Pupil Premium Report Governors 13/10/20

Scarborough UTC

The purpose of Pupil Premium Funding is to:

- Improve the academic outcomes of disadvantaged pupils of all abilities
- Close the attainment gap between disadvantaged pupils of all abilities across the country.
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Key Data for 2020 -21

We have currently **147** students on role in the college.

There are **96** students in Year 10 and 11 – **30** are eligible for PP in Years 10 and 11

31 % are eligible for PP funding.

We are significantly **above** the National Average of **13.6%**

We have increased the % PP students from last year here at Scarborough UTC.

Year	Female PP	Male PP	Total PP	% of Year
10	2	9	11	24 %
11	9	10	19	37%

Pupil premium students nationally perform below those who do not require this additional funding and their attendance is significantly below. In 2020 Centre Assessed Grades (CAGS) due to COVID 19 Pandemic were produced. During the pandemic we engaged in online learning for all of our students and provided laptops for any PP students who did not have them. Our participation rate of 89% was significantly above the National picture for engagement in learning.

We have previously used the EEF intervention strategy of One to one tutoring that is a high cost but high impact strategy.

This year the bulk of our work with Pupil Premium students particularly in Year 11 has been through this type of intervention supplied from The National Tutoring Programme. We decided to work with Teaching Personnel on this programme as their tutors are all qualified teachers and they were able to provide online and face to face tutoring. Due to the Covid pandemic we worked with them online using their Bramble learning platform that was compliant with our online learning policy and safeguarding protocols.

A summary of our work is as follows:

National Tutoring Programme

Sessions reviewed

FROM HOME

29th Jan/ 5th 12th and 26th Feb/ March 5th

12th 19th and 26th March – firewall issues with College Smoothwall

2nd and 9th and 30th April worked smoothly in college

7th, 14th and 21st May Virus attack and no internet or internet so slow it would not log the live sessions

SESSIONS ENDED 21.5.21 due to the exam assessment ending by this time.

Worked well

- Some good sessions reported with students and tutors
- Subject knowledge of tutors
- Parental support
- Support from some directors
- Computer Science Department support
- Student who engaged found it useful
- Students who fully engaged have seen noticeable increases in their TAG grades from predictions.

Challenges

1. Student buy in/ motivation and willingness to engage when in enrichment time in college. In usual circumstances this is used for intervention but after lockdown we prioritised wellbeing of students.
2. ICT issues – firewall/ log ins/ virus/ – this severely affected challenge 1
3. Some directors less proactive than others at gaining pupil engagement
4. Changes to government guidance re teacher assessments and timeline for the work. Sessions were planned in November when exams were scheduled but TAG's then were introduced
5. Admin work huge to set up the accounts and provider changed some tutors.

In order to support PP students for 2020 /21 the following actions are being completed:

Action	Intended impact
1. Closing the Gap Funding – applied to National Fund for tutor to work to close the gap for our most disadvantaged	To offer one to one tutoring programme to ensure that students are able to access and achieve in their GCSE Learning. To close the gaps that the 5 months of being physically out of college has had on students learning.
2. Literacy support for those who are below expected in reading and writing through LEXIA and Thinking Reading Programmes	Poor reading ability is a significant barrier to access the whole curriculum, and improving this key skill will help students to achieve well in all of their learning. EEF Toolkit – High impact/low cost
3. Quality First teaching – focus on metacognition for teacher training. This is in line with the EEF Toolkit where supporting training and continuous development to improve quality of all teaching has a high impact. All teachers produce intervention plans for PP students outlining actions to support	NGR leading T and L in college to further embed metacognition into our thinking and practice. Teaching using Rosenshine's principles I s a key part of professional development this year. Personalise learning has the highest impact and the lowest cost EEF toolkit
4. Attendance Officer. This is linked to EEF toolkit that highlights the need to support whole-school strategies to improve attendance, behaviour and readiness to learn.	To improve the attendance of our PP students so that they are in College and receiving their education. PP attendance is for 2020 = 91 % Non-PP attendance for 2020= 96 % There are gaps that we need to continue to close.
5. Maths department have worked with interim SENCO to produce a Maths Capacity Programme.	This will target students who are not able to access maths and work at their full capability. All low ability students at risk of a grade 1 -3 will also sit the Numeracy Level 2 Functional Skills so that they leave with a numeracy qualification to assist with employment
6. Some PP students in Year 11 completed The Brilliant Club	This raised aspiration and access to higher education as it involved working with Durham and York University and producing a project.
7. PP students have funding to access trips and visits to enlarge their cultural capital. These included International Competitions. 33% of our F1 in Schools Team are PP.	This enlarged their cultural capital, boosted self-esteem and aspirations. Access to high level of academic challenge and achievements.

8.	Targeting support for disadvantaged pupils through evidence-based interventions. 1: 1 tutoring will start with PP students in Term 1b for all who are underachieving and particularly for those who are at risk of a GCSE grades 1- 3.	Current data states that PP students in Year 11 are behind by ½ a grade from their Year 10 end of year exams PP – Av. Grade 2.99 Non-PP – Av. Grade 3.15 This date will be monitored and further targeted support put in place.
9.	GCSE Pod students are tracked I usage of this online resource that can boost grades significantly at GCSE. All who are not using this are addressed by class teacher, Director, Pastoral Manager and RFE	To improve grades and achievements at GCSE. Research shows that well-planned independent study can be moderate impact for low cost. Some PP students do not have well-developed independent study habits, and do not necessarily have a home environment that is conducive to doing so. Clear high expectations and monitoring of completion can help to motivate them. Research states that students who use 150 PODS can increase their grade by 2 levels.
10.	Wider strategies relating to the most significant non-academic barriers to success in school, including social and emotional support. These include the employment of a Pastoral Manager at Key Stage and a counsellor for the college who visits for one morning each week.	To offer support and social guidance to help students overcome the wider barriers that they face in both education, social and personal matters
11.	The work of the Teaching Assistants and SEND coordinator to assist with numeracy and literacy interventions	This provides small group and 1:1 support for numeracy and literacy to enable PP students to access learning.

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