

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Studio West
Number of pupils in school	532
Proportion (%) of pupil premium eligible pupils	341/532 (64%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	January 2022
Date on which it will be reviewed	June 2022
Statement authorised by	Val Wigham
Pupil premium lead	Sue Huntley
Governor / Trustee lead	David Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£247,345
Recovery premium funding allocation this academic year	£37,555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£284,900

# Part A: Pupil premium strategy plan

## Statement of intent

*At Studio West, we are committed to promoting outstanding outcomes for all students. We are a school that could be defined by its comparatively high levels of disadvantaged students, and the implicit challenge that comes with such proportions, but we are instead characterised by the personal, professional and academic development we provide for all of our students.*

*As a studio school, we value all subjects equally and engender a rounded development of our pupils, all geared towards maximising progress and high attainment across the curriculum. All of our students study an arts subject and teaching is focused on inspiring a love of learning whilst connecting the curriculum to the working world through our CREATE framework. The objective for the disadvantaged pupils at our school is for them to leave our school either in work, or further education, as accomplished individuals that can contribute positively to society. To achieve this, we will focus our pupil premium strategy on supporting disadvantaged students, but because we take a whole school approach to the implementation of our plan, we expect all of our students to benefit, irrespective of their background or the challenges they face.*

*We will be prioritising high-quality teaching, with regular training that is driven by evidence based research, but placed in the context of our school and connected specifically to our students; this is proven to have the biggest impact on narrowing the disadvantaged attainment gap. Our approach will involve targeted academic support such as small group tuition through the National Tutoring Programme, literacy and numeracy intervention in school and successful transition of students from Key Stage 2 to Key Stage 3 through our summer school programme.*

*Everything we will implement will be driven by robust analysis of our students' academic attainment and the barriers individuals face. We will be tailoring our support based on the assessment we undertake of our students rather than preconceptions of the effect of disadvantage.*

*To ensure our strategy is effective we will:*

- Establish outstanding teaching and learning across the school to provide disadvantaged students with a platform to make good progress*
- Assess our students regularly to identify areas that must be targeted and improved*
- Embrace a whole school approach where all staff are champions for the disadvantaged and work tirelessly to nullify the effects of barriers in a pupil's education*

## Challenges

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

Challenge number	Detail of challenge
1	<p>Students having low aspirations and low self-belief/agency. At Studio West, we see a lot of students who come to us in year seven with low, or no, aspirations. This is something we battle throughout their journey through school, however the long-term generational unemployment that exists in the area affects our students negatively. Conversations with students reveal very limited ideas of future careers and low expectations of themselves. This hereditary lack of ambition manifests itself in the low agency many of our disadvantaged students exhibit. Students are often found lacking in their ability to be independent in their learning and have limited resilience when the work is challenging.</p>
2	<p>Parental Engagement. Research shows that disadvantaged children get less educational support at home from parents. It has been reported that parents of disadvantaged children help with homework less regularly, are less likely to attend parents evenings and less likely to be actively involved in school (i.e. as governors, part of the parent-teacher association etc.) when compared to their more affluent peers.</p>
3	<p>High levels of SEMH/SEND. Disadvantaged students are more likely to be born with, develop in their early years and be diagnosed during secondary school with SEMH/SEND than their more affluent peers. As a result, we have higher than average levels of SEMH/SEND in school. These high levels require outstanding differentiation in the classroom to ensure the needs of all pupils are met. 31% of our students have some form of SEND, all of which are Pupil Premium.</p>
4	<p>Low reading and numeracy levels. Our assessment of students when they join the school in year 7 shows lower than expected reading and numeracy ages. 40% of PP(non PP 39%) students are below expected Reading Age (Year 7). Significantly below PP 25% (non PP 31.6%). The difference between PP and non PP is minimal in terms of employment and financial security in this area with many parents on 0 hours contracts and minimum wage.</p>
5	<p>Attendance. We have seen that our disadvantaged students are more likely to have poorer attendance when compared to their more affluent peers. We have had a higher-than-expected amount of students attending less than 90% of the school year. We have also seen a higher percentage of disadvantaged students being 'persistently absent' which is exacerbating the learning losses caused by the pandemic.</p> <p>Attendance PP is 86.1% Attendance whole school is 86.8% Persistent Absence is 22.2% where as Persistent Absence of pp students is 43.5%. <i>With Covid absence included in figures.</i></p>

## 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
Improved attainment among disadvantaged students	<p>By the end of our current plan in 2024/25, 50% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). 2022 will be first exam cohort since 2018.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• an average Attainment 8 score of 5.2</li> <li>• an EBacc average point score of 4.5</li> <li>• Open Element average is 5.3</li> </ul>
Improved attendance	<p>We understand the challenges in the homelives of our disadvantaged students which cause poor attendance. Our aim is to have all students, including our disadvantaged, attend no less than 95% of school. We also intend to reduce the amount of disadvantaged students being long-term absentees to zero.</p>
100% of school leavers in work or further education	<p>We understand the social responsibility our school has being situated in a deprived area where long term divides in the socio-economic prosperity of the community have transformed into a chasm of difference when compared to affluent areas. We have a duty to ensure our students are educated and employed so that they can give back to the local community and help reverse the poverty that has been bestowed upon it by years of austerity and lack of public sector funding. We aim to have zero students as NEET (Not in Education, Employment, or Training) when they leave us at the end of Key stage 4 or 5.</p>
Improved Cultural capital of disadvantaged students	<p>We want our disadvantaged students to experience more than what is immediately around them. Research shows that children with high cultural capital are more likely to be successful in school and in later life. Disadvantaged students are less likely to have experiences which develop them as rounded, educated citizens. We aim to elect a cultural capital coordinator, who will work alongside faculty leaders to organise moments that not only improve students agency, mental health, social awareness and metacognition, but also gift them memories that they will take with them into their adult lives.</p>

## 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: £ 87,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD	Training & T&L development around PP	All students
% towards staffing	LSA / Behaviour support / Attendance Officer	All students
Laptops & digital support	Hardware & software to support learning & teaching / Maths Watch / Science software /	All students – supporting lockdown etc.
Kindles to support Literacy Year 7-9	Literacy Drive – Word Rich programme	230 students
Achieve 300 Literacy programme	Full digital programme	All PP students
Pop – up libraries around school	In place and part of word rich programme	All students
Proportion Admin time	Specific duties relating to PP admin & support as well as parental support	All PP students
Proportion Deputy Principal time	Deputy Principal responsible for the strategic planning of PP	All PP students
% Towards targeted TLRs		All PP students

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

Budgeted cost: £ 137,555

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching funding up to Govt intervention for Covid 19.	Extra lessons / intervention groups / Remote Learning / Tutoring	All PP students target first.
% towards resources specific to Departments	Resources to support learning & remote learning with a specific focus on meeting the needs of PP students – dealing with barriers to learning.	All students

All revision text books	To assist with independent study.	All PP students
Remote Learning support including Dongles	Extra digital devices to support with remote learning. Training & support for parents.	All PP students
CATs Testing programme	To create capacity for precise targeting and diagnostic intervention	All students

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rewards	Motivation.	All PP students
% towards fully equipped gym	Motivation / Health & fitness. Improve attendance.	All students
Clothing for work placement	To ensure success and compliance with placement. To ensure attendance is good.	All PP students
Uniform purchase	To assist with uniform where parents cannot afford to purchase. To ensure self-esteem & equity. No barrier to attendance.	30% of PP students
PE uniform purchase	To assist with uniform where parents cannot afford to purchase. To ensure self-esteem & equity. No barrier to attendance.	35% of PP students
% towards minibus purchase and fuel to assist with transport & foodbank deliveries	Transport to and from school where necessary. Transport to placement. Foodbank deliveries to those in need.	All students
% towards staffing in the kitchen	We provide extra staffing to ensure inhouse, good quality, home cooked food.	All students
Food for Breakfast	Breakfast is provided in tutor time for all students	100% of PP students
Food for all intervention holiday time half term and end term break	Lunch and breakfast provided for am and pm sessions	100% of pp students
% towards Family Liaison worker	To support families with all aspects of family liaison work.	All students

**Total budgeted cost: £ 284,555**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

A.	<p><b>Teaching:</b> 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&amp;L shows improved Good &amp; Outstanding teaching. Good quality remote learning programme in place with good engagement. QA for remote learning shows in line with QA inschool learning</p> <p><b>Review: 80% T&amp;L is typically Good or better. 0% of T&amp;L is inadequate. 20% is typically Outstanding. Remote Learning Hub is fully established with all students in possession of digital</b></p>
B.	<p><b>End of Year 7/8 KS3:</b> Close tracking and monitoring of the progress and attainment of Year 7 &amp; 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.</p> <p><b>Review: Literacy programme shows average of 18 months improvement in RA over 12 months. Programme further strengthened by purchase of bundles for all KS3 students. Purchase of</b></p>
C.	<p><b>End of KS4:</b> 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.</p> <p><b>N/A as we will not have exam cohort until 2022</b></p>
D.	<p>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).</p>
E.	<p><b>To significantly improve the attainment and progress of our most able pupil premium students.</b></p> <p><b>Year 10:</b> 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.</p> <p><b>Review: 2022 will be the first opportunity for validated figures. TA current figures show Year 11P8 as 0.29 and PP P8 as 0.23. L5+ in English &amp; Maths is predicted 60.2% and PP as 54.9%.</b></p>

## 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*

<b>Programme</b>	<b>Provider</b>
Work Placement / Experience	OWN IT

## Service pupil premium funding (optional)

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

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

## 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.*

- *Kindle for all students in KS3 to meet the literacy barrier (PP funding & grant applied for)*
- *Food Bank support for families.*
- *Clothing bank for students.*
- *1:1 support for families in crisis – Designated family support worker. (PP funding in part)*
- *Substantial dedicated budget to meet immediate need in school, not planned. (PP funding)*
- *Mini bus classroom planned for 2023 for school phobic students. (Trust funding sought)*
- *Scheduled Lesson 6 for all Year 11 students for first two terms & targeted coaching thereafter. (Funded thereafter for coaching)*