolkit-Metacognition +7 months	All

Total budgeted cost: £ 112,524 (inc. £4,500 Well funding-See action plan)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own internal assessments.

2018		2019		2020		2021		2022		2023	
PP	Non	PP	Non	PP	Non	PP	Non	PP	Non	PP	Non
Avg Progress from Baseline	Avg Progress from Baseline	Avg Progress from Baseline	Avg Progress from Baseline	Avg Progress from Baseline	Avg Progress from Baseline	Avg Progress from Baseline	Avg Progress from Baseline	Avg Progress from Baseline	Avg Progress from Baseline	Avg Progress from Baseline	Avg Progress from Baseline
1.13	2.00	1.21	1.88	1.38	2.10	1.44	1.76	1.66	2.06	1.43	1.95

For 2023, the progress from baseline (which is a measure of how much progress pupils at this school made across all qualifications between the start of KS4 and the end of KS4,) for our disadvantaged pupils was 1.43 which unfortunately was a widening of the gap, maths however had been identified as a core focus to secure continued improvement.

Although the DfE has strongly discouraged comparison of a school's 2023 performance data with results in previous years, we can see a net positive trajectory over a significant period of time.

Absence among disadvantaged pupils was lower than disadvantaged peers in 2022/23 and persistent absence has improved. We recognise this gap is too large between disadvantaged and non-disadvantaged which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute and has promoted a significant restructure to increase support.

The significant challenge with attendance means that we are not at present on course to achieve the outcomes that we have set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We are ahead of national in a number of areas. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in our reading focus. The Further Information

section below provides more details about our planning, implementation, and evaluation processes.

Literacy and reading have been identified as a continued priority to secure further improvement.

Externally provided programmes

Programme	Provider
Accelerated reader	Renaissance learning
IDL	ISLS group
Counselling	Stephen Bright
Bedrock Learning	Bedrock
Education and mental health	NHS/Bennardo's
Lexia	Lexia Learning Systems LLS

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We have set up after-school clubs for service children and enrichment activities such as music lessons and cultural visits. Four dedicated members of staff are available to support service pupils with anxiety when a family member is deployed.

The impact of that spending on service pupil premium eligible pupils
100% of all service children attended after school clubs. All service children attended class visits and other educational experiences offered. Teachers observed improvements in friendships between service children through these trips and experiences.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium, this will however have an evidence based approach and engage with external providers such as the Well project. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits, particularly for disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g CCF, Breakfast club, Well being room, mental health day, Cuppa and a crack, Together we program, Choir), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. We are also in the process of commissioning a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's toolkit to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.