

Pupil premium strategy statement

1. Summary information					
School	LLS UTC				
Academic Year	18/19	Total PP budget	£97,786	Date of most recent PP Review	
Total number of pupils	474	Number of pupils eligible for PP	199	Date for next internal review of this strategy	January 2019

2. Current attainment (2017/18)			
	Pupils eligible for PP LLS UTC	Pupils not eligible for PP	National gap
% achieving basics (4+)	45.0%	73.1%	
Maths 4+	60.0%	76.9%	
English 4+	55.0%	80.8%	
Progress 8 score average	-0.2	-0.1	
Attainment 8 score average	40.16	51.30	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Progress of high ability students. High attaining pupil premium students and in particular boys are not attaining high grades
B.	Literacy (reading)
C.	Academic Progress of PP students against targets in all years
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance Attendance for PP students is below current target of 97%

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Improved progress and attainment of High ability PP students	CoGs show significant progress when measure against all students over the year
B.	Improved rates of literacy (reading) for all PP students	Greater progress made by PP students against all students and a narrowing of the gap between reading ages for PP and N PP
C.	Improved progress 8 scores for Year 11 in 2018	CoGs show significant improvement in progress 8 when measure against all students over the year and narrows the gap between PP and non PP
D.	Significant improvement in PP attendance above all student progress.	Ensure gap between PP and Non PP student attendance is narrowed and that PP attendance is moving towards national comparators

1. Planned expenditure					
Academic year		• 2018-19			
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	PIXL £3200	Impact of PIXL resources to promote 7-9 learning	Helen Bell to monitor application of resources within curriculum	H Bell	DC 1 2 3 4 5
A	Intervention programme in year 11	Impact in 2018-19 on results in Mathematics & English	Review of application at every data collection and using student voice.	R Stead	DC 1 2 3 4 5
B	GL assessment package £2000	Effective benchmarking of student position to allow data to support L & T	QA process of teaching files	Line Managers	DC 1 2 3 4 5

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?
D	Build additional activities with Liverpool EWO services	Engagement of Liverpool EWO in securing improved attendance rates	Tracked and monitored by M Tomlinson Weekly attendance updates	M Tomlinson	DC 1 2 3 4 5
C	Year 11 & Year 13 academic teams who will identify and support all PP students	Tracking throughout the Academy is key to driving interventions and reducing in school variation where possible. A key team will drive expectations of engagement, effort and achievement with each year cohort. They will liaise with other senior leaders to target actions to ensure success and high levels of progress for the PP cohort	Review PP gap at every data collection	R Stead	DC 1 2 3 4 5

B	Implement literacy intervention strategy with year 10 and 11 £8000	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.	Progress of PP vs NPP students in reading and CoGs	K Small	DC 1 2 3 4 5
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?
C	Learning to learn strategies tied to small group teaching	Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.	Review PP gap at every data collection	H Bell	DC 1 2 3 4 5
D	Attendance Incentives £2500	Good attendance helps students succeed in school and bolster their self-esteem. Improving attendance requires a comprehensive approach that goes beyond sanctions and includes incentives.	Tracked and monitored by M Tomlinson Weekly attendance updates	M Tomlinson	DC 1 2 3 4 5
A B C	Appointment of additional TA to support learning	Additional support for small group and intervention learning	Review PP gap at every data collection	I Parry	DC 1 2 3 4 5
A B C	Engaged Tutor Trust and Action for learning to support develop in core curriculum	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
ABC	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	Review PP gap at every data collection	R Stead	DC 1 2 3 4 5

		relations with staff.			
Total budgeted cost					£97,786

5. Additional detail

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