

Studio West Pupil Premium Strategy Statement (2020-21) & Review (2019-20): Published October 2020

1. Summary information			
Total number on roll	298 and 23 in the 6 th form	Number of pupils eligible for pupil premium funding in Years 7 to 11.	186 students: 68.1% of total on roll
Number of pupil premium children in each year group: Yr7=62 of 96 (64.6%); Yr8=72 of 102(70.5%); Y9=66 of 100 (66%). 71% of SEN students are disadvantaged.			
Total pupil premium budget:	£154,817.19	Amount per pupil: Years 7 to 11 = £935 Armed forces children=£300 CLA=£2,300 (199 x £935, 1 x £300, 3 x £ 2,300)	
Date of external pupil premium review: September 2019		Dates of internal half termly reviews: Oct 2019, Dec 2019, Feb 2020, March 2020, May 2020 and July 2020. Once the 2019 national figures have been published the school's figures will be compared with national averages.	

2. 2018 End of Key Stage 4 (Year 11) progress KS2 to KS4 and attainment. We will not have another set of figures until 2022				
	All pupils (28)	High attaining pupils (8)	Disadvantaged pupils (23)	High attaining disadvantaged (5)
Average Attainment 8 score per pupil	40.14 (46.69)	47.06 (60.86)	39 (50.30)	45.5
Progress 8 measure	-0.17 (-0.03)	-1.11 (0.01)	-0.08 (0.13)	-1.11
The % achieving a grade 4 or above in English and maths	61% (65)	100% (93)	59% (72)	100%
The % achieving a grade 5 or above in English and maths	21% (43)	38% (77)	18% (50)	40%
English Baccalaureate---the % achieving at grade 5/C or above	NA	NA	NA	NA
3. 2019 End of Key Stage 4 current Year 11 predictions. No current year 11 until 2022				

	All pupils	High attaining pupils	Disadvantaged pupils	High attaining disadvantaged
Average Attainment 8 score per pupil	NA			
Progress 8 measure	NA			
The % achieving a grade 4 or above in English and Maths	NA			
The % achieving a grade 5 or above in English and Maths	NA			
The % achieving a grade 4 or above in Art	NA			

4. Barriers to future attainment for students eligible for pupil premium funding in 2020-2021.

A.	Stubbornly low attendance on entry of most disadvantaged children. This has been exacerbated by Covid 19.
B.	Disengagement and low aspirations of a significant number of pupils and their parents. This has been exacerbated by Covid 19.
C.	Some students have a poor work ethic and a home situation that makes it hard for them to become independent learners. This has been exacerbated by Covid 19.
D.	Socio-economic deprivation marker – difficult home lives and the issues that then ensue including mental health problems. Exacerbated by Covid 19 restrictions
E.	Covid 19 – Remote learning – IT access and capacity linked to socio-economic deprivation factors.

5. Outcomes and success criteria for summer 2021.

A.	Teaching: Further strengthen the quality of teaching by ensuring all teachers have very high expectations of all of their students and plan lessons that fully meet the needs of their disadvantaged students. Tracker for disadvantaged students shows gap closing. Quality Assurance of T&L shows improved Good & Outstanding teaching. Good quality remote learning programme in place with good engagement. QA for remote learning shows in line with QA inschool learning.
B.	End of Year 7/8 KS3: Close tracking and monitoring of the progress and attainment of Year 7 & 8 students. We will aspire to ensure our disadvantaged students are on track to achieve positive VA scores at the end of KS3 and subsequently positive P8 at the end of KS4. Literacy is a main component in this drive for progress. Good quality remote learning programme in place with good engagement. QA for remote learning shows in line with QA inschool learning.
C.	End of KS4: our disadvantaged students achieve positive Progress 8, English, Maths, Ebacc and Open Element scores. To diminish the difference between our disadvantaged students and others nationally and we will aspire to close many of the gaps.
D.	The attendance rate of pupil premium students to improve from 95% to 96% by July 2020. (Excluding Covid 19 restricted attendance). The persistent absent rate of pupil premium students to reduce from 19.5% to below 10% by July 2020. (Excluding Covid 19 restricted attendance).
E.	To significantly improve the attainment and progress of our most able pupil premium students. Year 10: High attaining disadvantaged students to achieve positive VA and Attainment 8 scores in 2020 assessment and validated 2022 GCSE figures The gap between our disadvantaged students and others nationally closes significantly

6. Planned expenditure 2020-2021 Current budget = £187.180

i. Strengthen the quality of teaching and learning.

Funded from main school budget.

Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented	Staff lead	Impact
<p>Ensure all teachers are planning lessons that fully meet the needs of their PPG.</p> <p><i>PPG = Learners eligible for the pupil premium grant.</i></p>	<ol style="list-style-type: none"> 1. Appointment of PP coordinator for September 2019. 2. INSET for governors at appointed governors meeting to ensure they have a good strategic overview of the impact the funding is having and can challenge/support senior leaders well. 3. Further develop the teaching and learning routines and structures to ensure lessons are structured to support all students well and enable them to make high levels of progress. 4. Poverty Proofing audit action plan to meet findings where appropriate. 5. CPD in morning briefing sessions; will include strategies to support, stretch and challenge PP students, led by PP Coordinator. 6. Performance management targets for student outcomes linked to pupil premium /SEND outcomes agreed by end of October for all teachers. 7. Peer observations to run alongside performance management observations. Mentoring and sharing good practice programme (teaching, marking and feedback focus) to continue. 8. Continue to hold half termly “Challenge Meetings” where the SENDCO and Deputy Principal will provide advice and support to enable teachers to improve the progress and attainment of their PP students on the SEND register. 9. Progress of each student is discussed, and further strategies identified if students are not on track to achieve their challenging targets. Robust RAG at each data harvest followed by intervention strategy signpost and follow up. 10. Teachers network externally to moderate & standardise to ensure standards are met and accurate assessment is taking place. PP significantly represented in this. 11. Focused marking and feedback shows good dialogue and specific developmental points for students to follow. 12. Develop a full remote learning programme with embedded QA & moderation / standardising assessment. Staff training in place. 	<p>There is a need to further raise teacher expectations and provide more stretch/challenge for our PPG students, particularly middle/higher ability disadvantaged students.</p> <p>We need to continue to narrow the gap between our PPG and others nationally.</p> <p>Teacher / student dialogue: Marking and feedback are developing well and is starting to impact strongly on pupil outcomes across all subjects.</p> <p>Interventions are bespoke and reviewed and carefully monitored.</p> <p>Remote learning coordinator in place Sept 2020</p>	<p>Lesson observations and learning walks focused on PPG.</p> <p>Close monitoring through challenge meetings and RAG data harvest.</p> <p>Morning briefings and Challenge Meetings continue</p> <p>Book / work scrutiny.</p> <p>Networking standardised / moderated work.</p> <p>100% of students have digital access by January 2021</p> <p>Hard copies of work packs will be used to support reluctant</p>	<p>Principal and Deputy Principal</p>	<p>Autumn term: % of lessons that are:</p> <p>25% Outstanding 58% Good 8% improving RI 0% Inadequate</p> <p>Summer term: % of lessons that are:</p> <p>33% Outstanding 66% Good 0% RI 0% Inadequate</p> <p>Remote learning:</p> <p>% engagement during periods of lock down / isolation</p> <p>Term 1 – 40% Term 2 – 60% Term 3 – 75%</p>

ii. Targeted support for pupil premium students.

Total cost = £100,000

Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
<p>MATHS PP students achieve a positive VA. Gaps in learning from poor attendance and non-engagement are addressed at KS3. The gap between our PP students and national others closes significantly.</p>	<ol style="list-style-type: none"> 1. Diagnostic profiling to identify gaps in learning through testing on entry and end of year testing. Yr 7-9. 2. Specific focus on PP students who are tracked and monitored by PP Coordinator. 3. Additional CPD for maths teacher on pace, challenge and marking. 4. Challenge meetings chaired by Principal/Deputy Principal focus on progress in English and maths and the impact of interventions. 5. Weekly CPD at the morning briefings with a focus on pace, questioning, level of challenge etc. 6. Continue with 1 to 1 support after school, at weekends and in school holidays to boost progress of targeted students as intervention. 7. Implement new scheme of work for Years 7&8 and new assessment procedures. 8. Year 9 begin GCSE Maths & English creating 3 year KS4. 9. Better links with local primary schools to prevent dip in year 7 learning eg liaise with them on how they deliver maths and English. 10. Embed Maths Watch / MyMaths online numeracy programme. 11. Year 7 & 8 numeracy programme. Focus on numeracy mastery. 	<p>Maths VA is positive & shows exponential progress for significant number of students. Continue to raise the profile of Maths and close the significant gaps in prior learning. Further improve the profile of Maths & link to the place of work.</p>	<p>QA - Lesson observations, learning walks and book scrutiny. Pupil voice surveys.</p>	<p>New Maths teacher appointed with significant experience & excellent track record.</p>	<p>100% Maths teaching Good or better. 50% Maths teaching Outstanding.</p> <p>All disadvantaged students on target or in line for diagnostic intervention.</p> <p>100% attendance at intervention classes.</p> <p>Engagement with remote / independent learning programme is at</p> <p>Term 1 – 40% Term 2 – 60% Term 3 – 75%</p>
<p>ENGLISH PP students achieve a positive score. The gap between our PP students and national others closes significantly.</p>	<ol style="list-style-type: none"> 1 to 9 See above. 6. Provide a reading bookcase in every room and pilot e-readers to improve reading skills and frequency. 7. Embed Achieve 3000 online literacy programme to build language skills. 8. Continue with theatre trips linked to class texts to enhance understanding. Year 7 & 8 curriculum written around “The Novel”. Focus on vocabulary mastery. 9. Literacy focus in all subjects – word-rich initiative. 10. Literacy morning tutor time focus. 11. Embed Remote learning / independent learning programme for English. 12. Increase Ereader capacity. 	<p>Need to maintain the strong progress that was praised by the Ofsted inspectors. Significant low levels of literacy on entry. Exponential increase in RA sustained.</p>	<p>QA - Lesson observations, learning walks and book scrutiny. Pupil voice surveys.</p>	<p>Key Stage 3 Lead & Deputy Principal</p>	<p>100% English teaching Good or better. 75% English teaching Outstanding.</p> <p>All disadvantaged students on target or in line for diagnostic intervention.</p> <p>100% attendance on intervention classes. Engagement with remote / independent learning programme is at</p> <p>Term 1 – 40% Term 2 – 60% Term 3 – 75%</p>

<p><u>ALL SUBJECTS</u> PP students achieve positive VA. The gap between our PP students and national others closes significantly.</p>	<p><i>Strong and accountable focus on PP students</i></p> <ol style="list-style-type: none"> All teachers to plan and deliver lessons that stretch and challenge ALL their PP students. Remote / independent learning embedded across all subjects. All teachers to ensure their feedback and marking impacts strongly on PP progress and attainment. Feedback must be specific and stretching. Intervention must be bespoke and swift with review and planning. All teachers celebrate success at every opportunity and ensure their learning walls celebrate their students' achievements and support learning well. All subjects closely monitored through RAG data harvest and subsequent challenge meetings. Full intervention programme in place for all subjects. Subjects causing concern subject to closer scrutiny & support 	<p>Drive for parity across all subjects.</p>	<p>QA - Lesson observations, learning walks and book scrutiny.</p> <p>Pupil voice surveys.</p>	<p>KS3 Lead Principal and Deputy Principal</p>	<p><u>Autumn term % of lessons that are:</u> 25% Outstanding 58% Good 8% improving RI 0% Inadequate</p> <p>Summer term% of lessons that are: 33% Outstanding 66% Good 0% RI 0% Inadequate</p> <p>All disadvantaged students on target or in line for diagnostic intervention.</p> <p>75% attendance on intervention classes</p> <p>75% engagement with remote learning</p>
<p><u>MOST ABLE</u> The gap between our middle and high attaining disadvantaged students and others nationally (not disadvantaged) closes significantly.</p>	<ol style="list-style-type: none"> Update the most able register, adding and tracking potential high attaining PP students. Progress of these students discussed in the daily briefings and "Challenge Meetings." Continue to coach and mentor our more able disadvantaged students. University visits and information about and support with UCAS applications and apprenticeship applications eg mock interviews. Mastery group developed for most able Year 7 & 8 in all subjects. 1:1 Coaching PP Coordinator to ensure barriers to success for PP students are lessened, including practical help. Remote / independent learning embedded across all subjects with 100% engagement. 	<p>We are committed to ensuring that high attaining disadvantaged students do not miss opportunities because of the significant social barriers that exist.</p>	<p>QA - Lesson observations, learning walks and book scrutiny.</p> <p>Pupil voice surveys.</p>	<p>KS 3 Lead Principal and Deputy Principal</p>	<p>Most able & potential HA students all on target each data capture.</p> <p>Those who are not are targeted for specific HA diagnostic intervention classes. 100% attendance at these classes.</p> <p>100% engagement with remote learning.</p>

iii. Other approaches to raise the attainment and progress of pupil premium students.		Total cost = £87,180			
Desired outcome	Actions	What is the evidence and rationale for this?	How will you ensure it is implemented	Staff lead	Impact
<p>ATTENDANCE Identify & remove barriers preventing students from attending the academy.</p> <p>PPG attendance improves to 95% or better.</p>	<ol style="list-style-type: none"> Develop the role of the form tutor to support swift and proactive intervention with individuals and families. Increase tutor time for Lit / Num & pastoral care. Further develop specific strategies for hard to reach families eg home visits, transport to school and team around the child meetings. Use of family liaison officer from Clennel Solutions. Attendance Board will continue where we list all students' attendance and colour code it; board updated every half term and focus groups identified from this. Attendance review meetings organised with parents of poor attenders, emphasis on the lack of progress in English, Maths etc. <u>Attendance rewards</u> Improved attendance rewards (certificate, stationery, confectionery and end of term trips) for pupils who manage to improve their attendance awarded every half term. 100% certificates awarded every half term. Weekly attendance discussed in assemblies and best class awarded with a cup/bag of sweets to share. Attendance strategies to include remote / independent learning engagement. Holidays taken in term time not authorised. Penalty fines and court action if required. Termly attendance letters to emphasise the importance of good attendance. Local employers to talk in assemblies about their attendance expectations for their employees and how they do not tolerate poor attendance in the workplace. Local company to sponsor/present our attendance rewards. Best work placements go to the best attenders. Half termly academic reports with sentences linking progress to attendance. Will require medical evidence for students at risk of becoming PA. Coaching and 1:1 sessions – to support during Covid crisis – focus on attendance & engagement. 	<p>A significant number of PP students have high absence rates which are affecting their progress and attainment.</p>	<p>Close monitoring of attendance officer & work.</p> <p>Half termly reviews and subsequent planning.</p>	<p>Deputy Principal & Attendance Officer</p>	<p><u>Excluding Covid restricted attendance</u></p> <p><u>October 2020</u> PPG attendance rate = 91.5%</p> <p><u>December 2020</u> PPG attendance rate = 93%</p> <p><u>March 2021</u> PPG attendance rate = 94%</p> <p><u>2021 closes</u> PPG attendance rate = 95%</p>

<p><u>FURTHER IMPROVE BEHAVIOUR FOR LEARNING</u> Good or better engagement and behaviour from all PPG students enabling them to make progress in lessons.</p>	<ol style="list-style-type: none"> 1. Appoint Behaviour Lead – full training for PP students and strategies. 2. Ensure all teachers have very high expectations and encourage outstanding behaviour and positive attitudes to learning. 3. After every exclusion there will be a reintegration meeting with a senior leader and the student will be placed on report. 4. Clear support plans in place for any PPG student who is not demonstrating positive engagement or behaviour. Support plan in place to help the student improve. 5. More regular learning conversations with parents, including those relating to homework which will be publicised via our website. 6. Substantial rewards programme & cash-in system. 7. Breakfast club / Book & Bagel tutor time as many students skip breakfast. Making student lesson ready. Fruit in every tutor room. 	<p>Good behaviour and positive attitudes to learning help pupils to make good progress.</p>	<p>Learning walks. Behaviour log show reduced incidents over time. FTE & PEX figures are low.</p>	<p>Deputy Principal</p>	<p>Behaviour log shows a reduction of 10% incidents during the autumn term.</p> <p>Fixed term exclusions have been reduced by 10% during the autumn term.</p>
<p><u>ENRICHMENT AND RAISING ASPIRATIONS</u></p>	<ol style="list-style-type: none"> 1. Continue to remove financial barriers to learning by paying for or subsidising residential, enrichment trips, Duke of Edinburgh Award scheme, business dress, work clothing for placements, the work placements programme, breakfasts & enhanced healthy lunch drive. 2. Further improve the motivational environment so that it celebrates the success of all students, including PPG. 3. New activities to promote positive school culture – Fright Night / Word Wall competition / Christmas doors / Choir visits / Production etc. 4. Develop highly effective aspirations programmes. All PP students will take part in at least one aspirations programme throughout the school year. This will ensure they are either engaging with top universities or successful businesses. There will be a focus on success and personal action plans. <ul style="list-style-type: none"> ■ Years 7 & 8 Enterprise programme developed ■ Highly successful Yr 9 work placements / experience scheme. 5. High quality careers advice from our dedicated Business Engagement Manager. 6. DT Projects for engagement. 7. Alternative / work experience. <p><i>Covid restriction have significant impact on visits.</i></p>	<p>Some PP students have low aspirations. On entry they often have a poor work ethic and do not “believe in themselves”.</p>	<p>Track enrichment activities.</p> <p>Student voice surveys in September and July to see if aspirations have been raised.</p>	<p>All teachers, Principal and Deputy Principal to QA learning environment.</p> <p>Business Engagement Manager</p>	<p>Yr 9 Feedback from employers and students:</p> <p>Student Voice</p>

7. Review of expenditure for 2019/20		Total pupil premium budget = £154,817.19	
Previous Academic Year			
Desired outcome	Actions	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
i. Targeted support for pupil premium students.		Total cost = £86,600	
Improve academic progress, attainment and behaviour.	<ol style="list-style-type: none"> 1 to 1 study support & intervention for students to plug skills gaps and maximise engagement. Also, targeted group interventions. Coaching sessions including target groups. Coaching & 1:1 support through Covid 19. CATS and reading age tests to inform intervention and teaching strategies. Full GL assessment testing for Maths / Science & English. Moderation programme for standardising work. Staff training for exam board specific criteria. Added testing following lockdown, Covid 19. Mastery classes and subject specific independent study resources purchased. Reward fund for subject areas to reward and encourage students. Alternative curriculum / work experience / curriculum enhancement. Curriculum delivery using Oak training during half term, Easter and Summer break. Students will gain 2 GCSE's through Oak training. Support following lockdown & catch up. 	1 to 1 support has given students high quality support and secured a 100% engagement. RA progress is exponential. Good study resources and support have improved our exam results. (No Year 11 validated data but TA and standardising using external support show current Year 10 on target for P8 of 0.8)	These strategies will continue as they are highly successful. We do not have a Year 11 cohort so added strategies and plans to improve academic progress through enhancement of skills & independent skills in particular.
ii Other approaches to improve the attainment and progress of pupil premium students.		Total cost = £68,218	
Lower absence rates to improve attainment	<p>Attendance officer working with pastoral team to strengthen links with families. Strengthened external links.</p> <p>Incentives provided to encourage students to improve their attendance and chances of academic success.</p> <p>Pastoral support for Attendance Officer from Clennel Solutions – family liaison.</p> <p>Covid 19 added support for engagement with remote learning.</p>	<p>Attendance of individual PP students has improved significantly.</p> <p>Better engagement with families causing concern. Improved PA figures. Improved engagement with school refusers.</p> <p>Typical PA figures for Feb 12.2 where national was 13.7.</p>	<p>To further improve attendance new strategies to be introduced.</p> <p>Strengthen family liaison using external support and other avenues.</p>

<p>Breakfast & Super healthy lunch</p>	<p>A number of students skip breakfast. Breakfast is provided to help students focus on learning. We have a healthy school lunch drive and spend extra ensuring students experience different foods. We have introduced Book & Bagel during tutor time to ensure all student access breakfast. Fruit baskets. Strengthen this with egg muffins and substantial fruit offer.</p>	<p>Very successful. No students are hungry in lessons and concentration rates have improved. Time in tutor is more productive and students more engaged.</p>	<p>Strategies highly successful and will continue</p>
<p>Enrichment and hardship grants</p>	<ol style="list-style-type: none"> 1. Business dress and work clothing support for students unable to fund appropriate clothing. School uniform & shoes / PE kit. 2. DT projects / Art projects 3. Stationery grant to ensure all PP students are fully equipped for lessons. 4. Word-rich books for all. Numeracy initiatives. 5. IT & digital support – bespoke for individual students as needed. E readers for target students 6. Enrichment trips, Duke of Edinburgh Award scheme and work placement programme subsidised or paid for to provide academic enrichment and enhance employability skills. Theatre trips. Residential trips. 7. Visiting speakers and CREATE initiatives to raise self-esteem and improve skills. 8. Literacy support using visiting groups for enrichment and literacy engagement (eg WW1 Horses and barrack experience on site to support War Horse) 9. PE extra -curricular support for PPG 10. School provided emergency food parcels during lockdown to PPG families. 11. School provided digital devices whilst awaiting govt support. 	<p>Financial barriers to learning removed, equality of opportunity provided, and our students have developed a good work ethic.</p> <p>Better engagement with literacy and PBL through The Book eg “War Horse”</p>	<p>Strategies highly successful and will continue.</p>