

# Pupil Premium Plan

## published September 2020

### 2020 – 2021

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### Introduction

At SGS Berkeley Green UTC we believe that every student should be enabled to reach their full potential. We also believe that when we work together to support the progress of our most vulnerable students, the benefits are felt by us all. This Pupil Premium Plan outlines the ways in which we intend to support students who qualify for the Pupil Premium (PP) during the school year 2020-2021.

We are a relatively new school – only three years old. We have only had one full set of externally validated examination results (GCSEs etc), and one based on Centre-Assessed grades, so the information they provide is partial at best. The activities identified in our Pupil Premium plan are therefore based on a broader range of data.

Our plan is designed to help us meet the following challenging data targets:

1. PP students will gain key stage 4 results which are at least in line with, or better than, their non-disadvantaged peers at the UTC and nationally.
2. 100% of our key stage 4 students will progress into further education or training (including apprenticeships) of an appropriate level.
3. The attendance of PP students will improve so that it is at least in line with, or better than, their non-disadvantaged peers nationally.

An important principle for us is that our PP plan is in line with the evidence-based methods advocated by the Sutton Trust and Education Endowment Foundation. In their 2019 Guide to the Pupil Premium, they recommend a tiered approach which we have adopted in this plan. Tier 1 ('the top priority') is improving teaching; Tier 2 is providing targeted academic support, and Tier 3 is employing wider strategies to tackle 'non-academic barriers'.

This Pupil Premium Plan will be reviewed in terms 2, 4 and 6.

### Our students

Our students come from a wide range of schools. The majority join us because they are attracted by our highly specialist curriculum and state-of-the-art facilities. However, there are often additional factors in their decision-making. Some students have not been happy in their previous schools or feel that they have not made sufficient progress. Some of our PP students are therefore doubly disadvantaged.

Most come to us by bus and some travel a very long way. Simply getting here can be a challenge for many, as can the cost of travel. The vast majority are boys. We are not a selective school and students join us with what might be regarded as a broadly typical range of prior attainment.

There are fewer pupil premium students than the national average which is 28%.

### In 2020-21, our pupil premium profile is as follows

	Number of students	Pupil Premium	Percentage of year group	Child in Care	Service Premium	Please note that this data is correct at 15 Sept 2020 and may change during the academic year.  *The Pupil Premium currently stands at £935 per student.
Year 10	73	14	19%	0	3	
Year 11	74	14	19%	2	0	
Key stage 4	147	28	19%	2	3	
Key stage 5				2		
<b>Total PP Funding</b>	£ 26,180*			£9,380	£930	

### External Examination Results Summary 2020

Please note that these summary data are not yet officially validated (September 2020). They have been taken from our SISRA data analysis.

The key stage 2 SATs data for these students showed broadly similar attainment for PP and non-PP students.

Measure	Students not in receipt of PP	Students in receipt of PP	Gap
Number of students	44	3	
Average Attainment 8 score	51.25	30.50	-20.75
Grade 5 or above in Eng & Ma	24	0	

Grade 4 or above in Eng & Ma	35	2	
5 x standard passes at GCSE inc EM	34	2	

<b>Objective 1: Ensure that an effective teacher is in front of every class, and that every teacher is supported to keep improving (EEF Tier 1)</b>					
<b>What</b>	<b>Intent</b>	<b>Implementation</b>	<b>Evidence of Impact</b>	<b>Who</b>	<b>Resources</b>
<b>Improve the Quality Assurance of Teaching and Learning</b>	<p>To ensure that all staff, but especially school leaders, know what high quality teaching looks like and can use the line management process to drive up standards, especially for vulnerable students.</p> <p>To produce timely, up-to-date, accurate and developmental data on teaching and learning so that we are able to provide targeted training and support for staff. In turn, to improve the classroom experience for students.</p> <p>To identify and share good practice</p> <p>To develop the leadership skills of faculty and subject leads.</p>	<p>Engage external support to train leaders to recognise the characteristics of effective teaching, and to monitor the success of the QA process.</p> <p>Roll-out a whole-school QA timetable by the end of September.</p> <p>Produce monitoring documents linked to Rosenshine’s Principles.</p> <p>Pay particular attention to those elements of the EEF toolkit likely to result in the most progress (eg feedback, meta-cognition).</p> <p>Make greater use of middle-leaders during the QA process to develop their practice and confidence.</p>	<p>A detailed annual action plan results in the use of data to identify targeted training and support.</p> <p>Feedback (formal and informal) from students, staff and parents.</p> <p>Evidence gathered during the QA process (from learning walks and lesson observations for example).</p> <p>Evidence provided from external consultants.</p> <p>Student progress data.</p> <p>Line management meeting minutes.</p>	RW	£250 for external support of QA processes

<p><b>Insist upon a shared vocabulary for teaching &amp; learning</b></p>	<p>To enable a more systematic approach to improving teaching, drawing together the initiatives of the last two years under a single umbrella.</p>	<p>Use Rosenshine’s Principles as the basis for all discussions of teaching.</p> <p>When drawing on other methodology or practice, be clear how this relates to Rosenshine.</p> <p>Provide staff with appropriate materials and whole-school CPD to develop their professional knowledge of the principles.</p>	<p>Evidence gathered during the QA process (from learning walks and lesson observations for example).</p> <p>Student progress data.</p> <p>Line management meeting minutes.</p>	<p>RW</p>	<p>£150 for staff literature and other materials</p>
<p><b>Develop a coherent whole school and personalised approach to CPD</b></p>	<p>To help develop the generic and subject-specific knowledge and skills of teaching staff in order to improve their classroom practice.</p>	<p>Faculty and whole school CPD plan in place by half-term.</p> <p>PM process and ongoing QA to identify individual needs.</p> <p>Embed understanding and use of Rosenshine’s Principles of Instruction.</p> <p>Cascade approach – sharing lessons learned.</p> <p>Specific training for NQTs and other inexperienced staff.</p>	<p>Staff training records.</p> <p>Staff voice.</p> <p>Feedback (formal and informal) from students, staff and parents.</p> <p>Evidence gathered during the QA process (from learning walks and lesson observations for example).</p> <p>Student progress data.</p>	<p>RW</p>	<p>£300</p>

<p><b>Improve the collection, analysis and use of progress data.</b></p>	<p>To enable the dissemination of timely and useful data so that staff are rapidly able to identify those at risk of under-achievement and put in place appropriate intervention.</p>	<p>Share principles with all staff and provide appropriate training.</p> <p>Ensure that data collection systems (including software) are set up and that staff understand how to use them accurately.</p> <p>Line managers ensure data is used to plan interventions.</p>	<p>Completed data collection tasks.</p> <p>Staff feedback.</p> <p>Software being used effectively.</p> <p>Line management meeting minutes.</p> <p>Up-to-date intervention plans.</p> <p>Student results in the summer evidence accuracy of prediction.</p>	<p>GL</p>	
<p><b>Introduce seating plan software.</b></p>	<p>To enable the effective and efficient sharing and of information so that staff are aware of the specific needs of each student in their class.</p>	<p>Identify and purchase software.</p> <p>Train all staff in its use, and roll-out across the school.</p>	<p>Learning walks, lesson observations etc demonstrate that staff use seating plan software for all lessons, helping inform their practice.</p>	<p>GL</p>	<p>£900 (for a three year contract)</p>

<b>Objective 2: Provide targeted academic support</b>					
<b>What</b>	<b>Intent</b>	<b>Implementation</b>	<b>Evidence of Impact</b>	<b>Who</b>	<b>Resources</b>
<b>Embed tutor led reading time</b>	To provide students with regular opportunities to read and to engage with new texts and writers, with the aim of encouraging students to read for enjoyment while developing the full range of reading skills. Build cultural capital for all and help close literacy gaps.	Identify and print/purchase suitable texts.  Train staff and implement.  Monitor engagement and impact.	Staff, student and parent voice.  Tutor time learning walks.  Student engagement in English lessons.  Students reading during private study or free time.	LD/DL	£500
<b>Develop student comprehension strategies</b>	To provide all students (but especially those in receipt of PP) with strategies to become active, independent readers.	Embed reciprocal reading stages across the curriculum - focus on predict, question, clarify, and summarise in class.	Literacy DDIs  Student progress and exam data  Student workbooks	SR/JH	
<b>Provide 1-2-1 and/or small group literacy interventions in year 10</b>	To provide rapid additional support to those students who join us with literacy skills below national average or expected progress, enabling them to close literacy gaps. PP students are disproportionately represented in this cohort, and this will enable them to better access all aspects of the curriculum.	Use benchmark and other data to identify target cohort.  Employ evidence-based approaches and track progress.  Use the Intervention and Cover teacher to work with small groups of students in core subjects.	Student tracking and progress data.  Student voice.	GL	

<b>Develop a year 11 plan</b>	To identify and initiate those activities that will take place during the year to help all students, but especially those in receipt of PP, to achieve their potential in GCSE and other level 2 exams.	Provide information and support to year 11 parents and carers as a group and individually, including highly personalised support for the parents of PP students.  Use data analysis to identify those students most at risk of under-achieving and secure appropriate interventions.	Year 11 plan.  Student and parent voice.  Data analysis and intervention impact measurements.  Student level 2 external examination results.	GL	
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<b>Objective 3: Employ wider strategies to tackle non-academic barriers</b>					
<b>What</b>	<b>Intent</b>	<b>Implementation</b>	<b>Evidence of Impact</b>	<b>Who</b>	<b>Resources</b>
<b>Review attendance strategy</b>	To improve attendance by ensuring that the attendance policy is fit-for-purpose and that all elements are being used effectively to drive up attendance.	Attendance strategy review in terms 1 and 3 to identify any areas for development.  Attendance case studies used to identify missed opportunities and action plan accordingly.	Overall attendance will move towards our target of 97% for key stage 4.  Attendance will improve for PP students throughout the year to be at least as good as that of peers.	GL	
<b>Engage parents</b>	To help engage PP parents more fully in the life of the school by ensuring that communication with parents is of a consistently high quality and is highly personalised. Build trust and confidence.	Pastoral team make contact with families of PP students to build relationships and ensure that invites to progress events are received. Regular reviews with individual PP students to discuss progress in school and identify any further support needed.	Attendance of PP students at key events.  Communication and meeting notes with parents.  Parent, student and staff voice.	GW	

<b>Review bullying policy</b>	To improve attendance by ensuring that our bullying policy is fit-for-purpose and that all elements are being used effectively so that staff, students and parents are confident that we tackle bullying.	Review bullying policy at the start of term 2, and produce a timetable of events to share its contents.  Clear messages given to staff and students through assemblies, tutor times and PSHE curriculum.	Student voice.  Recording of bullying incidents.  Attendance of vulnerable students.	GW	
<b>Hold termly 1-2-1 interviews with all PP students</b>	To identify – in the student’s own words – the key barriers to learning for PP students and the most effective ways of meeting the student’s needs, academic and otherwise.	Agree questions and timetable interviews.  Meet with every student and share the outcomes of the meetings with all teaching staff.	Staff are able to articulate the needs of individual students.  Lesson planning and delivery takes into account the needs of disadvantaged students.	GW	
<b>Ensure access to the curriculum</b>	To ensure that no student is unable to access key elements of the curriculum, or feels discriminated against academically, due to financial disadvantage.	By helping to cover the costs of transport or school uniform.  By funding curriculum trips, access to revision or other study resources.	Staff, student and parent voice.  Requests for assistance and evidence of impact (will depend on the nature of the request).	VT/ LD	£20,520.00

<p><b>Secure high quality progression</b></p>	<p>To ensure that UTC students are able to access appropriate and aspirational education, training or employment at the end of KS4 and KS5.</p>	<p>Maintain a regularly updated database of information on students throughout key-stage 4.</p> <p>Use this to inform a range of targeted activities.</p> <p>Ensure that PP students are prioritised in all employability activities, and secure the most competitive work-based opportunities (including WEx).</p> <p>Use the PSHE and pastoral programmes to inform students about all their post-16 options.</p> <p>Ensure that the timetables of PP students do not compromise their later choices.</p>	<p>Staff, student, parent and employer voice.</p> <p>Records of student progression.</p> <p>PSHE and pastoral schemes of work.</p> <p>No NEET students at the end of KS4.</p>	<p>JP</p>	<p>£800 for external careers advice and WEx support</p>
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Total spend - £23420