

LDE UTC Pupil premium strategy statement 2024-2026

This statement details our college's use of pupil 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. The effect of last year's spending can be found in Part B.

College overview

Detail	Data
College name	London Design and Engineering UTC
Number of pupils in school	KS3 and KS4 = 300
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2026
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	
Pupil premium lead	Kenan Drugzani
Governor / Trustee lead	Anne Heal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 146,420.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 146,420.00

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged learners and support pupils with parents in the armed forces.

LDE UTC will use the grant to support these groups, which comprise learners with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all learners eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve learners' progress and attainment so that they can reach their full potential.

As a College we are 'Creating technology and employer led education that provides learners with the ability to exceed their potential, celebrate their diversity and embrace the opportunities of the 4th 'industrial revolution'

As a University Technical College we aim to provide:-

1. A well-designed curriculum through which learners are enthused, engaged and make especially good progress in their chosen technical field.
2. An environment where learning is stretched and deepened through its application and the contribution of partner employers.
3. The opportunity for learners to leave work ready, professional, with well-developed employability skills
4. The opportunity for learners to secure progression to ambitious destinations.

Values

Passionate about everything we do	We commit ourselves wholeheartedly to everything we do. We approach our work with enthusiasm, energy and positivity. We do what we do because we love it and this passion shines through.
Reach higher, be better	We are always learning and challenging ourselves and each other, to be the very best we can be. We have the courage to improve the way we work and exceed expectations.
Be respectful and value everyone	We take time to listen to each other and treat people in the way they want to be treated. We are supportive, inclusive and recognise everyone has their own skills and experience to offer. All our family has a voice.
Take care	We look after ourselves, our colleagues and our community. We have a zero-compromise approach to health, safety and well-being.
Take ownership	We take responsibility and never walk on by. We are proactive – focusing only on solutions instead of problems.
Be proud, be seen	We celebrate our past, we are proud of what we do today, and we are excited about our future.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in learning for a proportion of DA learners in their previous settings (Year 7/8)
2	Proportion of DA learners with lower literacy skills, particularly reading and therefore less able to access lessons, resources and learning materials across the curriculum
3	Specific/extensive welfare/wellbeing issues preventing full engagement in college life and curricular opportunities which therefore has a detrimental effect on progress
4	Proportion of DA learners whose absence is >= 10% has an impact on learner progress. Attendance continues to be a cause for concern nationally.

5	Lack of equipment / resources and opportunities compared to non DA learners.
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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
Learners emotional wellbeing and mental health is fully supported	Learners feel supported and are able to access mental health advice whilst at college. This should lead to better attendance and wellbeing which in turn will lead to better educational outcomes
To improve attendance for DA Learners	Attendance for DA learners shows improvement and leads to better overall educational outcomes
To ensure DA learners achieve as well as / better than non DA Learners	GCSE results show the gap between DA and non DA is closing
Literacy is embedded throughout the college and reading ages for all learners continue to improve	Improvement of reading ages across KS3/4 Improved access to resources and promote better outcomes for learners

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.

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

Budgeted cost: £ 57,124.71

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individual and small group tutoring in Maths / English / Science £22,040.00	Peer tutoring Toolkit Strand Education Endowment Foundation EEF	1
Use of Accelerated Reader / Lexia Reading Programme and management thereof £8084.71	Accelerated Reader Projects Education Endowment Foundation EEF	2
Individual and small group mentoring in the Learning Support Unit £27,000.00	Small group tuition Toolkit Strand Education Endowment Foundation EEF	1 3 4

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

Budgeted cost: £ 87,744.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of text messaging service to advise parents of learner non attendance £2500	Texting Parents Projects Education Endowment Foundation EEF Although this doesn't relate directly to attendance, it does show that text messaging directly is a more effective way of engaging parents and this would support attendance of our DA learners.	4
Appointment of Newham Management	Support required by the college to ensure that parents / learners follow attendance rules /	4

Services to support college attendance at KS3/4 £ 8,666.00	regulations including fines / court etc. In order to address learners absent from education, (KCSIE 2023) enhanced provision from Newham acquired with bi weekly meetings with Newham Attendance Officer.	
Employment of college Attendance Officer £ 19,435.50	Member of staff dedicated to ensuring text messages are sent, appropriate letters are sent out to support Newham Management Services with sole focus on KS3/KS4.	4
Counselling £ 15,300.00	Advice template (publishing.service.gov.uk) It is widely recognised that the pandemic has affected learners' mental health. Similarly for learners in the age group we serve, there are long waiting lists to access services. We have increased hours to ensure continued support of our learners.	3
Chaplaincy £15,000.00	Our chaplaincy has long been recognised as a key feature of our college offering a safe haven for our learners and the opportunity to explore a variety of issues. This service is partially funded by the Diocese of Chelmsford. Advice template (publishing.service.gov.uk)	3
Breakfast Club £7,000.00	National School Breakfast Programme Projects Education Endowment Foundation EEF	3 4 5
Educational visits / resources and opportunities (financial support) £6000.00 Trips / Visits / Educational 1000 for Resources £2,915.00 Citizens UK	Cash incentives make no difference to GCSE results, but promise of an outing can boost maths for low News Education Endowment Foundation EEF Outdoor adventure learning Toolkit Strand Education Endowment Foundation EEF	5 1 3
Eradicate the Digital Divide Laptops for learners scheme (one laptop loaned to every learners, to enable enhanced pedagogy) £11,927.52	Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk) We are providing our DA learners with a laptop to support learning both at home and whilst at college.	1 5

Total budgeted cost: £ 146,868.23

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

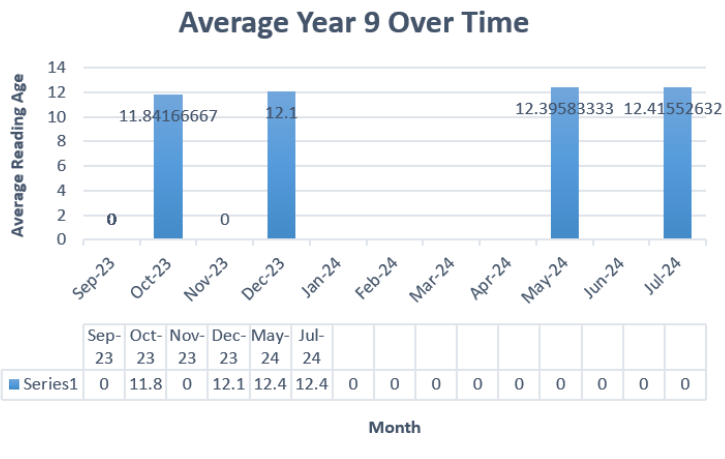
This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year .

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

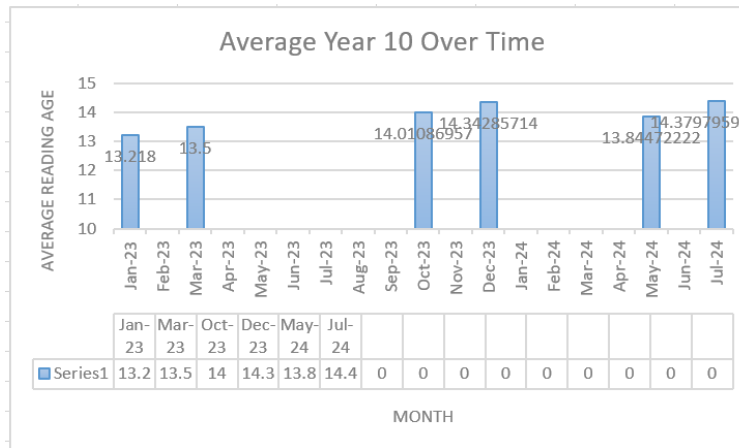
Budgeted cost: £ 78,714.71

Activity	Impact 2023-2024	Challenge number(s) addressed
<p>Individual and small group tutoring in Maths / English / Science £34,630.00</p>	<p>The impact of this activity has been broadly positive with our DA learners surpassing both national picture and other schools within the UTC programme. The improvement has been positive when comparing to ourselves with the previous year. The A8 disadvantage (40.2) to non-disadvantaged (52.3) gap in Year 11 for previous academic year has been at -11.9 whereas for this academic year this gap has been reduced to -5.9. The national gap for this comparison this academic year has ben at -15.3 and across all of other UTCs has been -8.2. This shows clear positive impact on year to year within our UTC, and when compared to other UTC and other national averages (schools).</p> <p>37.2% of our DA learners have achieved a grade 5+ or above in English and Maths when compared to 25.0% of the national.</p> <p>The overall progress from the GL baseline for DA shows a progress of 0.2 compared to the national of 0.17. The English progress for DA is 0.79 when compared to 0.17 of national. The maths was in line with the national averages. The science has been 0.28 when compared to 0.17 of the national picture.</p>	1
<p>Use of Accelerated Reader / Lexia Reading Programme and management thereof £8,084.71</p>	<p>We are now able to see positive trends regarding our reading programme. Reading Strategy Update 2023-24</p>	2

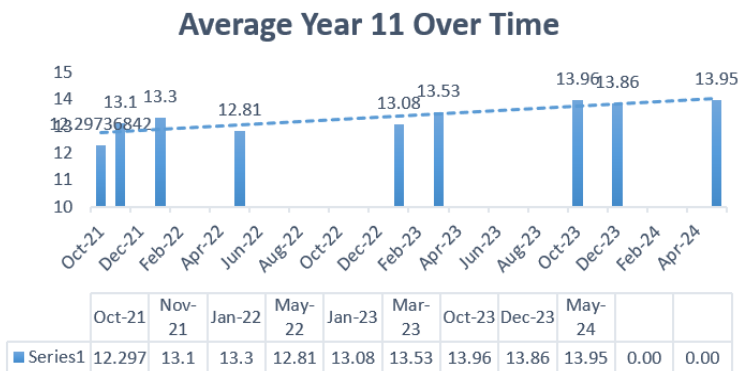
Year 9 (23-24) for 38 learners

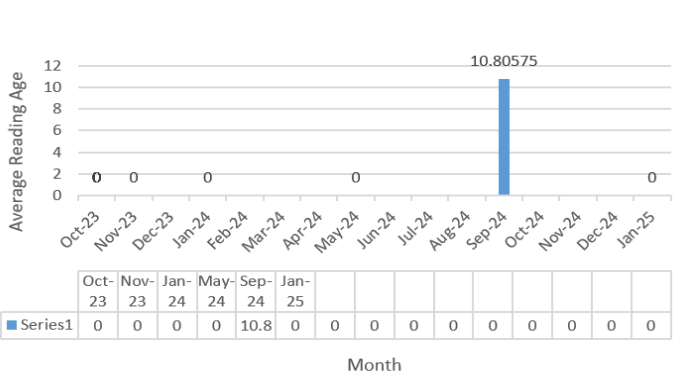


Year 10(23-24) for 51 learners



Year 11 (23-24) for 43 Learners



	<p>Academic Year 24-25</p> <p>Year 9 PP 41 learners</p>  <p>Please note that we are currently testing our Year 10 and 11.</p>	
<p>Individual and small group mentoring in the Learning Support Unit £36,000.</p>	<p>The LSU continues to provide support for learners at risk of NEET and / or permanent exclusion / disengagement from education. We have had to make no permanent exclusions.</p> <p>It is testament to the work undertaken within the LSU that even those that were at risk of not accessing any GCSEs in Year 11 were able to with all bar one learner considered non attenders achieving at least one grade in either GCSE Maths / English / Science.</p>	<p>1 3 4</p>

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

Budgeted cost: £ 124,379.90

Activity	Impact 2023-2024	Challenge number(s) addressed
<p>Use of text messaging service to advise parents of learner non attendance £2500</p>	<p>The overall attendance for the DA learners for the school has been at 90.9% which a positive difference +5.5% when compared to the national figure of 85.4%. This difference is very positive given that the averages from the FFT also include the learners of Year 7 and 8. Our Year 9 difference when compared to national is +7.7%, Year 10 is at 5.9% and the Year 11 is at 8.8%.</p>	<p>4</p>

<p>Appointment of Newham Management Services to support college attendance at KS3/4 £8666.00</p>	<table border="1" data-bbox="443 152 1129 293"> <thead> <tr> <th>FSM6</th> <th></th> <th>All</th> <th>Year 9</th> <th>Year 10</th> <th>Year 11</th> </tr> </thead> <tbody> <tr> <td rowspan="3">FSM6</td> <td>124</td> <td>School</td> <td>90.9%</td> <td>92.2%</td> <td>89.3%</td> <td>91.7%</td> </tr> <tr> <td></td> <td>FFT National</td> <td>85.4%</td> <td>84.5%</td> <td>83.3%</td> <td>82.8%</td> </tr> <tr> <td></td> <td>Difference</td> <td>+5.5%</td> <td>+7.7%</td> <td>+5.9%</td> <td>+8.8%</td> </tr> <tr> <th colspan="2"></th> <th>All</th> <th>Year 9</th> <th>Year 10</th> <th>Year 11</th> </tr> <tr> <td rowspan="3">Not FSM6</td> <td>173</td> <td>School</td> <td>92.7%</td> <td>91.9%</td> <td>94.2%</td> <td>92.0%</td> </tr> <tr> <td></td> <td>FFT National</td> <td>92.8%</td> <td>92.4%</td> <td>92.1%</td> <td>91.3%</td> </tr> <tr> <td></td> <td>Difference</td> <td>-0.1%</td> <td>-0.5%</td> <td>+2.2%</td> <td>+0.7%</td> </tr> </tbody> </table> <p>We recognise that despite this positive difference we are relentless in making the attendance of our learners a priority.</p>	FSM6		All	Year 9	Year 10	Year 11	FSM6	124	School	90.9%	92.2%	89.3%	91.7%		FFT National	85.4%	84.5%	83.3%	82.8%		Difference	+5.5%	+7.7%	+5.9%	+8.8%			All	Year 9	Year 10	Year 11	Not FSM6	173	School	92.7%	91.9%	94.2%	92.0%		FFT National	92.8%	92.4%	92.1%	91.3%		Difference	-0.1%	-0.5%	+2.2%	+0.7%	<p>4</p>
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<p>Counselling £13,770.00</p>	<p>Our counsellor continues to provide support having increased hours during the academic year. 10 Learners at any one time are being supported through this service – however there is always a waiting list.</p>	<p>3</p>																																																		
<p>Chaplaincy £15000.00</p>	<p>The Chaplaincy is a partnership between The Centre of Theology and Community, Chelmsford Diocese and LDE UTC. LDE UTC is the only UTC of 42 institutions to have a dedicated chaplaincy space and paid Chaplains.</p> <p>LDE UTC is a member of Newham Citizens, this partnership offers a network and access to training and equipping to bring about grassroots change for good.</p> <p>Supports:</p> <ul style="list-style-type: none"> -mental health and wellbeing -collaboration with the EDI -mentoring -further counselling two days a week. 																																																			
<p>Breakfast Club £7000</p>	<p>Breakfast club continues to be well attended – during the academic year there was an average of 50 learners a day making use of breakfast club.</p>	<p>3 4 5</p>																																																		
<p>Educational visits / resources and opportunities (financial support) £5000 Trips / Visits £2750 Educational Resources (Citizens UK)</p>	<p>Over the course of the academic year, Pupil Premium funding has supported:</p> <p>Years 9, 10, 11 Ski Trip to Italy</p> <p>Year 10 Learners – Golden Hinde History Trip</p> <p>Year 9, 10 Lord’s Cricket – Armed Forces T20</p> <p>Year 11- Geography Human Fieldwork</p> <p>Year 11 Learners – Poetry Live in preparation for GCSE literature exam</p>	<p>5 1 3</p>																																																		
<p>Eradicate the Digital Divide Laptops for learners scheme (one laptop loaned to every learners, to enable</p>	<p>All learners were issued with a device during the academic year. This has ensured that learners when absent due to prolonged illness can access the work.</p> <p>The laptops are used as part of the digital curriculum to access resources such as padlet, sharepoint etc.</p>	<p>1 5</p>																																																		

enhanced pedagogy) £50,258.40		
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Total budgeted cost: £ 203,094.61

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
In school tutoring and classroom support	YipiYap

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.