Pupil premium strategy statement 2025-256

This statement details our school's use of pupil premium (PP) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	NE Futures UTC
Number of pupils in school (KS4)	215[1]
Proportion (%) of pupil premium eligible pupils	111 (51.6%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	1 year (significant year-on-year change in roll at UTC and disadvantage % makes 1 year plans more appropriate)

[1] Data correct as of 1/12/2025

Date this statement was published	10/12/2025
Date on which it will be reviewed	October 2026
Statement authorised by	Local Governing Body *(LGB)*
Pupil Premium lead	Dan Sydes (Principal)

Governor / Trustee lead Mark Larsen *(Vice Chair of LGB and Link Governor for PP)*

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	*£139,830*
Recovery premium funding allocation this academic year	*£0*
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*	*£139,830*

Part A: Pupil premium strategy plan

Statement of intent

NE Futures UTC's 2025-26 Pupil Premium Strategy aims to ensure good outcomes for all disadvantaged students including good English and Mathematics GCSE outcomes, good progress from starting points across all subjects and a positive ambitious destination.

Central to our approach is high-quality teaching which is proven to narrow the attainment gap. This will be supported by targeted support for disadvantaged students whose education has been adversely affected and may have fallen behind. We will also ensure rapid intervention where disadvantaged students' attendance drops.

Our approach starts with setting high expectations including the expectation of all students having attendance of 95%+ and an initial diagnostic assessment of all students on admission to the UTC to ensure aspirational targets can be set.

To ensure positive outcomes, we will:

- Ensure disadvantaged students are well taught and appropriately challenged in class.
- Implement early intervention when needs are identified including if attendance drops.
- Foster a 'whole-school approach' where all staff take responsibility for disadvantaged students' outcomes and elevate expectations.

A key focus for disadvantaged students will be Attendance, with a clear target of 95%+ for all students. Evidence demonstrates that disadvantaged students with high attendance achieve significantly better outcomes. For example, in 2025 67% of disadvantaged students with 95%+ attendance and 30% of those with less than 95% attendance achieved standard pass in both English and Maths GCSEs. Also in 2025, 44% of disadvantaged students with 95%+ attendance and 7% of those with less than 95% attendance achieved a strong pass in both English and Maths GCSEs .

Other challenges include behavioural incidents, exclusions, wellbeing, mental health, safeguarding concerns, and reduced access to technology/educational materials which will be addressed as part of the Pupil Premium Strategy.

Effective Pupil Premium Spending (2025-26) will be allocated across three key areas:
1. Delivering high-quality teaching (including staff professional development) focused on meeting disadvantaged students' needs.
2. Providing targeted academic support including academic intervention and attendance intervention for disadvantaged students who need it.
3. Implementing wider strategies addressing non-academic barriers for disadvantaged students (e.g. personal development opportunities, behaviour support, social/emotional support)

Challenges

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

Challenge number	Detail of challenge
1	The attainment gap between outcomes for PP and non-disadvantaged peers
2	Attendance being lower for PP students than non-disadvantaged peers
3	Destinations being positive and ambitious for all PP students where, regionally, NEET Levels for disadvantaged students is concerningly high

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
Remove the gap between outcomes for disadvantaged and non-disadvantaged students	● Basics and Strong basics data for PP students is in line with their non-disadvantaged peers and with national data ● Other subjects achievement and progress from baseline data for PP students is in line with their non-disadvantaged peers and with national data
Attendance and persistent absence is in line or above PP students of the same age regionally and in line with non-disadvantaged peers at the UTC	● PP student attendance is improving towards being in line with non-disadvantaged peers ● PP student attendance is in line with PP student attendance regionally ● PP Persistent Absence (PA) is improving towards being in line with non-disadvantaged peers ● PP student PA is in line with PP student attendance regionally
PP students achieve ambitious destinations following their time at the UTC	● 0 NEETs ● Evidence of progress into high quality destinations such as UTC 6th Form, FE or Apprenticeship often in the UTC specialisms of Digital and Health Science

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budget approximation £46610

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD including all Teachers accessing the Walkthru programme and a range of external CPD to improve quality of teaching leading to consistently high quality teaching in the classroom. Recruit and retain high quality Teachers to improve PP Outcomes in Maths, English and other subjects	The evidence supporting staff Continuing Professional Development (CPD) as a means to enhance the quality of education for disadvantaged students is robust. Research consistently shows that targeted CPD initiatives empower educators to implement evidence-based practices, adapt teaching methodologies, and employ differentiated strategies that directly address the specific needs of disadvantaged students. Effective CPD EEF Numerous studies provide compelling evidence that recruiting high-quality teachers significantly enhances the quality of education and positively impacts outcomes for disadvantaged students. Teacher recruitment and retention EEF	1
Deploying Staff Leadership responsibilities including a TLR for a Literacy Lead and a T&L Lead to ensure improvement in the Outcomes for PP students	Evidence consistently demonstrates that having a dedicated literacy lead in a school positively influences the quality of education, particularly benefiting disadvantaged students. A literacy lead plays a pivotal role in implementing targeted interventions, coordinating literacy-focused initiatives, and fostering a culture of reading and writing. Research indicates that such specialised leadership contributes to improved literacy skills among disadvantaged students Improving Literacy in Secondary Schools EEF Effective CPD EEF	1

Targeted academic support

Budget approximation £46610

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional English and Maths small group Tutoring delivered by UTC Specialist Teachers targeted PP Students who have been identified as underachieving in the most recent assessment	Research consistently underscores the effectiveness of small group or individual tutoring sessions in improving outcomes for disadvantaged students, demonstrating significant academic gains and closing learning gaps. At the UTC there is evidence from 2022-23 that external tutors have not had an effect on improving outcomes, this is the evidence used to instead deploy our own teachers to run tutoring in 2024-25. Small Group Tuition EEF	1
Additional lesson time for English and Maths in to improve outcomes	Research and evidence consistently show that providing disadvantaged students with additional contact time and lessons significantly contributes to improved academic outcomes, with studies indicating a positive correlation between increased instructional time and enhanced learning gains, particularly in subjects such as mathematics and literacy	1
Effective online Learning Platform available and access to Chromebook device provided to all students	Research highlights the potential of online learning environments to support and improve outcomes for disadvantaged students, demonstrating the flexibility, accessibility, and personalised features of digital platforms as effective tools for enhancing engagement, academic performance, and narrowing educational disparities Using Digital Technology to Improve Learning EEF	1
Targeted reading intervention for students reading significantly lower than their chronological age	Research highlights the importance of reading to remove barriers in accessing the curriculum

Phonics EEF
Reading Comprehension EEF | 1 |

Wider strategies

Budget approximation £46610

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance – Fund license for A Star Attendance software to improve efficiency, consistency and effectiveness of attendance interventions for PP students Attendance staff - ensure Attendance Team has capacity to effectively implement Attendance Strategy for all students Attendance – funding for regular rewards and prizes for excellent and improved attendance for PP students	Testimonials on A Star website evidence impact in other schools improving attendance. Supporting School Attendance EEF Evidence demonstrates that increasing the number of attendance officers significantly supports and improves attendance for disadvantaged students, as these officers are instrumental in identifying and addressing attendance challenges, implementing targeted interventions, and fostering a positive school culture conducive to regular attendance. Supporting School Attendance EEF Evidence suggests that implementing incentives and prizes for improving attendance effectively supports disadvantaged students by fostering a positive attendance culture, motivating regular school attendance, and mitigating barriers, resulting in tangible improvements in overall attendance rates Supporting School Attendance EEF	2
Wellbeing – funding for the school counsellor to address wellbeing issues with students which may lead to increased Absence rates	Research consistently shows that having a counsellor to support student well-being is associated with improved attendance for disadvantaged students, as the presence of mental health and emotional support positively influences students' overall engagement. There is evidence from feedback from students and the counsellor that this strategy has had an impact on wellbeing in previous years at the UTC. Supporting School Attendance EEF	2

Destinations – funding for a non-teaching member of the leadership team to be responsible for PP student destinations Destinations – funding for a careers advisor to provide one to one support for securing an ambitious destination	Having a named lead for destinations supports with clear accountability and gives sufficient capacity for ensuring all destinations are carefully managed. There is evidence from previous years at the UTC that this strategy has supported excellent positive destinations with very few NEET PP students. Research consistently demonstrates that access to careers advisers significantly enhances the likelihood of disadvantaged students securing ambitious destinations, providing tailored guidance, mentorship, and valuable insights that empower students to make informed decisions about their career paths. There is evidence from previous years at the UTC that this strategy has supported maximising positive destinations with very few NEET PP students. Careers Guidance DFE	3
Destinations – funding to support a wide reaching inspiring programme of Personal Development including visits to Universities and Apprentice fairs as well as projects with partner businesses to inspire students to be motivated to achieve an ambitious destination	Evidence indicates that trips to universities and apprenticeship fairs significantly contribute to disadvantaged students securing ambitious destinations, offering exposure to various educational and career opportunities, fostering aspirations, and providing crucial insights that positively impact their future.	3
Wellbeing - removing financial barriers to ensure that all students can access enrichment, cultural opportunities and revision materials	Ensuring that students have access to materials, opportunities and enrichment expands students' horizons, supports mental health and wellbeing and can help to reduce the attainment gap between them and their more affluent peers. Arts Participation EEF Physical Activity EEF	1

Total budgeted cost: *£139,830*

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 2024 to 2025 academic year.

In 2024-25 123 out of 238 Year 10 and 11 students were disadvantaged.

The first intended outcome for 2025 was to remove the gap between outcomes for PP and non-PP students

In 2025 39.1% of UTC PP students achieved basics 4+ in English and Maths against a national average of 47%. Non-disadvantaged students' 4+ rate was 65.1% disadvantage gap of approximately 26%[1].

In 2025 17.2% of UTC PP students achieved strong basics 5+ in English and Maths against a national average of 28%. Non-disadvantaged students' 5+ rate was 49.2% meaning a gap of 32%.

This gap has many contextual factors including attendance. PP students with 95%+ attendance achieved significantly better than those whose attendance was < 95%

Measure	PP	Non PP	PP & 95%+ attendance	PP & <95% attendance
English & Maths Strong Pass	17.19%	49.21%	44%	7%
English & Maths Standard Pass	39.06%	65.08%	67%	30%

The second intended outcome for 2025 was that attendance is in line or above PP students of the same age regionally

At the UTC the end of year attendance rate for PP students was 84.4% against a similar school average of 88.6%. OFTSED acknowledge that UTCs admit students often with a lower attendance than mainstream academies and at NEFUTC in 2024-25 Y10 prior attendance was 79% and y11 prior attendance was 71% so there is some evidence that attendance has improved for students whilst at the UTC.

The third intended outcome for 2025 was that destinations are positive and ambitious for all PP students

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[1] Data from https://ffteducationdatalab.org.uk/2024/09/a-closer-look-at-pupils-who-did-not-achieve-the-basics-at-g cse/

All but 1 student in 2025 achieved a positive destination. 1 PP student destination is unknown. This makes a NEET rate of less than 1% against a regional average of around 4%.

Destinations for PP students in 2025 include 26 students going on to 6th Form (40%) and 33 going to FE College (51%). 31 of these students progressed onto Level 3 destinations (53%).

Externally provided programmes

Programme	Provider
GL Baseline Assessment	Redborne Trust
Career Advice	Newcastle Local Authority
Attendance Management	A* Attendance
Safeguarding and Attendance Support	Clenell Educational Services
UTC Charter Support	Baker Dearing Education Trust