

London Design and Engineering UTC – Pupil Premium Strategy Statement 2017-18

1. Summary information					
Academic Year	2017-18	Total PP budget	£78,000	Date of most recent PP Review	Nov 2017
Total number of pupils	349	Number of pupils eligible for PP	80	Date for next internal review of this strategy	Oct 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2015)
% achieving 5A* - C incl. EM (2016-17 only)	N/A	64.7%
% achieving expected progress in English / Maths (2016-17 only)	N/A	75.8% / 73.4%
Progress 8 score average	Prediction 2018 0.15	0.12
Attainment 8 score average	Prediction 2018 46.7	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Gaps in learning for a proportion of DA students as caused by missed work (attendance) in their previous settings, capacity to access and engage with home learning and learned lack of resilience
B.	Proportion of DA students with lower literacy skills, particularly reading and therefore less able to access lessons, resources and learning materials across the curriculum
C.	Specific/extensive welfare/wellbeing issues preventing full engagement in school and curricular opportunities
External barriers	
D.	Proportion of DA students whose attendance is >= 10% has an impact on student progress

4. Desired outcomes		Success criteria
A.	- Consistency of policy implementation and quality of teaching across the curriculum supports full engagement and participation of all learners, caters for students who have been absent to access sufficient support to make-up any lost ground, requires work of an unacceptable quality to be revisited and improved and ensures that students are clear about what is expected and how to reflect and improve work in an increasingly independent fashion.	- In-school student progress data demonstrates reducing/minimal gap in progress for DA students (particularly in En/Ma) when compared to non-DA cohort - External performance data shows DA cohort to have made equitable progress with non-DA cohort (national)
		- Student Case studies demonstrate instances of particular achievement by students with DA backgrounds
B.	- Literacy and improving literacy skills at KS4 seen as key barrier to achieving well in GCSE examinations	- Participating in Literacy week - Improving grades for English
C.	- Wellbeing provision for DA students ensures that student access to appropriate support, referrals to external agencies, home liaison/intervention is timely and conducive to improving the educational experience of those in need.	- Wellbeing records indicate appropriate resolution and/or referral for all DA welfare issues. - Student attendance and participation in lessons seen to be maintained or improved as a result of appropriate support being in place to allow full access to school.
D.	- Improving attendance of DA students overall.	- Specific case studies to show that interventions put in place have made a difference to attendance data

5. Planned expenditure					
Academic year		2017-2018			
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.					
A: High Quality Teaching For All / Gaps in Learning					
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?
To ensure that the learning needs of all students are met and supported accordingly alongside high quality	Employment of additional English specialist as Assistant SENCO	Assistant SENCO to be trained to carry out testing required or Exam Access Arrangements. Specialist intervention for English through interventions time	Observations, Student Data Access Arrangements to be put in place by February 2018 or by when the first exams take place	GG	Weekly meetings with AL
To ensure that the core subject teachers can deliver high quality learning experiences to improve outcomes.	Staffing cost contribution to enable smaller classes in English/Maths	Proportionate spending to enable smaller groups that can ensure more timely and detailed feedback for students.	Through the staffing design at department level and the class design for timetabling.	IP/VW	Termly, through observations. Termly through data monitoring and tracking. Annually through outcomes.
To enable DA learners to develop confidence and hone skills in English and Maths	Interventions for English Interventions for Maths Small Group	Individual intervention for specific groups of students in a smaller setting seen as positive by students	Monitoring and tracking of progress of learners as they progress through the year	GG/AL	Data monitoring and tracking at least termly Final results for Year 11 in August 2018 Regular feedback meetings with AL
To enable DA students to access full range of e-learning opportunities and support independent learning.	Online resources: <ul style="list-style-type: none"> • MyMaths • ActiveTeach 	Full and proportionate contribution. Impacts on DA outcomes in other schools recognised as positive and benefits all other students in making good progress through online learning.	Via Heads of Area. Works alongside ensuring DA students have access to online provision that supports learning.	Eng / Maths GG/VW/IP	Through students voice. Through online provider reporting. Termly through HOA/D review. Termly through data monitoring and tracking Annually through outcomes.

To provide supportive pastoral care for DA students and to enable catch up facilities for those that have missed school	Provision of Personal Coach able to take responsibility for KS4	Partial contribution for staffing. In 2016-2017 it was recognised that pastoral support was key in ensuring good outcomes for DA students. A lack of resource	Through the line management of the pastoral team	GG	Ongoing through self-evaluation. Termly through data monitoring and tracking. Annually through outcomes.
---	---	---	--	----	--

Total budgeted cost £51,402

B: Literacy Development 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?
To enable KS4 DA students to experience success in a literacy focussed project.	White Water Writers literacy project	Full contribution. First year of implementation had some success and student voice revealed a positive approach to raising aspirations re. reading and literacy.	Through observations during the literacy week	English	Student voice following literacy week
To create a library that is well resourced	Library resources	The library is in its infancy and LDE UTC would like it to become a learning hub for all subject as well as supporting literacy.	Through the line-management of the pastoral team who look after the DOCK.	GG	Termly through checking of subject book purchases.

Total budgeted cost £5,000

C: Welfare / Wellbeing					
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?
To provide ongoing support for DA students with wellbeing issues.	Student support pastoral team	Partial contribution to fund the team that provides DA and other students with support for emotional and behavioural issues.	Via the line-management of the team.	GG	Termly through appraisal. Termly through selfevaluation and tracking of behaviour and well-being.
Total budgeted cost					£13,250

D: Attendance & Persistent Absenteeism					
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?
To improve the attendance of DA students	Acquiring services of Newham Attendance Partnership	Funding to pay for services from Newham to promote good attendance and support LDE UTC in tackling persistent absenteeism through official means.	Through line-management from the leadership team and the pastoral managers	GG	Through daily and weekly attendance figures Through half termly meetings with Newham
To improve attendance of DA students.	Contingency for further strategy	To be developed	TBC	TBC	TBC
Total budgeted cost					£5,000

E: Educational Resources, Visits and Curriculum Enrichment					
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?

To ensure that DA students have the necessary equipment and resources to access the full curriculum offer at LDE UTC	Educational Supplies & Services	Partial funding as necessary. Students achieve best when prepared to learn and can access the curriculum fully. These needs will emerge and develop throughout the year.	Via HOA/D and the pastoral system with support from leadership for spending request. All spending requests will be authorised by GG.	GG	Monthly spending reports from finance team.
To ensure that extracurricular activities are part of the curriculum with DA students able to access visits.	Educational Visits	Partial funding from requests throughout the year as needs arise. Cultural and educational enrichment continues to have a positive impact on the aspirations of DA students and their achievements in school.	Promoting the ethos that 'extracurricular' becomes part of the curriculum and culturally enriching experiences are part of the learning process. Through HOA / whole staff communication and collaboration at INSET, staff meetings and line management meetings. All requests authorised or denied through GG	GG	Ongoing, case by case and annually reviewed.
Total budgeted cost					£4,000

6. Review of expenditure				
Previous Academic Year		2016-2017		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To ensure that the learning needs of all students are met and supported accordingly alongside high quality teaching.	<i>Smaller group teaching for those in year 10 last year particularly 10D.</i>	Current data suggest P8 in English and Maths + 0.21 (October data) with 85% of cohort achieving 4+ in English and Maths. Students benefit from more 1:1 time with class teacher	The experience of students in teaching and learning shows no discernable difference in DA and non-DA students. Some DA students feel more comfortable in smaller teaching groups.	Within school budget for staffing
Provide students will opportunities to access the school's VLE in class and at home	<i>All students were given a tablet (Ipad/Samsung) for use in school at and at home</i>	All students were able to access the technology rich curriculum from the very start.	Students were grateful at being given the tablets for educational and personal use however it soon became apparent that some students misused their devices – some were lost, some were broken. Where students were keen to do well, they have continued to make use of their devices in their second year with us	<i>£13500</i>

<p>Quality First teaching – ensure all teachers are delivering at least good lessons to all students.</p>	<p><i>CPD opportunities for all staff built into the school's timetable</i></p>	<p>Differentiation was a focus of teaching and learning during 2016-2017 and CPD time was given over to this. Targeted questioning ensures contribution of all students and is related to key intervention data known by teachers and used to inform planning and individual strategy. Time was spent too developing a Marking and Feedback policy to address external observations regarding the quality of marking / feedback.</p>	<p>As with external research, impact of quality feedback (variety of forms) leads to impact on individual progress. Time dedicated to addressing learning issues is time well spent.</p> <p>Central focus in priorities, monitoring and evaluation, data analysis and teacher planning will remain in order to further close achievement gaps.</p>	<p><i>Up to £3,000</i></p>
---	---	--	--	----------------------------

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned	Cost
<p>Improve literacy skills across Year 10</p>	<p><i>Literacy Project</i></p>	<p>Self-belief and aspirations were raised in this project particularly for those DA students whose literacy skills were lacking</p>	<p>This remains a good project and ensure that skills such as teamwork, proof reading, writing creatively ... are all addressed. As students arrive in Year 10 not necessarily knowing each other this allowed students to work with others that they would not normally have chosen to work with. It was noted that it was DA students who appeared to appreciate the activity the most.</p>	<p><i>£5,0000</i></p>

Improve Literacy skills across Year 10	<i>Employment of specialist English teacher on part time basis to work on interventions</i>	Interventions with a specialist teacher began to take place in the summer term 2017	Students like the very small group interventions and the dedicated time spent to improve literacy skills outside of the classroom arena	£39,100
--	---	---	---	---------

7. Additional detail

- 1) Data for new Year 10 students has been quicker in getting into school and therefore interventions where needed will be able to take place far sooner.
- 2) The Assistant SENCo has responsibility for ensuring all testing is carried out in order to arrange access arrangements for students.
- 3) Working with outside agencies will become a focus in the forthcoming year with regards to the emotional wellbeing of DA students – the Chaplaincy team offers a counselling service that we were unable to have during the last academic year.