



Pupil premium strategy statement 2024-25

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)	238 ¹
Proportion (%) of pupil premium eligible pupils	123 (51.7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year <i>(significant Year-on-year change in roll and disadvantage % makes 1 year plans more appropriate)</i>

¹ Data correct as of 10/11/2024

Date this statement was published	11/12/2024
Date on which it will be reviewed	October 2025
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>)

Funding overview

Detail	Amount
<i>Pupil premium funding allocation this academic year</i>	£136,752
<i>Recovery premium funding allocation this academic year</i>	£0
<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>	£136,752

Part A: Pupil premium strategy plan

Statement of intent

NE Futures UTC, a Technical College for 14-19 year olds 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 technology landscape, the school emphasises hands-on experiences and collaboration with industry partners. The unique curriculum, developed in consultation with industry 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 attainment well across the curriculum. The primary focus of our pupil premium strategy is to support disadvantaged students in reaching this objective, 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 or who are 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 approaches are responsive to both common challenges and individual needs, and are also 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
- 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.

Some of the 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.
- Reduced 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. Delivering high-quality teaching, including staff professional development.
2. Providing targeted academic support, such as tutoring.
3. Implementing 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	The attainment gap between outcomes for PP and non-disadvantaged peers
2	Attendance being lower for PP students than non-disadvantaged peers
3	Destinations being positive and ambitious for all PP students where NEET Levels for disadvantaged students is concerningly high

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-disadvantaged students and ensure PP outcomes are in line with national averages	<ul style="list-style-type: none"> ● Basics and Strong basics data for PP students is in line with their non-disadvantaged peers and with national data ● Other subjects achievement and progress from baseline data for PP students is in line with their non-disadvantaged peers and with national data
Attendance in line or above PP students of the same age regionally and in line with non-disadvantaged peers at the UTC	<ul style="list-style-type: none"> ● PP student attendance is improving towards being in line with non-disadvantaged peers ● PP student attendance is in line with PP student attendance regionally ● PP Persistent Absence (PA) is improving towards being in line with non-disadvantaged peers ● PP student PA is in line with PP student attendance regionally
Destinations are positive and ambitious for all PP students	<ul style="list-style-type: none"> ● No PP students are NEET in 2025 ● All students capable of progressing onto Level 3 destinations do so

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 £45458

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD including Weekly Quality of Education training, all Teachers accessing the Walkthru programme and a range of external CPD opportunities such as subject specific exam board training leading to Quality First Teaching for PP students</p>	<p>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. Effective CPD EEF</p>	<p>1</p>
<p>Recruit and retain high quality Teachers to improve PP Outcomes in Maths, English and other subjects</p>	<p>Numerous studies provide compelling evidence that recruiting high-quality teachers significantly enhances the quality of education and positively impacts outcomes for disadvantaged students. Teacher recruitment and retention EEF</p>	<p>1</p>
<p>Deploying Staff Leadership responsibilities including a TLR for a Literacy Lead and a T&L Lead to ensure improvement in the Outcomes for PP students</p>	<p>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 Improving Literacy in Secondary Schools EEF Effective CPD EEF</p>	<p>1</p>

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

Budget approximation £45458

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 PP students</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 2022-23 that external tutors have not had an effect on improving outcomes, this is the evidence used to instead deploy our own teachers to run tutoring in 2024-25. Small Group Tuition EEF</p>	<p>1</p>
<p>Additional lesson for English and Maths in 2 sets to 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>Effective online Learning Platform available and access to Chromebook device provided to all PP students</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 Using Digital Technology to Improve Learning EEF</p>	<p>1</p>
<p>Targeted reading intervention for students reading significantly lower than their chronological age</p>	<p>Research highlights the importance of reading to remove barriers in accessing the curriculum Phonics EEF Reading Comprehension EEF</p>	<p>1</p>

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

Budget approximation £45458

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance – Fund license for A Star Attendance software to improve efficiency, consistency and effectiveness of attendance interventions for PP students	Testimonials on A Star website evidence impact in other schools improving attendance. Supporting School Attendance EEF	2
Attendance staff - ensure Attendance Team has capacity to effectively implement Attendance Strategy for all PP Students in a timely fashion	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. Supporting School Attendance EEF	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 Supporting School Attendance EEF	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	2

	<p>an impact on wellbeing in previous years at the UTC.</p> <p>Supporting School Attendance EEF</p>	
<p>Destinations – funding for a non-teaching member of the leadership team to be responsible for PP student destinations</p>	<p>Having a named lead for destinations supports with clear accountability and gives sufficient capacity for ensuring all destinations are carefully managed. There is evidence from previous years at the UTC that this strategy has supported excellent positive destinations with very few NEET PP students.</p>	3
<p>Destinations – funding for a careers advisor to provide one to one support for securing an ambitious destination</p>	<p>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 from previous years at the UTC that this strategy has supported maximising positive destinations with very few NEET PP students.</p> <p>Careers Guidance DFE</p>	3
<p>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</p>	<p>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.</p>	3
<p>Wellbeing - removing financial barriers to ensure that all students can access enrichment, cultural opportunities and revision materials</p>	<p>Ensuring that students have access to materials, opportunities and enrichment expands students' horizons, supports mental health and wellbeing and can help to reduce the attainment gap between them and their more affluent peers.</p> <p>Arts Participation EEF Physical Activity EEF</p>	1

Total budgeted cost: £136,752

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 2023 to 2024 academic year.

In 2023-24 128 out of 276 Year 11 students were disadvantaged.

The first intended outcome for 2024 was to remove the gap between outcomes for PP and non-PP students

In 2024 45% of UTC PP students achieved basics 4+ in English and Maths against a national average of 47%. Non-disadvantaged students' 4+ rate was 60% meaning a gap of 15% compared to national disadvantage gap of approximately 25%².

In 2024 29% of UTC PP students achieved strong basics 5+ in English and Maths against a national average of 28%. Non-disadvantaged students' 5+ rate was 46% meaning a gap of 17%.

The second intended outcome for 2024 was that attendance is in line or above PP students of the same age regionally

At the UTC the end of year attendance rate for PP students in Year 10 was 85.4% against a regional average of 81.7% and non-disadvantaged peers in Year 10 had an attendance rate of 92.5% against a regional average of 91.7%.

Year 11 data was not as positive with PP end of year attendance at 75.7% against a regional average of 80% however non-disadvantaged students also had a wider gap with students at UTC attending 90.1% of the time and regional average at 92.2%.

The third intended outcome for 2024 was that destinations are positive and ambitious for all PP students

At the UTC 3 PP students got an apprenticeship, 58 PP students progressed into Further Education including College or 6th Form (13 staying at NEFUTC), 1 PP student is in work placement and 1 PP student is NEET who had a baby towards the end of Y11 and was not attending. This means the NEET rate is 1.6% against

²

<https://ffteducationdatalab.org.uk/2024/09/a-closer-look-at-pupils-who-did-not-achieve-the-basics-at-gcse/>

a national average of 7.6% for 16-17 year olds in 2023³.

Externally provided programmes

Programme	Provider
External School Improvement	The GORSE Academy Trust
GL Baseline Assessment	Redborne Trust
Counseling	Kalmer Counseling
Career Advice	Newcastle Local Authority
Attendance Management	A* Attendance

³ <https://explore-education-statistics.service.gov.uk/find-statistics/neet-statistics-annual-brief>