

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students.

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	UTC Sheffield City Centre
Number of students in KS3/4	297 KS3/KS4 (531 on roll)
Proportion (%) of pupil premium eligible students	29.5% KS3/KS4
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1. 2024/25 – Research and review 2. 2025/26 – Refine and embed 3. 2026/27 – Evaluate and strengthen
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Alex Reynolds
Pupil Premium lead	Heidi Sellars
Governor / Trustee lead	Dan Fleetcroft (C of G)

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£ 94,005
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	£ 94,005
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Part A: Pupil Premium Strategy Plan

Statement of Intent

UTC Sheffield City Centre was established in response to a growing skills shortage in the engineering and creative digital media industries. Employers across the Sheffield City Region are increasingly frustrated with the lack of talent being generated by traditional educational settings due to the overwhelming focus on solely academic learning that does not develop the necessary skills and knowledge to meet the recruitment demands of their businesses. The UTC opened in 2013 as a direct response to this demand by delivering high-quality cutting edge technical education as part of a broad and balanced curriculum that improves social mobility for students aged 13 to 19 from across the region.

The UTC curriculum is morally purposed. Created to enable progression into life-long careers and underpinned with rigorous academic qualifications at GCSE and A level. The curriculum has a track record of ensuring that all students have the appropriate qualifications, skills and attributes to achieve a successful destination at the end of their studies. In 2024.25, 99% of Year 11 progressed to a successful destination. 99% of Year 13 progressed on to further study or employment with 30% joining an apprenticeship compared to a national average of 5%. This philosophy underpins the UTC vision and ethos and is the enabler that improves the lives of our students, their families and their communities.

The curriculum is only one element of the wider UTC experience. Critical to the success of the UTC destinations is the wider personal development of the individual. The UTC was intentionally designed to provide a cohesive school community for those students who attend. This is supported with excellent pastoral care that ensures our students are able to thrive, grow and achieve their aspirations. Our students are prepared to become global citizens and have the personal qualities and confidence to gain future employment. Students, parents/carers and employers recognise the impact our education has on the wider individual by increasing confidence and the necessary employability skills required for the next phase of their life. This is achieved through the curriculum and high expectations from all staff, plus exposure to employers and university partners, mock business interviews, employer mentor events, industry led projects, enrichment, competitions and work experience or work placements.

As a result of the above, the UTC has an extremely powerful universal offer that disproportionately impacts those students from disadvantaged backgrounds. The power of the offer lies in its universality, no student is singled out regardless of their background. Student behaviours and their attitudes towards each other, staff and to external stakeholders are positive and these attitudes enable all students but particularly the most disadvantaged to gain access to exciting and life-long careers that allow them to improve their lives and the lives of those within their community.”

Challenges

Some of our students experience some of these challenges. These are the most frequently observed:

Challenge number	Detail of challenge
1	Reading Our GL Assessments data shows us that reading ages/reading comprehension/oracy is lower for those designated PP.
2	PASS Lower attendance rates impacting on the progress and attainment of PP students
3	Family engagement Lack of family engagement and desire to work with school has an impact, particularly on disadvantages students
4	Confidence in interactions with the wider community High quality opportunities are often not available to pupils from lower income backgrounds.

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
Reading Improvement in test scores will lead to students to better access the curriculum. Implementing Reading Plus Accelerated Reader Reading in form	Improvement in reading test scores Information from student and teacher voice
PASS To improve student's attitudes in all aspects of school life Attendance at school will be high.	Retest students after May half term and link in with attendance data Clear and marked improvement can be seen between PASS surveys in students' attitude to self and study. Student and teacher voice
Family Engagement To improve parental engagement with school to enable better outcomes for the student. To improve parents, view of school and support it to be more positive. Recognise that any work with families should be targeted, clearly defined and achievable. Recognise that the evidence about effective parental involvement changes depending on the ages of Students Ensure any focus on attendance is rooted in the drivers of poor attendance, not the symptoms	Improves student attendance. Improved communication with parents (using case studies for evidence – choose families from the start randomly)  The diagram illustrates two approaches to parental involvement. On the left, an upward-pointing arrow labeled 'Younger children' points to a box containing: 'Direct involvement in learning. Encouraging language development, modelling talk and reading. Real life experiences, routines. Supporting attendance, punctuality, social interaction. Embracing challenge.' On the right, a downward-pointing arrow labeled 'Older pupils' points to a box containing: 'More 'hands off'. Encouraging good learning behaviours, attendance, habits, routines, self regulation. Encouragement and interest. Open communication channels with school. Encouraging resilience.'
Confidence in interactions with the wider community Increase in students' confidence. Increase in student participation. Careers advice for all students PP and SEND students targeted for early advice in Y9	PASS data Feedback from employers Student voice PP and SEND students have priority careers appointments across Y10-Y13

Activity

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: £84,552

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to be provided to staff to support them to provide quality first teaching to students.	Incorporating CPD is vital to ensuring that teachers are well-equipped to deliver high-quality first teaching to all students, particularly disadvantaged learners. Evidence from a range of sources highlights the positive effects of CPD on teacher effectiveness, student outcomes, and the narrowing of the attainment gap. By providing staff with continuous professional development, schools can ensure that teaching strategies are refined, adaptable, and responsive to the needs of all students, especially.	2
Staff specific bespoke CPD to share best practice in teaching which will maintain and improve attainment and progress for students.	Bespoke CPD tailored to the specific needs of teachers and students is critical. The evidence supports the notion that professional development should be targeted, ongoing, and focused on improving teaching practice through the sharing of best practice. By equipping teachers with the knowledge and strategies they need to address the challenges faced personalisation, differentiation, and evidence-based strategies are essential for ensuring that pupil premium students receive the highest quality teaching.	2

Progress tracking and assessment cycle refined to ensure in class and out of class intervention is timely and effective.	The evidence supports the view that a refined progress tracking and assessment cycle is essential for providing timely and effective interventions, both in-class and out-of-class. Continuous and accurate progress tracking helps identify learning gaps early, allowing for quick and responsive interventions tailored to the needs of individual students.	2
Specialist employer engagement leads appointed in each department with dedicated time allocated on timetable to further strengthen and support student progression, retention and destinations.	Evidence supports the idea that appointing specialist employer engagement leads in each department, with dedicated time allocated on the timetable, significantly enhances student progression, retention, and destinations, particularly for pupil premium students. By linking education to real-world experiences, employer specialists help students build the necessary skills, gain career insights, and access opportunities that increase their motivation to succeed. This results in better academic outcomes, more informed career choices, and smoother transitions to post-school destinations. This strategy is particularly beneficial for disadvantaged students, who often face more barriers to employment and further education.	2, 4

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

Budgeted cost: £72,886

Activity	Evidence that supports this approach	Challenge number(s) addressed
+ Unravel	This approach is designed to unravel key challenges around children's behaviour and give them the tools to make positive change. It is unique and statistically proven, applying a range of psychological techniques including elements of neuroscience so that children can understand themselves and take charge of their brains and behaviour. They work on all aspects that activate self-esteem to help each child gain control of their emotional well-being and build resilience.	2, 4
Reading Plus	Reading Plus can improve both reading comprehension and fluency, which are crucial for academic success across all subjects. Research from the National Literacy Trust indicates that students who struggle with reading at an early age are at a higher risk of academic underachievement, particularly if they do not receive targeted literacy interventions.	1,2,4
Accelerated Reader further implemented for this academic year to support and catch-up weaker readers.	Accelerated Reader is a proven intervention that has demonstrated significant benefits for disadvantaged students in improving reading fluency, comprehension, and overall academic performance.	1,2,4

Functional Literacy lessons were embedded for students in the curriculum throughout last academic year for ALL students in Y9 and Y10. Functional Skills L2 now being delivered to Y11 (this year only), alongside year 10 with Y9 starting on the Functional Literacy programme.	Sharing of best practice from 'outstanding' UTCs across the UK with exceptional progress levels for students in English and other subjects due to enhanced focus on literacy was embedded in the UTC curriculum last academic year. This now continues to be a part of the curriculum.	1,2,4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £42,616

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment Clubs to support and promote students' social skills and wellbeing.	Wider strategy used to support students' behaviour and wellbeing by removing non-academic barriers. Enrichments activities are proven to widen experience, more they develop as young people	2, 4
Inclusion team support for students who have a wider need relating to behaviour, wellbeing or SEMH.	Tailored support, such as emotional regulation, behaviour management, counselling, and SEMH-focused interventions, helps improve behaviour, reduce exclusions, enhance academic engagement, and improve long-term outcomes. School can significantly raise the educational prospects of disadvantaged students, breaking down the barriers created by emotional and social challenges.	2,3,4

Careers support for all students with specific focus on disadvantaged groups to raise aspirations.	Careers advice can significantly influence the educational and career choices of disadvantaged students, helping them aspire to higher career goals. It can help to close the aspiration gap between disadvantaged students and their peers. Structured careers guidance, can raise the aspirations of disadvantaged groups by providing them with awareness of opportunities they might otherwise not consider.	2,4
Attendance lead in place to ensure systems of challenge are in place and followed.	Having an attendance lead in place is a highly effective way to ensure systems of challenge are followed, particularly for disadvantaged students. The attendance lead provides leadership, accountability, and a targeted approach to improving attendance, which in turn supports better academic outcomes. Research shows that improving attendance is crucial for reducing the achievement gap,	2,3,4
Counselling services available to students should they be required (Sheffield Future) as well as signposting and referring to other services.	The evidence strongly supports the idea that counselling services and signposting to external support services are vital components, aimed at improving the outcomes for disadvantaged students. Access to counselling services helps address mental health and SEMH needs, which are critical factors in improving academic performance and school engagement.	2,3,4
2 Learning Managers in KS4 and 1.4 Learning Manager in KS5 are in place to support students from a non-academic perspective and ensure their safety and wellbeing.	Having Learning Managers in place for KS4 and KS5 is a highly effective way to support disadvantaged students, addressing their emotional, behavioural, and wellbeing needs. These roles are critical in improving engagement, reducing absenteeism, and ensuring that	2,3,4

	students are safe and supported as they navigate the challenges of these key educational stages. By focusing on non-academic support and providing a holistic approach to student welfare, schools can raise aspirations, improve academic outcomes, and ensure the safety and wellbeing of disadvantaged students.	
SLT, Learning Managers and Curriculum Directors to complete all transition discussions	This is a highly effective strategy for improving student outcomes. SLT provides leadership and ensures that systems are in place for smooth transitions; Learning Managers offer personalised support to address social and emotional needs, and Curriculum Directors ensure that academic pathways are tailored to meet the needs of each student. This collaborative approach leads to improved engagement, academic performance, and wellbeing for disadvantaged students during crucial transition periods.	2,3,4
SLT, Learning Managers and LSA's work through the summer term to ensure smooth transition into Y9.	SLT, Learning Managers, and LSAs play an essential role in ensuring a smooth transition into Year 9, particularly for pupil premium students. A well-structured transition process that involves targeted support, personalized interventions, and continuous monitoring can help maintain academic progress, build confidence, and improve student retention rates. Through early identification of needs, emotional key staff members can ensure that pupil premium students are set up for success in Year 9 and beyond.	2,3,4

Total budgeted cost: £200,054

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

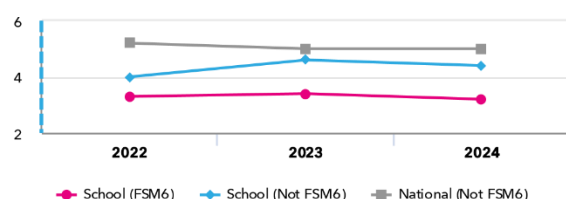
This details the impact that our pupil premium activity had on students in the 2024 to 2025 academic year.

Attainment

The attainment and progress of students identified as PP was lower than that of non-PP students. All PP students achieved on or higher than GL based targets. There is still a gap in progress between FSM6 students and non FSM6.

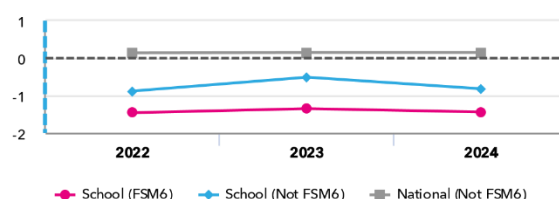
KS4 attainment for disadvantaged pupils 2024

Attainment 8 (Overall)



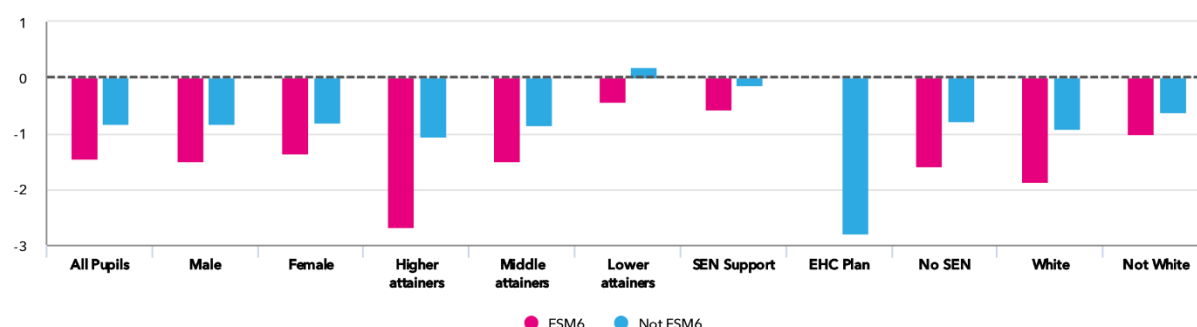
KS4 progress for disadvantaged pupils 2024

Progress 8 (Overall)



Progress gap

Progress 8 (Overall)



Attendance

Both the attendance of students who are not entitled to free school meals (FSM) and for those students who are eligible for FSM, attendance is both groups is broadly in line with the national average and significantly higher in the Year 11 cohort.

Pupil Groups		Pupils		All	Year 9	Year 10	Year 11
FSM6	FSM6	88	School	86.4%	85.0%	85.2%	89.6%
			FFT National	86.2%	85.2%	84.2%	83.6%
			Difference	+0.2%	-0.2%	+1.0% ●	+6.0% ●
	Not FSM6	216	School	92.5%	92.5%	91.6%	93.5%
			FFT National	93.3%	92.9%	92.5%	91.7%
			Difference	-0.8%	-0.5%	-0.9%	+1.8% ●

Destinations

Our destination data is positive with 100% of disadvantaged students successfully progressing on to the next stage of their education. Further interrogation shows that, although PP students have achieved successful destinations, there is more work to do to ensure these students who leave at the end of Year 11 gain places on level 3 programmes. The number of PP students moving onto level 3 programmes was lower than non-PP

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
Counselling services	Sheffield Futures
Local Authority Alternative provision programme	Sheffield City Council
Local Authority Work experience support programme	Sheffield City Council
Unravel	Unravel
Reading Plus	Dreambox

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?	NA
What was the impact of that spending on service pupil premium eligible students?	NA

Further Information

Our intention is to ensure that all students, irrespective of their backgrounds, will achieve high attainment across the curriculum whilst developing the skills and achieving the qualifications they need to secure aspirant destinations.

The initial aim of our pupil premium strategy is to ensure that it is robust in its ability to successfully determine our disadvantaged cohort so that any student vulnerable to not accessing our curriculum is supported to do so. Our strategy will seek to scrutinise data from both qualitative and quantitative sources to ensure key stakeholders have a secure and thorough understanding of the challenges faced by our disadvantaged students. As well as systems in place to ensure that this information can be secured and acted on quickly for subsequent cohorts on entry.

As a University Technical College (UTC), fostering a strong sense of belonging and unity underpinned by our specialisms is important to our success. Students join our UTC from Y9 and do so from a diverse range of feeder schools. Therefore, our transition process is pivotal to our success in ensuring that all students, and in particular our disadvantaged students, go on to secure destinations which are aspirant.

High-quality teaching is fundamental to our approach where a focus on developing effective classroom practice, to ensure high quality provision for all, is the bedrock of our school improvement priorities. Our staff training programme for the current academic year is informed by our whole-school improvement priorities and a continual focus on improving the quality of teaching and learning for all students including the most disadvantaged. A range of cross-curricula working groups are the driver for this process including groups that focus on literacy, SEND, employer & practitioner engagement, teaching & learning and staff well-being. Our focus on teaching & learning and particularly literacy, support our longer-term strategy. We know that literacy is one of the primary development areas affecting progress for our students.

Our longer-term intent here is to ensure that the learning done by staff and subsequent strategies adopted in classrooms is improving the attainment and progress of our non-disadvantaged cohort whilst simultaneously narrowing the gap between those in our

disadvantaged cohort in order to ensure all of our students progress onto positive destinations and employment at the end of their studies with us.

Marc Rowland who works country-wide, on a range of programmes focused on educational disadvantage wrote:

Children, pupils, students are not at risk of underachievement because they are 'Pupil Premium' / SEND or any other label they may be given. They are at risk of underachievement because of the impact of socio-economic disadvantage on their learning, wellbeing and personal development. A special educational need may also impact on this, exacerbating challenges. But we want to argue that a label led approach can be problematic. The fact that a pupil is eligible for the Pupil Premium, the fact that a pupil has SEND tells us very little about that pupil as an individual.

The fact that some pupils that did not reach age related expectations in reading, writing or maths were Pupil Premium and SEND does not provide useful information for teachers and leaders in planning and implementing strategies to help children to thrive. There may be a correlation between the labels and underachievement, but this should not limit our expectations of what children can achieve. The correlation provides limited information about how we respond to the needs of pupils as individuals.

The key messages here:

The practitioner is the intervention. We need to ensure that staff have the support, expertise, knowledge, and agency to support their learners. Consistent, high-quality staff are critically important.

Every pupil is an individual. A focus on labels can disempower teachers and anonymise pupils.

That pupils with additional needs get at least equitable access to well trained, highly qualified staff in comparison to their peers.

Every pupil, irrespective of starting point and background should be given the chance to thrive by;

- 1) Ensuring that all staff believe that all pupils can make the necessary progress to attain well. That there is a collective responsibility for all pupils and families across the school community.
- 2) That adults in school are often the variable – children and families need us to be consistent: personnel, routines, interactions and expectations.
- 3) That children and families are socially included, and feel that they belong. In the classroom, unstructured times, in extracurricular activities, residentials and visits. In

sports teams, representing school and student leadership opportunities. That families feel they are listened to and not judged.

4) That there is a meaningful understanding of the impact of low family income on learning and wider school life. Low family income can limit opportunity. It doesn't mean that pupils lack the potential, talent or ability to thrive.

5) That we carefully assess issues that are impacting on pupils' learning and opportunity. We can start with issues such as:

Family income

The type of special educational need –for example Attention Deficit and Hyperactivity Disorder / Autism / Speech, Language and communication needs / Physical Disability / Social, emotional and Mental Health

Other factors – family education levels, support from external agencies,

6) That we consider how these issues impact on pupils as individuals. Assessment not assumption. These might include:

Food insecurity

Housing/fuel insecurity

Transport difficulties

Social isolation

Fewer opportunities outside of school

Family/carer short termism as a result of a crisis cycle

Lack of social networks limiting access to cultural capital, wider aspects of personal development and opportunities, for example work experience, travel, clubs and activities

Difficulties with the cost of school life (even very low-cost items or activities)

Societal challenges – uncertain income and unemployment risks. Particular judgements, beliefs, and assumptions

Negative feelings of self-worth, anxiety and its impact on future agency and aspiration.

7) We carefully assess how these issues impact on pupils as learners. Poorly identified need leads to poorly identified activity, which leads to weaker results and initiative

fatigue. It can lead to a reactive approach to supporting learners. Identifying need might include:

Diagnostic assessment (academic and pastoral)

Observations of learning behaviours the classroom

Specific behaviours associated with a child's special educational needs

Observations of unstructured times

Observations of talk, listening and non-verbal communication

Book study

Pupil voice

Family voice

Teacher voice

8) Once needs are identified and understood, we carefully consider how we support individuals:

In the classroom, through inclusive teaching strategies, working with high quality practitioners.

Levelling the playing field: front loading the teaching of knowledge, avoid the presumption of language and background knowledge, celebrating the process of learning, as well as the outcome.

Through targeted academic support (that supplements, not supplants.). Be wary of interventions where pupils miss teacher explanation / modelling. And be wary of the disruption of pupils missing 'something different every week'. This can be well intentioned but problematic.

Consider the trade-offs (academic and social) if pupils are to be removed from class. Careful provision mapping is needed to avoid over intervention. The quality of staff leading any interventions should be excellent.

Any out of school learning is a helpful benefit but should not be essential to progress and attainment.

Strategies should be rooted in early intervention, improving pupils as learners through:

Improving self-regulation skills

Improving communication and language

Building specific, meaningful vocabulary together as a class team (not reliant on vocabulary lists from the internet)

Improving reading comprehension

Ensuring pupils receive meaningful feedback that they can act on.

Meaningful checking for understanding and responsive teaching

Exceptionally high-quality pastoral care (including supporting good attendance). Many pupils face multiple challenges before they even arrive at school.

Excellent personal development curriculum that pupils have meaningful interactions with their peers and build strong friendships.

Ensuring that pupils are able to participate in extracurricular opportunities, enrichment, residential and wider opportunities to build social stories – the joyful, emotional memories of school life that everyone should experience.

9) That we are careful about implementation, avoiding trying to do too many things at once, stuck in a cycle of interventions that impact on pupils academically and socially.

10) Dispassionate impact evaluation, focused on impact on pupils as learners. A robust process and impact evaluation framework should be adopted at the start of support – so teachers and leaders can accurately assess its effectiveness. Changes and adaptations can then be made to practise and to the strategy where necessary.