

SGS Berkeley Green UTC Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 school.

School overview

Detail	Data
School name	SGS Berkeley Green UTC
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	20.7
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Louise Davies
Pupil premium lead	Gareth Lister
Governor / Trustee lead	Nick Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,785
Recovery premium funding allocation this academic year	£6000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

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 2021-2022

We are a relatively new school – only four years old. We have only had one full set of externally validated examination results, one based on Centre-Assessed grades and one based on Teacher-Assessed grades. 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 twice a year.

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 27%.

Challenges

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

Challenge number	Detail of challenge
1	Our geographical catchment is enormous and almost all students travel by bus. This is not subsidised by the LA and the cost (an average of £900) makes our curriculum inaccessible for disadvantaged students.
2	Students join us from approximately 50 different feeder schools to begin their KS4 studies. This creates inconsistency in what they have been taught and the quality to which it has been taught, a situation which has been exacerbated by Covid.
3	Students travel – on average – a large distance to the UTC. This can lead to lower attendance and concomitant lack of progress, particularly where historic non-attendance is an issue.
4	For all cohorts (and partly as a reflection of our specialisms, high % of males and high % of students with SEND needs), students join us with lower literacy levels than the national averages, particularly in writing, and our proportion of students who are reading at below age expected norms has increased significantly with our current y10 intake. This can lead to difficulty accessing different parts of the curriculum.

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
Make our specialist curriculum available to disadvantaged students	Bus-pass subsidies are provided so that students from disadvantaged backgrounds are able to access the UTC curriculum and go on to high-quality STEM destinations.
Ensure that an effective teacher is in front of every class, and that every teacher is supported to keep improving (EEF Tier 1)	Staff all participate in a range of high-quality CPD activities (and resources), ranging from whole-school approaches to highly individualised plans. These form part of performance management objectives and tracked throughout the year through the QA programme which includes monitoring from external advisors.
Provide targeted academic support for those students who have skills and knowledge gaps	<ul style="list-style-type: none"> • Whole school benchmarking exercises, and subject-specific testing, enable a detailed understanding of the skills and knowledge gaps of students. • This data is used to inform appropriate in-class support and other interventions. • In-year tracking demonstrates that gaps are being closed and students are making incremental progress towards achieving their target grades.

Improve the reading skills of disadvantaged students	<ul style="list-style-type: none"> • The tutor time reading programme is extended and QA activities demonstrate high levels of participation. • Whole school CPD has a focus on literacy and every subject teacher can evidence planning that includes opportunities for extended reading, reading aloud and application of tier 2 and 3 language. • An appropriate reading programme for our weakest readers is rolled out in year 10 by Christmas. • Pupil tracking and repeat benchmarking demonstrates improved reading ages, particularly for the weakest readers
Reduce the rate of absence, and particularly persistent absence, among disadvantaged students	<ul style="list-style-type: none"> • Sustained high attendance such that the overall absence rate for all pupils is within 1% of the national average for each year group, including for disadvantaged pupils. • The percentage of all pupils who are persistently absent will be in line with the national average for each year group and the figure among disadvantaged pupils being no more than 3% lower than their peers.

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: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of standardised diagnostic assessments.</i></p> <p><i>Training will be provided for staff to ensure assessments are interpreted correctly.</i></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	2,4

<i>Whole school and individualised programme of CPD</i>	High quality CPD is key to ensuring that staff are enabled to develop their pedagogical skills. The EEF says, 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2,4
<i>Improve the collection, analysis and use of progress data to inform planning.</i>	The timely use of high-quality data will enable us to identify student gaps and adjust curriculum sequencing to meet them. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf Case study: Mary Webb School and Science College	2,4

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embed tutor led reading time</i>	A programme of regular reading will enable students to become familiar with a range of text styles. Reading comprehension strategies are high impact on average (+6 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,4
<i>Provide 1-2-1 and/or small group literacy, maths and science interventions in year 10</i>	The EEF suggests that for both 1-2-1 and small group tuition there is a moderate effect for low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2, 4

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Make our specialist curriculum available to a wide range of students</i>	The specialist curriculum (and resources) available at a UTC are not available in schools in the wider geographical area. Our own tracking data demonstrates that students from our school progress into high-quality, STEM-related training and further study. Student and parent voice provide evidence that students who were otherwise disenfranchised or struggling do very well at the UTC.	1
<i>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</i>	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	3
<i>Hold termly 1-2-1 interviews with all PP students, identifying both their academic and social/emotional needs and putting in place interventions to meet them.</i>	The engagement of students is central to their desire to attend school and participate fully. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
<i>Engage parents fully to support student attendance and progress</i>	There is strong evidence that parental engagement contributes to student progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2,3,4

Total budgeted cost: £ 34,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

As a UTC we are able to provide a specialist, career-orientated curriculum that is highly motivating to students, particularly those who may not have had a positive experience with a more traditional school approach. By subsidising bus fares for disadvantaged students, we have enabled them to join us.

High-quality teaching is at the heart of improving outcomes for disadvantaged students. Our CPD programme was fully implemented throughout the academic year and was delivered live, online, during lockdowns with excellent staff attendance. QA activities (including visits from external advisors) demonstrated a much more consistent approach to pedagogy, especially around key areas of focus during the year.

We also developed CPD to reflect the need to deliver content online. Our whole taught curriculum was delivered via Teams with live lessons and pastoral sessions available to students throughout all lockdowns, with staff rapidly acquiring the new knowledge and skills necessary to deliver with confidence. As a result, the potentially negative consequences of lockdowns were lessened for all students.

Although there is no performance data to refer to in analysing the impact of our PP activity in 2020/21, it is significant that only one year 11 student was NEET, with students going on to destinations in line with their career and study aspirations. Many have remained at the UTC and continue to be supported via the bursary programme.

At the start of the academic year, we started to make real strides forward with improving attendance and reducing persistent absence. In addition, during lockdowns, we had very high levels of student engagement, well above national average.

Covid outbreaks and periods of isolation, lockdowns, and parental illness all had a subsequent detrimental impact on attendance however. In this respect, we did not meet the aspirations of our PP plan and attendance therefore remains an important aspect of planning for the current academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider