



Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (PP) 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	NE Futures UTC
Number of pupils in school (KS4)	276
Proportion (%) of pupil premium eligible pupils	128 (46%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year (<i>significant change in roll and disadvantage % makes 1 year plans more appropriate</i>)
Date this statement was published	31/1/2024
Date on which it will be reviewed	October 2024
Statement authorised by	Local Governing Body (LGB)
Pupil premium lead	Dan Sydes

Governor / Trustee lead	Mark Larsen (<i>Vice Chair of LGB and Link Governor for PP</i>)
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Funding overview

Detail	Amount
<i>Pupil premium funding allocation this academic year</i>	£89064
<i>Recovery premium funding allocation this academic year</i>	£29463
<i>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</i>	£0

<i>Total budget for this academic year</i> <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>	£118,527
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Part A: Pupil premium strategy plan

Statement of intent

NE Futures UTC, a 14-19 Technical School in Newcastle, UK, is dedicated to providing a cutting-edge education with specialisms in Digital Technology and Healthcare Science. Focused on preparing students for the rapidly evolving tech landscape, the school emphasises hands-on experiences and collaboration with industry partners. The unique curriculum, developed in consultation with experts, ensures students not only gain academic knowledge but also practical skills essential for success in technical professions.

Our objective is to ensure that all students, regardless of their background, achieve substantial progress and attain well across the curriculum. The primary focus of our pupil premium strategy is to support disadvantaged students in reaching this goal, including those who are already high achievers. We are committed to addressing the challenges encountered by vulnerable students, such as those with a social worker and young carers. The outlined activities in this statement are designed to cater to their needs, irrespective of their disadvantaged status.

Central to our approach is the delivery of high-quality teaching, with a specific emphasis on areas where disadvantaged students need the most support. This targeted approach has been proven to be highly effective in narrowing the attainment gap and simultaneously benefiting non-disadvantaged students within our institution. Implicit in the outlined objectives below is the commitment to sustaining and improving the attainment of non-disadvantaged students alongside the progress made by their disadvantaged peers.

Our strategy aligns with broader school plans for education recovery, particularly in its targeted support through interventions for students whose education has been most adversely affected, including non-disadvantaged students.

Our approach is responsive to both common challenges and individual needs, grounded in robust diagnostic assessment rather than assumptions about the impact of disadvantage. The adopted approaches complement each other to enable students to excel. To ensure their effectiveness, we will:

- Ensure that disadvantaged students are appropriately challenged in their assigned work.
- Implement early interventions at the point when needs are identified.

- Foster a whole-school approach wherein all staff take responsibility for the outcomes of disadvantaged students and elevate expectations of their potential achievements.

Pupil Premium: In England, publicly-funded schools receive additional government funding to enhance educational outcomes for disadvantaged students. Research indicates that children from disadvantaged backgrounds often face additional challenges in reaching their academic potential and may not perform as well as their peers.

Non-academic challenges that students face, negatively impacting their education and access to teaching, include:

- Attendance and levels of persistent absence.
- Behavioural incidents and exclusions.
- Wellbeing, mental health, and safeguarding concerns.
- Access to technology and educational materials.

The pupil premium grant is specifically designed to assist schools in supporting disadvantaged students, thereby improving their progress and examination results. Schools receive:

- £1035 for every secondary-age student claiming free school meals or who has claimed them in the last 6 years.
- £2530 for every student adopted from care or who has left care.
- £2530 for every student looked after by the local authority.

Service Pupil Premium: Schools receive £335 for every pupil with a parent serving in HM Forces or retired on a pension from the Ministry of Defence. This funding is intended for pastoral support and can also be used to enhance the academic progress of eligible pupils if deemed a priority by schools.

Effective Pupil Premium Spending: Evidence suggests that pupil premium spending is most effective when allocated across three key areas:

1. High-quality teaching, including staff professional development.
2. Targeted academic support, such as tutoring.
3. Wider strategies addressing non-academic barriers to success in schools, encompassing attendance, behaviour, and social and emotional support.

Challenges

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

Challenge number	Detail of challenge
1	Remove the gap between outcomes for PP and non-PP students
2	Attendance is in line or above PP students of the same age regionally
3	Destinations are positive and ambitious for all PP students

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
Remove the gap between outcomes for PP and non-PP students	<ul style="list-style-type: none"> ● Close collaboration among senior leaders overseeing teaching quality, progress, and welfare ● Support and challenge provided to middle leaders to raise expectations for PP students ● QoE Lead ensures coordinated efforts for PP student progress aligned with national standards ● Comprehensive understanding of national and local disadvantaged student context by Senior Leaders ● Teachers plan and implement engaging activities tailored to the needs of PP students ● Improved predictions of working levels enable better progress monitoring by Middle and Senior Leaders ● Attendance at parents' evenings for PP families monitored for meaningful dialogues ● Students able articulate their developmental journey, goals, and strategies for achievement ● Stakeholders, especially those linked to PP students, share the

	<p>belief in achievable aspirational targets</p>
<p>Attendance is in line or above PP students of the same age regionally</p>	<ul style="list-style-type: none"> ● Ensure the attendance support team for timely interventions and personalised plans for each student. ● Analyse attendance data regularly to identify trends and enable proactive interventions. ● Collaborate with external agencies to address non-academic barriers affecting attendance. ● Institute a rewards system to incentivize regular attendance among Pupil Premium students. ● Provide additional academic support for those disadvantaged students who fall behind due to attendance issues. ● Conduct regular meetings with parents, guardians, and students to address concerns and strategize improvements. ● Monitor and celebrate improvements in attendance rates, fostering a positive atmosphere.
<p>Destinations are positive and ambitious for all PP students</p>	<ul style="list-style-type: none"> ● Implement a tailored careers education program for disadvantaged Pupil Premium students, highlighting university and apprenticeship options. ● Conduct personalised guidance sessions to set ambitious goals, create individualised plans, and monitor progress. ● Forge partnerships with local universities, employers, and apprenticeship programs to provide networking opportunities and mentorship.

	<ul style="list-style-type: none">● Support students with CV writing, interviews, and communication to enhance competitiveness.● Provide financial support to alleviate barriers related to university applications or apprenticeships.● Monitor academic progress, ensuring disadvantaged students meet entry requirements for chosen paths.● Organise university visits, university open days, and apprenticeship fairs to expose students to various opportunities.● Collaborate with parents to create a supportive environment emphasising the importance of ambitious destinations.● Share success stories of former disadvantaged students entering university or securing higher apprenticeships for inspiration.● Implement regular tracking and reporting to monitor progress toward ambitious destinations and adjust interventions as needed.
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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)

Budget approximation £44509

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Weekly QoE, Walkthru programme to support Quality First Teaching	The evidence supporting staff Continuing Professional Development (CPD) as a means to enhance the quality of education for disadvantaged students is robust. Research consistently shows that targeted CPD initiatives empower educators to implement evidence-based practices, adapt teaching methodologies, and employ differentiated strategies that directly address the specific needs of disadvantaged students.	1
Recruitment – High Quality Experienced Walker Teachers seconded to support improving PP Outcomes in Maths and Science	Numerous studies provide compelling evidence that recruiting high-quality teachers significantly enhances the quality of education and positively impacts outcomes for disadvantaged students.	1
Recruitment – funding for a TLR of a Literacy Lead to support improving the reading ages and love of reading for PP students	Evidence consistently demonstrates that having a dedicated literacy lead in a school positively influences the quality of education, particularly benefiting disadvantaged students. A literacy lead plays a pivotal role in implementing targeted interventions, coordinating literacy-focused initiatives, and fostering a culture of reading and writing. Research indicates that such specialised leadership contributes to improved literacy skills among disadvantaged students	1

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

Budget approximation £44509

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>After School and during school English and Maths Tutoring delivered by UTC Specialist Teachers targeted at PP students working on grades 3 / 4 and 4 / 5 borderline</p>	<p>Research consistently underscores the effectiveness of small group or individual tutoring sessions in improving outcomes for disadvantaged students, demonstrating significant academic gains and closing learning gaps. At the UTC there is evidence from 21-22 and 22-23 that external tutors have not had an effect on improving outcomes, this is the evidence used to deploy our own teachers to run tutoring in 23-24.</p>	<p>1</p>
<p>Additional lesson for English and Maths in 2 sets to practise exam questions and improve outcomes</p>	<p>Research and evidence consistently show that providing disadvantaged students with additional contact time and lessons significantly contributes to improved academic outcomes, with studies indicating a positive correlation between increased instructional time and enhanced learning gains, particularly in subjects such as mathematics and literacy</p>	<p>1</p>
<p>Online Learning Platform available to PP students and additional contact time made available for those without access to technology after school hours</p>	<p>Research highlights the potential of online learning environments to support and improve outcomes for disadvantaged students, demonstrating the flexibility, accessibility, and personalised features of digital platforms as effective tools for enhancing engagement, academic performance, and narrowing educational disparities</p>	<p>1</p>

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

Budget approximation £29509

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance – Fund license for A Star Attendance software to improve efficiency of interventions for PP students	Testimonials on A Star website evidence impact in other schools improving attendance.	2
Attendance – fund Attendance Team recruitment to ensure capacity to effectively implement Attendance Strategy for PP students	Evidence demonstrates that increasing the number of attendance officers significantly supports and improves attendance for disadvantaged students, as these officers are instrumental in identifying and addressing attendance challenges, implementing targeted interventions, and fostering a positive school culture conducive to regular attendance.	2
Attendance – funding for rewards and prizes for excellent and improved attendance for PP students	Evidence suggests that implementing incentives and prizes for improving attendance effectively supports disadvantaged students by fostering a positive attendance culture, motivating regular school attendance, and mitigating barriers, resulting in tangible improvements in overall attendance rates	2
Wellbeing – funding for the school counsellor to address wellbeing issues with PP students which may lead to increased absences	Research consistently shows that having a counsellor to support student well-being is associated with improved attendance for disadvantaged students, as the presence of mental health and emotional support positively influences students' overall engagement. There is evidence from feedback from students and the counsellor that this strategy has had an impact on wellbeing in previous years at the UTC.	2

Destinations – funding for a non-teaching member of the leadership team to monitor	Having a named lead for destinations supports with clear accountability and gives sufficient capacity for ensuring all destinations are carefully managed. There is evidence form previous years at the UTC that this strategy has supported maximising positive destinations with no NEET leaving 6 th Form since opening.	3
Destinations – funding for a careers advisor to provide one to one support for securing an ambitious destination	Research consistently demonstrates that access to careers advisers significantly enhances the likelihood of disadvantaged students securing ambitious destinations, providing tailored guidance, mentorship, and valuable insights that empower students to make informed decisions about their career paths. There is evidence form previous years at the UTC that this strategy has supported maximising positive destinations with no NEET leaving 6 th Form since opening.	3
Destinations – funding to support a wide reaching inspiring programme of Personal Development including visits to Universities and Apprentice fairs as well as projects with partner businesses to inspire students to be motivated to achieve an ambitious destination	Evidence indicates that trips to universities and apprenticeship fairs significantly contribute to disadvantaged students securing ambitious destinations, offering exposure to various educational and career opportunities, fostering aspirations, and providing crucial insights that positively impact their future choices and pathways	3

Total budgeted cost: £118527

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 2022 to 2023 academic year.

In 2022-23 30 out of 82 Year 11 students were disadvantaged.

The first intended outcome was that all PP students achieve a positive destination with 0 NEET.

1 out of 34 PP Y11 in 2023 left as NEET. This child was educated at another school and we have been informed is completing a childcare course at College as of the time of writing this destination is not confirmed.

The second intended outcome was to improve attendance of PP students in line with national average

In 2023 PP attendance 77%, non—PP attendance 86%.

In 2022 PP attendance was 78.6% so 2023 unfortunately represented a drop.

This is a key area for improvement in 2024.

The third intended outcome was to ensure the improvement in professional conduct for PP students

The 2 students permanent excluded (PEX) from the UTC 2022-23 were not PP

Of the 88 suspensions issued 60 in 2022-23 60 were for PP students. However none led to PEX and the 6 - suspensions totalled 131 days which means the average suspension length was relatively short to minimise impact.

Suspensions were lower in 2021 to 2022 with 16 issued but from a smaller cohort of students, 13 of whom were PP students. 1 child was PEX in 2021-22 and he was PP.

The 4th intended outcomes was to evidence good levels of progress from PP students

STRONG BASICS – 17% PP and 27% non-PP

BASICS – 40% PP and 44% non-PP

Gap is too large and below national averages. A key area of improvement for 2024.

The 5th intended outcome was to evidence an increase in social and cultural capital experiences

Best evidence is from Unifrog self-assessment and from SM records for social capital experiences. However this area was judged as a 3 by OFTSED in February 2023 therefore further improvement in Faiths and Cultures and breadth of PD Curriculum needed.

The 6th and final intended outcome was to improve the love of reading and average reading age for PP students

42 students received some form of intervention making an average of 17 months progress across the academic year. 6 EAL students made an average of 23 months progress, 10 SEND students made an average of 20 months progress, and our Developing Brilliant Readers programme had 9 students who made an average of 16 months progress.

Overall 2/6 targets met, 2/6 targets partially met and 2/6 targets not met

Externally provided programmes

Programme	Provider
External School Improvement	The GORSE Academy Trust
GL Baseline Assessment	Redborne Trust

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a