

Pupil premium strategy statement – Aylesbury UTC 2023-2026

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Joe Dunckley (Principal)
Pupil premium lead	Joe Dunckley (Principal)
Governor / Trustee lead	Maddie Wheeler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,000
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£24,000

Part A: Pupil premium strategy plan

Statement of intent

The key aims of the PP strategy are to improve learner engagement and attendance and reduce exclusions for PP learners thus enhancing the life chances of our young people by maximising their educational achievement.

This academic year there is a specific non-teaching SLT Pastoral Leader who has responsibility for the well-being of all students but especially PP students. There are also 3 new pastoral workers and 2 new TA's who are able to provide support to small groups.

Research findings by the Education Endowment Foundation, incorporating the work of the Sutton Trust, show that access to high quality teachers and curriculum are vital. There is a focus on high quality teaching in CPD for the year 2023/24 using the Teaching Walkthru model.

High quality teaching is at the heart of our approach, with a focus on the areas in which disadvantaged pupils currently require the most support. This is proven to have the greatest impact on closing the attainment gap and will also support the needs of all of our learners whether they are disadvantaged or not.

Our approach will be responsive to individual needs and common challenges faced by many pupils. We will make no assumption about their capability or needs based on the impact disadvantage may have. The approaches we adopt for individuals or groups will be evidence based, using robust assessments both inside and outside of the classroom.

To achieve this, we aim to:

1. To ensure that all PP students participate in the academic and wider curriculum to the same extent as their peers
2. To ensure that PP students on average make increasingly good progress year on year
3. To increasingly address and remove the barriers faced by our PP students e.g. literacy, poor attendance, lack of social capital, etc.
4. For PP post 16 destination data to reflect an increasing number of students accessing level 3 pathways

To achieve these objectives the school is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three year plan is the development of high-quality teaching CPD aided by the recruitment/ retention of high-quality teaching

staff, in all subjects. Heads of Department & teachers have absolute clarity about the fundamental Skills & Knowledge that students require in their subjects & share this with students.

Persistent absence for PP learners is a sharp focus and there will be a regular analysis of data and earlier interventions, by the Principal, SLT Pastoral Leader and her team.

This year there is a clear, simple behaviour system, to ensure better learning can take place for all students.

Challenges

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

Challenge number	Detail of challenge
1	PP students have lower levels of achievement than their peers on entry to the school and this gap continues to grow
2	PP students exhibit a range of social and emotional issues, which have adversely affected many pupils, (including anxiety and depression).
3	PP students' attendance is lower than their peers
4	PP students' Home Learning Environment, social capital and parental engagement (e.g. attendance at parents' evenings) is on average lower than their peers. With many students living in areas of significant deprivation, especially educational deprivation.

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
Improve student outcomes in formal assessments	Pupil Premium students achieving aspirational target grades equivalent to non-pupil premium students
To ensure the continued provision of "quality first teaching" in all classrooms	Regular monitoring and observations recognise high quality teaching in all classrooms
Improve attendance of PP students	Attendance for PP in line with peers by 2025

Improve PP students' attitude to learning and reduce number of FTE given to PP students so that it is in line with their peers	Reduced behavioural incidents. FTE in line with peers.
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experiences	All disadvantaged pupil to experience a minimum of 1 academic & 1 cultural experience a year to develop their cultural capital

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional learning focuses on improving the quality of teaching, focusing on target questioning, challenge and stretch and live marking, PP bias	'Good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils' EEF 2019. Studies suggest that the quality of teaching will have a disproportionate impact on disadvantaged pupils.	1, 2
Purchase of standardised Assessments	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: EEF Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims effective assessment has a	1,2

	significant improvement in learning i.e. +7 months impact	
Walkthrus CPD model using instructional coaching methodology	“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”	1,2,4
Appointment of a Behavioural Lead (HLTA) to support the behaviour of the students	Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. Mentoring over an extended period of time (a year or more) is most effective in building lasting change to attitudes EEF - Mentoring	2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted after school intervention sessions	EEF Toolkit (2021) reports that extending school day has an effect of + 3 Months.	1,2

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice</p>	<p>The DfE guidance has worked with a number of schools to produce the guidance.</p>	<p>3</p>
<p>Targeted attendance activities, including:</p> <ul style="list-style-type: none"> • Review and update attendance policy • Incorporate attendance into transition planning • Work with PP parents and students to identify specific barriers to attendance <p>Target support based on specific barriers</p>	<p>Research presented by organisations such as Welsh Assembly Government (2011) & Durrington Research School (2018) suggest that the identified activities all have a significant impact on attendance outcomes for PP student</p>	<p>3</p>
<p>Increased 1:1 career advisor Interviews</p>	<p>CEC report (2020): highlights importance of careers guidance. Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement</p>	<p>4</p>

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Improving outcomes for all Pupil Premium students to bring attainment in line with expected levels of progress

Not achieved – PP students are still achieving lower outcomes than others, however, the gap is decreasing.

Measure	PP	All
%EngPass	89%	97%
%Eng4+	44%	63%
%Eng5+	33%	43%
%Eng7+	11%	6%
%Math-sPass	100%	100%
%Maths4+	33%	43%
%Maths5+	33%	23%
%Maths7+	0%	3%
%EMPass	89%	97%
%EM4+	33%	40%
%EM5+	33%	20%
%EM7+	0%	0%

2. Attendance, to implement strategies addressing the attendance gap between Pupil Premium and Non-Pupil Premium students

Partially achieved

3. Improve curriculum engagement for Pupil Premium students

Partially achieved

4. Implementing targeted interventions to close the gap between Pupil Premium and non-Pupil Premium students

Not achieved – PP students still underperform compared to non-PP students.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.