

Annex 2d: Pupil premium strategy statement

1. Summary information					
School	LLS UTC				
Academic Year	17/18	Total PP budget	£93k	Date of most recent PP Review	n/a
Total number of pupils	509	Number of pupils eligible for PP	100	Date for next internal review of this strategy	
2. Current attainment (2016/17)					
		Pupils eligible for PP LLS UTC		Pupils not eligible for PP (national average)	
% achieving basics (4+)				64.7%	
Better than expected progress Maths		/		75.8% / 73.4%	
Better than expected progress English					
Progress 8 score average				0.12	
Attainment 8 score average				52	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (issues to be addressed in school, such as poor literacy skills)					
A.	Inconsistent teaching				
B.	Unclear picture of current attainment on arrival in year 10 (due to lack of prior information)				
C.	Unclear picture of prior KS3 experience				
D.	Significant variation in numbers and profile				
E.	Outcomes showed gaps between PP and non-PP attainment & progress				
External barriers (issues which also require action outside school, such as low attendance rates)					
F.	Prior schools not providing information				
G.	Lack of parental support				

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Close gap in English	CWGs show significant progress when measured against all students over the year and narrows the gap between PP and non PP
B.	Close gap in Maths	CWGs show significant progress when measured against all students over the year and narrows the gap between PP and non PP
C.	Close attainment gap	CWGs show significant progress when measured against all students over the year and narrows the gap between PP and non PP
D.	Attendance above local average	Ensure gap between PP and non PP student attendance is narrowed and that PP attendance is moving towards regional and national comparators

5. Planned expenditure					
Academic year		2017/18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A B	Engaged Trust support to develop in core areas with focus on literacy	Prior experience of staff chosen who had improved outcomes elsewhere	Learning walks & work scrutiny; review of impact at every data collection & using student voice	I Parry	DC 1 2 3 4 5
A B C	New line management	Prior experience of staff chosen	Learning walks & work scrutiny; review of impact at every data collection & using student voice	S Walker	DC 1 2 3 4 5
B	Introduction of Hegarty Maths & PiXL	Impact of PiXL resources to promote 7-9 learning	Review of application at every data collection & using student voice	RSL	DC 1 2 3 4 5

B C	Change of lesson structure and/or increased teaching time	Prior impact of this elsewhere in the Trust	Learning walks & work scrutiny; review of impact at every data collection & using student voice	RSL/S Walker	DC 1 2 3 4 5
C	Introduction of Tassime in science	Impact to promote learning across the cohort group	Review of application at every data collection & using student voice	S Walker	DC 1 2 3 4 5
Total budgeted cost					
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	Targeted support classes	Additional support for small group & intervention learning	Review PP gap at every data collection	KSL	DC 1 2 3 4 5
B	Tutor Trust support	Additional support for small group & intervention learning	Review PP gap at every data collection	RSL	DC 1 2 3 4 5
D	Engage Liverpool EWO services	Engagement of Liverpool EWO in securing improved attendance rates	Tracked and monitored by attendance officer. Weekly attendance updates	M Tomlinson	DC 1 2 3 4 5
D	Targeted academic mentor group for year 11	A key team will drive expectations of engagement, effort & achievement with each year cohort	Review PP gap at each data collection	M Tomlinson	DC 3 4 5
Total budgeted cost					
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D	Attendance incentives	Good attendance helps students succeed in school & bolster their self-esteem. Improving attendance requires a comprehensive approach that goes beyond sanctions and includes incentives	Tracked and monitored by Director of Inclusion. Weekly attendance updates	M Tomlinson	DC 1 2 3 4 5

D	Increased use of Google classroom	Prior evidence that it provided students with a means of catch-up so felt more confident returning to school and reduced fear of bad relations with staff.	Review PP gap at every data collection	Simon Walker	DC 1 2 3 4 5
Total budgeted cost					

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A B	Engaged Trust support to develop in core areas with focus on	PP progress gap closed in all areas. Overall gap in 2017 was 0.9; in 2018 0.31		
A B C	New line management	PP progress gap closed in all areas. Overall gap in 2017 was 0.9; in 2018 0.31		
B	Introduction of Hegarty Maths & PiXL	Maths P8 gap was 1.13 in 2017 and 0.32 in 2018		
B C	Change of lesson structure and/or increased teaching time	PP progress gap closed in all areas. Overall gap in 2017 was 0.9; in 2018 0.31		
C	Introduction of Tassime in science	PP progress gap closed in all areas. Overall gap in 2017 was 0.9; in 2018 0.31		
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A	Targeted support classes	PP progress gap closed in all areas. Overall gap in 2017 was 0.9; in 2018 0.31	Not in some cases	
B	Tutor Trust support	Maths P8 gap was 1.13 in 2017 and 0.32 in 2018		
D	Engage Liverpool EWO services	Further work to be done – 70% PP under 96% vs 42% non PP under 96%		

Commented [ST(1)]: Any improvement on prior year

D	Targeted academic mentor group for year 11	PP progress gap closed in all areas. Overall gap in 2017 was 0.9; in 2018 0.31		
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
D	Attendance incentives	Further work to be done – 70% PP under 96% vs 42% non PP under 96%		
D	Increased use of Google classroom	PP progress gap closed in all areas. Overall gap in 2017 was 0.9; in 2018 0.31		

Commented [ST(2)]: Any improvement on prior year

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

