

# Pupil premium strategy statement – Aylesbury UTC

## 2025-2028

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	123
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Joe Dunckley (Principal)
Pupil premium lead	Joe Dunckley (Principal)
Governor / Trustee lead	Shafin Moledina (PP Link Governor)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,000
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year</i>	

<i>2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
<b>Total budget for this academic year</b>  <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>	£ 55,000

## Part A: Pupil premium strategy plan

### Statement of intent

The key aims of the PP strategy are to improve learner engagement and attendance and reduce exclusions for PP learners thus enhancing the life chances of our young people by maximising their educational achievement.

This academic year there is a specific non-teaching SLT Pastoral Leader who has responsibility for the well-being of all students but especially PP students. There are also 2 pastoral workers and 2 TA's who are able to provide support to small groups.

Research findings by the Education Endowment Foundation, incorporating the work of the Sutton Trust, show that access to high quality teachers and curriculum are vital. There is a focus on high quality teaching in CPD for the year 2025/26 using the Teaching Walkthru model.

High quality teaching is at the heart of our approach, with a focus on the areas in which disadvantaged pupils currently require the most support. This is proven to have the greatest impact on closing the attainment gap and will also support the needs of all of our learners whether they are disadvantaged or not.

Our approach will be responsive to individual needs and common challenges faced by many pupils. We will make no assumption about their capability or needs based on the impact disadvantage may have. The approaches we adopt for individuals or groups will be evidence based, using robust assessments both inside and outside of the classroom.

To achieve this, we aim to:

- To ensure that all PP students participate in the academic and wider curriculum to the same extent as their peers
- To ensure that PP students on average make increasingly good progress year on year
- To increasingly address and remove the barriers faced by our PP students e.g. literacy, poor attendance, lack of social capital, etc.
- For PP post 16 destination data to reflect an increasing number of students accessing level 3 pathways

To achieve these objectives the school is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD aided by the recruitment/ retention of high-quality

teaching staff, in all subjects. Heads of Department & teachers have absolute clarity about the fundamental Skills & Knowledge that students require in their subjects & share this with students.

Persistent absence for PP learners is a sharp focus and there will be a regular analysis of data and earlier interventions, by the Principal, SLT Pastoral Leader and her team.

There is a clear, simple behaviour system, to ensure better learning can take place for all students.

## Challenges

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

Challenge number	Detail of challenge
1	PP students have lower levels of achievement than their peers on entry to the school and this gap continues to grow
2	PP students exhibit a range of social and emotional issues, which have adversely affected many pupils, (including anxiety and depression).
3	PP students' attendance is lower than their peers
4	PP students' Home Learning Environment, social capital and parental engagement (e.g. attendance at parents' evenings) is on average lower than their peers. With many students living in areas of significant deprivation, especially educational deprivation.

## 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
Improve student outcomes in formal assessments	Pupil Premium students achieving aspirational target grades equivalent to non-pupil premium students

To ensure the continued provision of “quality first teaching” in all classrooms	Regular monitoring and observations recognise high quality teaching in all classrooms
Improve attendance of PP students	Attendance for PP in line with peers by 2026
Improve PP students’ attitude to learning and reduce number of FTE given to PP students so that it is in line with their peers	Reduced behavioural incidents. FTE in line with peers.
Cultivate opportunities for enhancing ‘cultural capital’ through enrichment and experiences	All disadvantaged pupil to experience a minimum of 1 academic & 1 cultural experience a year to develop their cultural capital

## 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)

Budgeted cost: £18,333

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional learning focuses on improving the quality of teaching, focusing on target questioning, challenge and stretch and live marking, PP bias	<p>‘Good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils’ EEF 2019.</p> <p>Studies suggest that the quality of teaching will have a disproportionate impact on disadvantaged pupils.</p>	1, 2
Purchase of standardised Assessments	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the	1,2

	<p>correct additional support through interventions or teacher instruction:</p> <p>EEF Wider educational literature e.g. Lemov (2010) &amp; Sherrington, (2019) highlights importance of effective assessment improving student outcomes.</p> <p>This is further supported by the EEF Tool Kit (2021) which claims effective assessment has a significant improvement in learning i.e. +7 months impact</p>	
Walkthrus CPD model using instructional coaching methodology	“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”	1,2,4
Appointment of a Behavioural Lead (HLTA) to support the behaviour of the students	<p>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. Mentoring over an extended period of time (a year or more) is most effective in building lasting change to attitudes</p> <p>EEF - Mentoring</p>	2

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

Budgeted cost: £18333

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Targeted after school intervention sessions	EEF Toolkit (2021) reports that extending school day has an effect of + 3 Months.	1,2
Targeted lunchtime sessions	EEF Toolkit (2021) reports that extending school day has an effect of + 3 Months.	1,2

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

Budgeted cost: £18334

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School Attendance advice	The DfE guidance has worked with a number of schools to produce the guidance.	3
Targeted attendance activities, including: <ul style="list-style-type: none"> <li>• Review and update attendance policy</li> <li>• Incorporate attendance into transition planning</li> <li>• Work with PP parents and students to identify specific barriers to attendance</li> </ul> Target support based on specific barriers	Research presented by organisations such as Welsh Assembly Government (2011) & Durrington Research School (2018) suggest that the identified activities all have a significant impact on attendance outcomes for PP student	3

Increased 1:1 career advisor Interviews	CEC report (2020): highlights importance of careers guidance. Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement	4
My future self matters programme. Youth mentoring and counselling service	<a href="https://myfutureselfmatters.com/testimonials/">https://myfutureselfmatters.com/testimonials/</a>	2

**Total budgeted cost: £55000**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

1. Improving outcomes for all Pupil Premium students to bring attainment in line with expected levels of progress

Not achieved – PP students are still achieving lower outcomes than others, however, the gap is decreasing. There is a particular attainment gap in maths. A high proportion of PP students were also persistently absent. When PP data is looked at without school non-attenders the PP data is positive in all areas, except maths. This shows that more emphasis is needed on attendance strategies in the coming years.

Measure	PP	PP (when 10 non- attender removed)	All
%EngPass	88%	100%	88%
%Eng4+	40%	67%	46%
%Eng5+	32%	53%	38%
%Eng7+	4%	7%	4%
%MathsPass	83%	93%	92%
%Maths4+	26%	40%	44%
%Maths5+	9%	13%	23%
%Maths7+	0%	0%	0%
%EMPass	76%	93%	83%
%EM4+	24%	40%	33%
%EM5+	8%	13%	15%
%EM7+	0%	0%	0%

2. To ensure the continued provision of “quality first teaching” in all classrooms

Partially achieved – Teaching standards improved throughout the year 2024/25. The teaching and learning ‘non-negotiables’ were relaunched, using the acronym ‘SHAPE’. The walkthrus are in their third year and are having an impact. Staffing is

much more stable now and only one teacher left at the end of the 2025 academic year.

### 3. Improve attendance of PP students

Partially achieved – new attendance strategies have started to make an impact, but more time is needed to show clear progress.

- Improve PP students' attitude to learning and reduce number of FTE given to PP students so that it is in line with their peers.

Partially achieved – FTE numbers were up in all areas, however, this was due to the new behaviour policy coming into place in October 2023. The new more robust behaviour policy has made the UTC a much calmer more purposeful place to be, however, this has meant that there have been more sanctions at all levels.

- Cultivate opportunities for enhancing 'cultural capital' through enrichment and experiences.

Partially achieved – enrichment experiences have increased, and all students were invited to participate in trips and clubs. The UTC help its first project days and Turing scheme trips to Cyprus and Spain went out with a minimum of 50% PP students on each trip.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*