

Pupil Premium Funding Statement for the Year Ended 31 August 2018

What is the purpose of Pupil Premium Funding?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between disadvantaged students and their peers by ensuring funding reaches the students who need it most.

It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility in order to maximise their academic outcomes and enhance personal development.

Principles of use and allocation

We ensure that teaching and learning opportunities meet the specific needs of all of the pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who attract the pupil premium will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Pupil Premium Grant will therefore be allocated to support any pupil or groups of pupils the school identifies as being socially disadvantaged. Pupil Premium funding will be allocated through the identification of priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions all the time.

How much pupil premium funding has Silverstone UTC received?

In the academic year 2017/18, Silverstone UTC received £22,347 to support its students.

How has Silverstone UTC spent the pupil premium funding?

In 2017/18 the pupil premium funding was spent on:

- The provision of student support services to ensure that educational needs and physical and mental health needs of our most disadvantaged students were met.
- The provision of mentoring by senior leadership staff. The provision of teaching assistants.
- The provision of revision guides and text books to support learning.
- The subsidy of the purchase of laptop computers which can be used by students coming from homes with financial constraints.
- The subsidy of home to school transport, recognising that many of our students travel long distances to be here.
- The subsidy of non-curriculum related trips transport.
- Additional teaching support prior to GCSE exams, allowing focussed exam preparation work.
- Appointment of a literacy coordinator to elevate the importance of literacy across the curriculum.
- Providing resources and training to support 'Marking for Success', our program for effective feedback which gives timely information to students.
- The implementation of software in mathematics and science to improve learning opportunities and support independent learning.

- Allocation of support staff time to Personal Prep sessions, allowing students to complete work in a work-like environment rather than at home.
- Staffing of the extended school day – 9am to 5pm as compared with other schools. Some evidence suggests that disadvantaged pupils benefit from this more than others by up to 25%.
- Ensuring leadership capacity with specific responsibilities for analysing data and tracking achievement of disadvantaged students as compared with the rest of the cohort.
- Enrichment activities designed to build team working skills, confidence and independence. Achievement awards and trips for students.
- Engineering and career related organisations attending the college to inspire and motivate young people.

What impact has the pupil premium funding had at Silverstone UTC for those pupils attracting the Pupil Premium?

We regularly review the impact of the measures listed to ensure they represent both value for money and have played a direct role in improving the achievement of students of all abilities. Silverstone UTC's student cohorts are variable in prior attainment, potential and behaviour. Consequently, year-on-year analysis of the progress of disadvantaged students is difficult, particularly given the small numbers of students to which this relates. In 2015/16 the progress of this group of 9 students was on average better than the rest of the cohort, however in 2016/17 this was reversed for the group of 6 students, yet progress on average was still as expected or better in the majority of subjects. For the year 2017/18, average progress from starting points at the UTC was the same for both disadvantaged (9) and non-disadvantaged students.

How will Silverstone UTC spend the pupil premium funding in the forthcoming academic year?

We will continue to follow the approach used in previous years, reacting to respond to any change in predicted outcomes as we track the progress of disadvantaged students through their time with us.