

Pupil premium strategy statement

This statement details use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding at Greater Peterborough University Technical College 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	Greater Peterborough University Technical College
Number of pupils in school	479
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2021/2-2025/26
Date this statement was published	January 2025
Date on which it will be reviewed	July 2025
Statement authorised by	Lee Mawby, Principal
Pupil premium lead	Claire Dillon, Assistant Principal
Trustee lead	Sarah Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,930
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£156,930

Part A: Pupil premium strategy plan

Statement of intent

Introduction: The Pupil Premium strategy has one central aim which is to improve outcomes for all socio-economically disadvantaged pupils. It was launched in 2011 it has enabled schools to sharpen their focus and resources on this group and their individual needs so that they can flourish. *EEF Guide to the Pupil Premium_2024*.

It is designed for them to succeed in relation to their relative peers, both in school, community and nationally. There is evidence that reports the gap widened significantly for some of our Pupil Premium students, due to the lost learning in the pandemic. Secondary schools with a high proportion of pupils from disadvantaged backgrounds had learning losses 50% higher than those serving fewer pupils from disadvantaged backgrounds (2.2 months vs 1.5 months).

Overview: The Greater Peterborough UTC currently has 34 % of its student cohort who are classified as Pupil premium, this is a 2% increase from 2023_24. If we consider our wider community the index of multiple deprivation reports a simple ranking of the LA from most to least deprived – Within this Peterborough ranks as 55th of the most deprived. The least deprived ranks at 317th. Furthermore, Peterborough is in the second most deprived 10% (percentile 20%) positioned as decile 2.

Aim: At the Greater Peterborough UTC our aim is to encourage ambitious individual academic success within a proactive pastoral support system. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in STEM subjects. We strive to create an environment where all staff, academy council's members and parents work together to ensure that we achieve this by meeting their pastoral, social and academic needs.

Challenges

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

1	Attendance – Our current figures show that our Pupil premium students' attendance is in line with their non-pupil premium peers and furthermore is above national average. We want to ensure this trend continues and does not reverse.
2	Limited parental support of the learning taking place in school and at home, including providing effective resources to successfully complete homework, which means that the learning taking place in school is not being reinforced at home.
3	Poor social, concentration, memory and organisation skills. This is particularly evident in our Pupil Premium students with additional SEND needs.
4	Low aspirations in some learners and their wider families with regard to post-16 options and choices. This had a negative impact on their drive to succeed academically. We want to ensure parents and carers are fully aware of all opportunities and can make informed, ambitious choices.
5	Behaviour for learning, our current data shows that the percentage of Pupil premium students receiving behaviour points, being faculty removed or placed into isolation is higher than their non pupil premium peers. Thus, impacting on both their own and their wider peers learning experience.

6	PP students lack the resilience necessary to make progress in line with their peers. Our assessments (including PASS survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression and low self-esteem.
7	Parental lack of knowledge with regard to the STEM biased curriculum means there is a reduced level of parental support with learning both in and out of the classroom. As a consequence, students are unable to access the curriculum in the same way as their peers, particularly with regard to the more academic STEM subjects such as Maths, Physics and Computer Science.
8	Loss of learning due to COVID- 19 and fragmented education at primary school level as a result of the impact of COVID-). This has impacted on some of the basics at a secondary level with regards to the basics. 23/24 PP students KS4 outcomes were significantly below local and national, 24/25 figures see PP students exceeding their non-PP peers, however figures for 25/26 at KS4 are currently showing a reduction in progress.
9	Undeveloped communication skills and vocabulary resulting in poor comprehension skills, which means students struggle to access complex language in English lessons and written mathematical question even when mathematically literate.
10	Limited knowledge of current affairs and the wider world.

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
Support to foster independent learning, greater strands. and self-directed learning. • Each PP student has access to appropriate and targeted additional support to ensure progress in line with their peers. One to one tutoring, Teacher led targeted support, off-site provisions as examples of support where needed. • Action is taken if PP students, in receipt of PP funding, fall behind in English, maths and science. • Tutors are aware of the barriers to learning for their PP student and the academic mentoring programme is used as a conduit to address and monitor this. Teachers are aware of students in their groups who are PP. They monitor their progress being proactive in removing any barriers to learning.	• Key Stage 4 and 5 outcomes for Pupil premium students are inline or above national average. • Students make progress in line with their peers both locally and nationally. • Students make academic progress in line with their non-pupil premium peers. Shortfalls are quickly identified and addressed through the academic mentoring programme.
Personalised Academic Mentoring • For those in receipt of PP funding PASS data is analysed separately in year groups/houses and at SLT to spot trends and anomalies. • Individualised PASS data is understood and used to inform academic mentoring and/or tutor interviews at House/year group level. As a school we are still in the early stages of academic mentoring, however PASS surveys have been completed and year 8's and 10's recognised as year groups who require additional intervention. • Parent/carers attend at least one face to face meeting in school each year and are aware of their child's progress in the school. There are systems in place to ensure this is monitored. • Attendance is at least in line with non PP students and action is being taken where this is not the case. An extensive tracker, training, support from the Meridian trust ensures that as a school procedure are followed to ensure students who are PP have their attendance monitored and addressed as and when required.	• There is a targeted improvement in the student's attitude to both themselves and school is positive, intervention will be initiated where there are areas that see the students on the lowest percentiles. • Behaviour events for years 8 and 10 are reduced, term on term. • The attendance of parents of pupil premium students to tutor/subject evenings is in line with their non-pupil premium peers. • The attendance of pupil premium students to school will meet and/or exceed national average.

<u>Progression Routes and CEIAG</u> • Each student has an understanding of the progression route and opportunities available to them post 16 through attending a minimum of three interviews with an independent career's adviser during years 7 to 11. • These interviews are carried out by a level 6 trained career advisor • There is a school programme which utilise the tools available on 'Unifrog' such Post 16 intentions tool and personality quiz to inform the interview with the level 6 advisor. • 'Unifrog' is the recording tool that all pupils, and/or Level 6 trained career advisors use to record career interviews for those in receipt of PP funding. PP students have access to the career's advisor and to unifrog, they all have had accounts commissioned and the usage tracked. • All students in receipt of PP funding take part in a face-to-face work experience placement. • The work experience for those in receipt of PP funding has been particularly chosen to ensure it develops aspiration.	• Regular attendance to careers fairs, Pupil premium students are targeted for employer engagement opportunities. There is evidence of them attending. • Records show attendance to the career's interviews. There is evidence of pupil premium students attending and outcomes shared with tutors and teachers. • Careers interviews are recorded on unifrog, academic mentoring sessions are recorded on unifrog. • Feedback and evaluation shows that students had positive and high quality work experiences at their designated workplace.
<u>Experiences</u> • Each student has a memorable experience that support engagement and grow independence through completion of the bronze PLEDGES programme. We have a fledgling programme which is starting to gain momentum. PP students are targeted for completion. • The completion rates for those in receipt of PP funding of the PLEDGES programme is a focus at House meetings and is known at SLT level. • There is additional time spent ensuring those in receipt of PP funding attain the PLEDGES Bronze Award by tutors/senior tutors/HOY. • Each student has at least three memorable experience that support engagement and grow independence at KS3 funded by the school. Trips such as Abergovey, the Big Bang, Bletchley House are all funded for PP students. Additional funding for PP students is available as and when required on a one-to-one basis. • The school has systems and oversight of all PP students attending a residential trip and/or being given significant access to another after school activity.	• Pupil premium students achieve their PLEDGE badges in line with their non pupil premium peers. Reports evidence this. There is evidence of discussions in unifrog documentation and where there is a shortfall there is an intervention. • Pupil Premium students are targeted for school trips, trip records show they have attended.

Activity in this Academic Year 2025_26 - 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: £120,200

Activity	Evidence (Research) that supports this approach	Challenge number(s) addressed
Teacher Training and development through inset days and directed staff CPD (Meridian learning programme: Walk thru' s, PEBL'S)	To maintain high quality teaching, continued professional development must be embedded. According to the DfE's Standard for Teacher's Professional development, "Effective professional development for teachers is a core part of securing effective teaching".	3,5,6,8,10
An innovative and robust Teaching and Learning model.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	3,5,6,8,10
A targeted literacy programme that aims to improve literacy in all subject areas (including tutor time). To include reading, writing, talk, vocabulary development and supporting struggling students. All teachers to be supported to understand how to teach students to read, write and communicate effectively in their subjects.	Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. <i>Ref: Education Endowment Foundation – Teaching and Learning toolkit : <u>Improving Literacy in Secondary Schools</u></i>	3,5,6,8
A robust and effective assessment and feedback model	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. <i>Ref: Education Endowment Foundation – Teaching and Learning toolkit : <u>Feedback</u> EEF</i>	3,5,6

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will use a targeted literacy intervention programme (NESSY).	High quality teaching across the curriculum will reduce the need for extra literacy support. However it is likely that for a small number of students to make progress they will require additional support—in the form of high quality, structured, targeted interventions. <i>The EEF Guide to the Pupil Premium, Education Endowment Foundation.</i>	3,6
All pupils will take the NGRT 3 times per academic year.	The EEF found that effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject specific.	3
Homework Club for a minimum of 1 hour after school each day to support pupils who may not have a quiet space for home learning. Delivered by trained staff who have an understanding of what an effective outcome looks like.	The EEF has found that homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.	2,4
Targeted support delivered by trained Teaching Assistants for Pupil premium students with SEND. This should include in class work and out of lesson group work i.e. Nurture group work	The EEF found that Teaching Assistants can provide a large positive impact on learner outcomes. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	3,5
Ensure every Pupil Premium student has access to revision resources and online learning platforms for KS4 and KS5 study.	Providing specialised learning materials and consistent access to digital learning tools can help bridge gaps between students who need access to helpful resources outside of the classroom. https://blog.insidegovernment.co.uk/schools/blog/s	2,4,10

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

Budgeted cost: £21,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that every Pupil Premium student's parent/s attend at least 1 face to face parent evening each year	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	2,3,4
A proactive and supportive pastoral system that has the tutor at the heart of the students support network. To include an academic mentoring program that incorporates students academic progress, CEIAG learning beyond the classroom.	Tutors are the most important contact person for all your tutees. The form tutor role is critical for both the academic progress and the emotional and social development of the students in the form. They are the only person that the student is guaranteed to see every day.	1,3,4,6,9,10
All students to complete the Meridian Trust Bronze PLEDGE award by the end of year 9	One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills are more important in determining life chances.	2,4,6,9,10
All KS4 Pupil Premium students are entered for the Lord Baker Award for Technical Education (Bronze).	STEM occupations have grown 79 percent in the past three decades. In addition, STEM jobs are projected to grow an additional 11 percent from 2020 to 2030. <i>Bridget Long, dean of the Harvard Graduate School of Education, 2024</i>	2,4,6,7,9,10
A consistent, proactive and supportive behaviour policy. Evident in all teaching settings both inside and outside of the classroom.	"There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons." <i>Sir Kevin Collins, EEF CEO</i> Furthermore, supportive relationships are a key motivation for teachers joining the profession. Research suggests that teachers knowing their students well can have a positive impact on classroom behaviour.	2,6
Breakfast club	Regularly missing out on breakfast can make it harder for children to get enough of the nutrients they need to be healthy and to learn https://www.nutrition.org.uk/	1,3,4
Brilliant club	On average, students eligible for free school meals achieve more than three quarters of a grade lower per GCSE subject than	2,4,7,9

	students with the same ability from better off backgrounds. Since the pandemic, these gaps in attainment have been getting wider every year.	
Re-engagement Hub	The EEF acknowledges that universal systems are unlikely to meet the needs of all students. For those pupils who need more intensive support with their behaviour, a personalised approach is recommended.	6
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Training for pastoral teams in the use of the SOL tracker (BROMCOM equivalent).	Absence rates in schools have been 50% higher since the pandemic, with persistent absence doubling to 22.3% in 2022/23. Disadvantaged pupils have higher absence rates than their peers, with pupils eligible for free school meals missing an average of 4 weeks of school in 2022/23/ and looked after children missing nearly 6 weeks in 2021/22. Research shows that pupils who miss more school have lower attainment on average. 2013/14 cohort found that each additional half day of absence reduced the likelihood of achieving 5A*-C grades at GCSE by 1.8 per cent. <i>Using pupil premium: guidance for school leaders February 2024</i>	1,2
Targeted use of external providers who help pupils to remain in mainstream education i.e. Oak Activities, DRONA Education, 1:2:1 Education, Youth dreams project.	It is acknowledged that some pupils require more specialist support to help manage their self-regulation or social and emotional skills; it is at pains to emphasise the need for quality and timely provision for these students. Research from the EEF discovered that the average impact of behaviour interventions is four additional months progress over the course of a year. This was particularly the case when considering off-site community provision, which was highlighted as having a particularly positive impact on pupils returning to mainstream education.	5,8,9,10
All pupils receive high quality careers advice.	The EEF found that 'young people from poorer homes are more likely to be uncertain about the qualifications they need to access their chosen career and get the skills they need'.	2,4,7,9,10

Total budgeted cost:

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 2021 to 2022 2022-2023 and in the academic year 2023-2024

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

The academy uses internal assessment data, Key stage 4 and 5 outcomes, externally assessed Key stage 3 testing and our own Life after levels system. Teacher assessments of pupils' mental health, well-being and safety also contribute to the evaluation of effectiveness.

In 2021-2022

Year 11 P8 score for PP students was -1.15 compared to the school's -1.02. Basics 4+ was 46.3% 5+ was 23%, PP 4+ was 35% 5+ was 10%. Gap of 23% basics attainment

In 2022-2023

Year 11 Progress 8 for whole school was -0.52, PP not available.

Basics 4+ was 45.3% 5+ was 26%, PP not available.

In 2023-2024

Year 11 Progress 8 for whole school was -0.7, PP was -1.33. A significant gap of 0.63% .

Basics 4+ was 54.35% 5+ was 33.7%, PP 4+ was 25% 5+ was 12.5%. Significant gap of 29% basics attainment

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
Counselling	Mental Health Support Teams (MHSTs)
Reading and literacy interventions	NESSY Programme Nikki Sawyer - Reading intervention.
Nene park Trust	Year 8 – Nene parks trust outward bound (12 week programme)
Nene park Trust	Sailing Programme
Behaviour and resilience training	Youth Dreams Project

Further information (optional)

As a member of Meridian Trust (Formerly MT), The Greater Peterborough UTC closely follows the '[MT Statement of Principles](#)' and subscribe to the [Meridian Trust Pupil Premium Charter](#). Many of the strategies within this charter are outlined in the strategies for improvement above.

The Meridian Trust Pupil Premium Charter sets out a series of minimum expectations and actions required to ensure the academic, cultural and experiences gap between pupils who are disadvantaged and their peers narrows in all its schools.

The Meridian Trust Pupil Premium Charter is the minimum guarantee to all pupils in receipt of Pupil Premium funding who attended a MT school.