

Pupil premium strategy statement – Crewe Engineering and Design UTC

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	259
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Principal
Pupil premium lead	Assistant Principal
Governor / Trustee lead	Mark Marsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,030
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£16,008
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
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>	£76,038

Part A: Pupil premium strategy plan

Statement of intent

Crewe UTC will ensure that all pupils, irrespective of their family's financial situation, are able to make excellent personal and academic progress which is at least as good as their non-disadvantaged peers.

We believe that a deficit of aspiration is just as challenging as a financial barrier therefore, we seek to expose pupils to regular high challenge, high aspiration experiences in the classroom and beyond.

Challenges

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

Challenge number	Detail of challenge
1. Progress	Ensure disadvantaged students make academic progress in line with, or better than, their non-disadvantaged peers. Current PP progress & gap is 0.54
2. Engagement	Ensure disadvantaged students access the full range of intervention strategies where barriers or deficits are identified
3. Conduct	Ensure disadvantaged students maintain excellent levels of conduct and are supported appropriately to make improvements when necessary. Current PP conduct concerns affect 41% of PP cohort compared to concerns in whole cohort which are 23%
4. Attendance	Ensure disadvantaged students have excellent attendance and that intervention and support is actioned swiftly when appropriate. PP attendance is 85% compared to whole cohort 89%, compared to national 92%
5. Home/School relationships	Ensure an effective partnership is established and maintained with parents/carers of disadvantaged students to ensure the best progress possible is made

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
Progress in English Language and Literature	PP students achieving at least one grade 4 in English up to 60% (in line with all students) 100% of HA PP meet or exceed their target grade

Progress in Mathematics	PP students achieving at least grade 4 in Maths up to 60% (in line with all students) 100% of HA PP meet or exceed their target grade
Progress in Science	PP students achieving at least grade 4 in Science up to 60% (in line with all students) 100% of HA PP meet or exceed their target grade
Progress in Engineering	PP students achieving at least a level 2 pass in Engineering up to 85% 100% of HA PP meet or exceed their target grade
Destinations	All PP students secure an aspirational destination
Conduct	PP suspensions fall to in line (or below) national average for all (5%)
Attendance	PP attendance is in line, or better than, national average (92%)

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

Budgeted cost: £35,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small, stable, experience staff. Mainly made up of M5, M6 and UPS teachers. All Maths, Science and English lessons delivered by specialists £33,000	EEF Toolkit Individualised Instruction +4 months Metacognition +7 months	1 + 2 + 3 + 4 + 5
Free revision guides for Year 11 PP pupils £500	EEF Toolkit Homework +5 months	1 + 2
CPD on modelling / scaffolding to all teachers £1k	EEF Toolkit Metacognition and self-regulation = +7 months impact Oral feedback = + 7 months impact	1 + 2 + 4

<p>Implementation of Literacy Strategy – to include 3 tiered system</p> <p>Tier 1 – form time reading</p> <p>£1k</p>	<p>EEF Toolkit: +6 months impact</p> <ul style="list-style-type: none"> • Reading comprehension strategies focus on the learners’ understanding of written text. • Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. • These can include: <ul style="list-style-type: none"> ○ inferring meaning from context; ○ summarising or identifying key points; ○ using graphic or semantic organisers; ○ monitoring their own comprehension and then identifying and resolving difficulties for themselves. 	<p>1 + 2</p>
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Targeted academic support

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted subject interventions</p> <p>Lesson 6</p> <p>Easter School</p> <p>£5,000</p>	<p>EEF Toolkit – small group tuition = +4 months impact</p>	<p>1 + 2</p>
<p>Implementation of Literacy Strategy – to include 3 tiered system</p> <p>Tier 2 – small group intervention</p> <p>Tier 3 – 1:1 intervention</p> <p>£8,000</p>	<p>EEF Toolkit: +6 months impact</p> <ul style="list-style-type: none"> • Reading comprehension strategies focus on the learners’ understanding of written text. • Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. • These can include: <ul style="list-style-type: none"> ○ inferring meaning from context; ○ summarising or identifying key points; ○ using graphic or semantic organisers; ○ monitoring their own comprehension and then identifying and resolving difficulties for themselves. 	<p>1 + 2</p>

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

Budgeted cost: £27,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Two additional Student Welfare Officers appointed to work with vulnerable families and improve parental engagement.</p> <p>Student Welfare Officers to work alongside Attendance Officer to analyse daily attendance and contact low attenders to support and raise attendance / punctuality.</p> <p>£20,000</p>	<p>EEF Toolkit = + 4 months</p> <p>Parental engagement is imperative in supporting a students' academic learning. We aim to support parents in some of the following ways:</p> <ul style="list-style-type: none"> • Regular contact with parents to share updates on student progress; • Involvement of parents in their children's learning activities; <p>Signposting to support for families in crisis.</p>	<p>3 + 4 + 5</p>
<p>Implementation of Edulink App to aid parental engagement and raise awareness of rewards and attendance</p> <p>£500</p>	<p>EEF Toolkit – Parental Engagement = + 4 months</p>	<p>3 + 4 + 5</p>
<p>Enrichment activities available weekly</p>	<p>EEF Toolkit – Enrichment Participation = + 2 months impact</p>	<p>All</p>
<p>Careers programme £4,000</p> <p>Subsidise trips £2,000</p> <p>Free uniform to students £1,000</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. These are broadly divided into three categories:</p> <ul style="list-style-type: none"> • Approaches to developing a positive school ethos and improving discipline across the school, which also aims to support greater engagement in learning; • Universal systems which seek to improve behaviour and generally take place in the classroom; • More specialised approaches which are targeted at students with specific behavioural needs. 	<p>3 + 4</p>

Total budgeted cost: £ £76,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 11 Academic Performance

0 % of PP students achieved an Engineering qualification
27.6% of PP students achieved a grade 4 in English
24.1% of students achieved a grade 4 in maths
10.3% of PP students achieved a grade 4s in English and Maths
29.5% of PP students achieved a grade 4-4 in science

Year 13 Academic Performance

The overall average level 3 grade for PP students was C
The overall average A level grade for PP students was B-
The overall average grade for Applied general PP students was Distinction
The overall average grade for Tech level PP students was Merit

Year 11 PP Destinations

94% of PP students secured aspirational post 16 destinations including:

- 22% remaining at CUTC
- 60% going to other FE college
- 13% into apprenticeships

Year 13 PP Destinations

100% of PP students secured aspirational post 18 destinations including:

- 15% going to university
- 60% going into apprenticeships/training
- 25% going into employment

Attendance

2022/23 was 75.%
Autumn term 2023 was 85%

Conduct & Suspensions

2022/23: 33 incidents of suspension for PP students

PP Parental Engagement

PP attendance to parents' evenings rose to 74% by Summer 2023 marking a significant improvement especially for the Year 11 group who at one point in Year 10 had a parents' evening attendance rate of just 39%