

Pupil premium strategy statement – Crewe Engineering and Design UTC 2025-26

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	301
Proportion (%) of pupil premium eligible pupils	28.5%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
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	£69,875
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>	Ended
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>	£69,875

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 & attainment	Ensure disadvantaged students make academic progress in line with, or better than, their non-disadvantaged peers.
2. Engagement	Ensure disadvantaged students are supported to make excellent progress and are engaged with appropriate intervention. Current uptake to interventions and enrichment are in line with NPP but need to be higher to close gaps.
3. Conduct	Ensure disadvantaged students maintain excellent levels of conduct and are supported appropriately to make improvements when necessary. Current PP conduct concerns and suspensions are higher than for NPP students
4. Attendance	Ensure disadvantaged students have excellent attendance and that intervention and support is actioned swiftly when appropriate. PP attendance is currently lower than NPP attendance with our most vulnerable PP students falling into the persistent absence or serious absence categories more frequently.
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.

Commented [W.1]: @Charlotte Caspary

Commented [W.2]: @J.Bower @Steven Fergusson

Commented [J.3R2]: 1st Coffee morning had 19 students represented by an adult - only 1 PP student (HW Year 10)

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%)

Commented [W.4]: [@Steven Fergusson](#) need data

Commented [W.5]: [@Charlotte Caswell](#)

Commented [W.6]: [@Charlotte Caswell](#)

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 adaptation strategies, EEF Five a Day, progress interventions £1k	EEF Toolkit Metacognition and self-regulation = +7 months impact Oral feedback = + 7 months impact	1 + 2 + 4
Implementation of Literacy Strategy – to include 3 tiered system Tier 1 – form time reading £1k	EEF Toolkit: +6 months impact <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. 	1 + 2

Commented [W.7]: [@S.Hutton-Tonge](#) SHT to check with PGE and JBN

Commented [S.8R7]: both JBN and PGE say yes they want this

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Targeted academic support

Budgeted cost: £ 9,175

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted subject interventions Lesson 6 Tutor time £1,175	EEF Toolkit – small group tuition = +4 months impact	1 + 2
Implementation of Literacy Strategy – to include 3 tiered system Tier 2 – small group intervention Tier 3 – 1:1 intervention £8,000	EEF Toolkit: +6 months impact <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. 	1 + 2

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

Budgeted cost: £25,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
A further additional Student Welfare Officers appointed to work with vulnerable families and improve parental engagement. Student Welfare Officers to work alongside Attendance Officer to analyse daily attendance and contact low attenders to support and raise attendance / punctuality.	EEF Toolkit = + 4 months Parental engagement is imperative in supporting a students’ academic learning. We aim to support parents in some of the following ways: <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; Signposting to support for families in crisis.	3 + 4 + 5

£20,000		
Enrichment activities available weekly	EEF Toolkit – Enrichment Participation = + 2 months impact	All
Careers programme £4,000 Subsidise trips £500 Free uniform to students £700	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. These are broadly divided into three categories: <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. 	3 + 4

Total budgeted cost: £ 69,875

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 11 Academic Performance

51.6% of PP students achieved a Grade 4 or above in English (compared to 67.6% NPP)

45.2% of PP students achieved a Grade 4 or above in maths (compared to 54.4% NPP)

35.5% of PP students achieved a Grade 4 or above in English and maths (compared to 35.5%

Year 11 PP Destinations

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

- 21% remaining at CUTC
- 63% going to other FE college
- 4% into apprenticeships

Attendance

2022-23	2023-24	2024-25
75.4%	75.8%	81.2%
(67 students)	(78 students)	(65 students)

Conduct & Suspensions

2022-23	2023-24	2024-25
33 incidents of suspension for PP students	19 incidents of suspension for PP students	45 incidents of suspension for PP students
41% of incidences of behaviour from PP students	20.9% of incidences of behaviour from PP students	24.5% of students involved in suspensions were PP.

Enrichment Engagement

PP engagement in whole year courses was 26% which was higher than NPP at 24%

PP engagement in partial year activities was 32% which matched the 32% uptake from NPP students.

100% of PP students engaged in Employer Set Projects.

Parental Engagement

60% of parent attendance at a Vysion workshop was from those with a child eligible for Pupil Premium.