

2018-2019 Studio West Pupil Premium Strategy Statement: February 2019

1. Summary information			
Total number on roll	224 and 65 in the 6 th form	Number of pupils eligible for pupil premium funding in Years 7 to 11.	156 students: 69.6% of total on roll
Number of pupil premium children in each year group: Yr7=75 of 106 (70.7%); Yr8=59 of 89 (66.3%); Y11=23 of 29 (79.3%). 73% of SEN students are disadvantaged.			
Total pupil premium budget:	£91,612.50	Amount per pupil: Years 7 to 11 = £935 Armed forces children=£300 CLA=£1,900 (97.5 x £935, 1.5 x £300)	
Date of external pupil premium review: September 2018		Dates of internal half termly reviews: Oct 2018, Dec 2018, Feb 2019, March 2019, May 2019 and July 2018. Once the 2018 national figures have been published the school's figures will be compared with national averages.	

2. Provisional (unvalidated) end of Key Stage 4 (Year 11) progress KS2 to KS4 and attainment.				
	All pupils (33)	High attaining pupils (4)	Disadvantaged pupils (21)	High attaining disadvantaged (3)
Average Attainment 8 score per pupil	40.61 (NA 46.36)	55.25 (NA prov= 60.96)	41.45 (NA prov=49.96)	59
Progress 8 measure	0.22 (NA -0.02)	-0.04 (NA prov=0.01)	0.30 (NA prov=0.13)	0.23
The % achieving a grade 4 or above in English and maths	55% (NA 64%)	100% (NA prov=93%)	57% (NA=71%)	100%
The % achieving a grade 5 or above in English and maths	21.21% (NA 43%)	75% (NA prov=77%)	19% (NA prov=50%)	100%
English Baccalaureate—the % achieving at grade 5/C or above	3% (NA 17%)	0% (NA 35%)	0% (NA 20%)	0%

3. 2019 End of Key Stage 4 current Year 11 predictions.				
	All pupils (29)	High attaining pupils (8)	Disadvantaged pupils (23)	High attaining disadvantaged (5)
Average Attainment 8 score per pupil	41.28	49.25	40.24	47.9
Progress 8 measure	-0.09	-0.86	0.04	-0.86
The % achieving a grade 4 or above in English and Maths	69%	87.5%	69.6%	80%
The % achieving a grade 5 or above in English and Maths	13.8%	50%	8.7%	40%
The % achieving a grade 4 or above in Art	89.7%	100%	87%	100%

4. Barriers to future attainment for students eligible for pupil premium funding in 2018-2019.

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| A. | Stubbornly low attendance on entry of most disadvantaged children. |
| B. | Disengagement and low aspirations of most pupils and their parents. |
| C. | Some students have a poor work ethic and a home situation that makes it hard for them to become independent learners. |
| D. | The need to further improve the percentage of good/outstanding teaching, particularly in Computer Science and Geography. |

5. Outcomes and success criteria for summer 2019.

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| 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. |
| B. | End of Year 7/8: Close tracking and monitoring of the progress and attainment of Year 7 students. We will aspire to ensure our disadvantaged students are on track to achieve positive Progress 8 scores at the end of KS4. Literacy is a main component in this drive for progress. |
| C. | End of KS4: our disadvantaged students achieve positive Progress 8, English, Maths, 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 94.61% to 95% by July 2019.
The persistent absent rate of pupil premium students to reduce from 7.3% to below 6% by July 2019. |
| E. | To significantly improve the attainment and progress of our most able pupil premium students.
Year 11: High attaining disadvantaged students to achieve positive Progress 8 and Attainment 8 scores in 2019. The gap between our disadvantaged students and others nationally closes significantly. |

6. Planned expenditure 2018-2019 Current budget = £91,630

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 well?	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"> INSET for governors at the next governors meeting to ensure they have a good strategic overview of the impact the funding is having and can challenge/support senior leaders well. 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. Poverty Proofing audit planned to assist with all PPG strategy planning. CPD in morning briefing sessions; will include strategies to support, stretch and challenge PP students. Performance management targets for student outcomes linked to pupil premium /SEND outcomes agreed by end of October for all teachers. Peer observations to run alongside performance management observations. Mentoring and sharing good practice programme (teaching, marking and feedback focus) to continue. A teaching and learning consultant is working to coach/support teachers who need to further improve subject knowledge and pupil outcomes. She is co-leading T&L focus group. 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. Continue to hold half termly "Challenge Meetings" where the progress of each student is discussed, and further strategies identified if students are not on track to achieve their challenging targets. 	<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>Marking and feedback are developing well but are not yet impacting strongly on pupil outcomes across all subjects.</p>	<p>Lesson observations and learning walks focused on PPG.</p> <p>Close monitoring</p> <p>Morning briefings and Challenge Meetings continue</p> <p>Book scrutinies.</p>	<p>Principal and Deputy Principal</p>	<p><u>Autumn term: % of lessons that are:</u> 33% Outstanding 58% Good 8% improving RI 0% Inadequate</p> <p><u>Summer term: % of lessons that are:</u> 33% Outstanding 66% Good 0% RI 0% Inadequate</p>

ii. Targeted support for pupil premium students.			Total cost = £50,710		
Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
MATHS PP students achieve a positive score. The gap between our PP students and national others closes significantly.	<ol style="list-style-type: none"> 1. Additional CPD for maths teacher on pace, challenge and marking. 2. Challenge meetings chaired by Principal/Deputy Principal focus on progress in English and maths and the impact of interventions. 3. Weekly CPD at the morning briefings with a focus on pace, questioning, level of challenge etc. 4. Continue with 1 to 1 support after school, at weekends and in school holidays to boost progress of targeted students. 5. Implement new scheme of work for Years 7&8 and new assessment procedures. 6. Better links with local primary schools to prevent dip in year 7 learning eg liaise with them on how they deliver maths and English. 7. Embed Maths Watch / MyMaths online numeracy programme. 	Maths P8 is positive and show exponential progress for a number of students. We need to continue to raise the profile of Maths and close th significant gaps in prior learning.	<p>Lesson observations, learning walks and book scrutinies.</p> <p>Pupil voice surveys.</p>	Maths teacher supported Principal and Deputy & the Teaching and Learning Consultant. New Maths teacher – Mastery in Maths advocate.	<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 on intervention classes.</p>
ENGLISH PP students achieve a positive score. The gap between our PP students and national others closes significantly.	<ol style="list-style-type: none"> 1 to 5 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. 	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>Lesson observations, learning walks and book scrutinies.</p> <p>Pupil voice surveys</p>	Key Stage 3 Lead & Deputy Principal	<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.</p>

<p><u>ALL SUBJECTS</u> 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. All teachers to plan and deliver lessons that stretch and challenge ALL their PP students. 2. All teachers to ensure their feedback and marking impacts strongly on PP progress and attainment. 3. All teachers celebrate success at every opportunity and ensure their learning walls celebrate their students' achievements and support learning well. 4. Geography and Computer Science audit and programme to improve fully implemented. 5. Geography, Computer Science and Product Design --- close monitoring of reliability of data and student progress. 	<p>The 2018 Year 11 exam results for some subjects eg computer studies and Geography were well below those achieved by English, Maths and art teachers.</p>	<p>Lesson observations, learning walks and book scrutinies.</p> <p>Pupil voice surveys</p>	<p>Principal and Deputy Principal</p>	<p><u>Autumn term % of lessons that are:</u> 33% Outstanding 58% Good 8% improving RI 0% Inadequate</p> <p><u>Summer term% of lessons that are:</u> 33% Outstanding 66% Good 0% RI 0% Inadequate</p> <p>All disadvantaged students on target or in line for diagnostic intervention.</p> <p>100% attendance on intervention classes</p>
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<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"> 1. Update the most able register, adding potential high attaining PP students. 2. Progress of these students discussed in the daily briefings and “Challenge Meetings.” 3. Continue to coach and mentor our more able disadvantaged students. 4. University visits and information about and support with UCAS applications and apprenticeship applications eg mock interviews. 5. Mastery group developed for most able Year 7 & 8 in all subjects. 	<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>Lesson observations, learning walks and book scrutinies.</p> <p>Pupil voice surveys</p>	<p>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>
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iii. Other approaches to raise the attainment and progress of pupil premium students.					Total cost = £40,920
Desired outcome	Actions	What is the evidence and rationale for this?	How will you ensure it is implemented	Staff lead	Impact
<p>ATTENDANCE</p> <p>Remove barriers preventing students from attending the academy.</p> <p>PPG attendance improves to 94% or better.</p>	<ol style="list-style-type: none"> 1. Develop the role of the form tutor to support swift and proactive intervention with individuals and families. 2. Further develop specific strategies for hard to reach families eg home visits, transport to school and team around the child meetings. 3. 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. 4. Attendance review meetings organised with parents of poor attenders, emphasis on the lack of progress in English, Maths etc. 5. <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. 6. Holidays taken in term time not authorised. Penalty fines and court action if required. 7. Termly attendance letters to emphasise the importance of good attendance. 8. 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. 9. Half termly academic reports with sentences linking progress to attendance. 	<p>Some PP students have high absence rates which are affecting their progress and attainment.</p>	<p>Close monitoring of attendance.</p> <p>Will require medical evidence for students at risk of becoming PA.</p>	<p>Personal coach (HH)</p>	<p><u>October 2018</u> PPG attendance rate = 91.5%</p> <p><u>December 2018</u> PPG attendance rate = 94%</p> <p><u>March 2019</u> PPG attendance rate = 95%</p> <p><u>2019 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. Ensure all teachers have very high expectations and encourage outstanding behaviour and positive attitudes to learning. 2. After every exclusion there will be a reintegration meeting with a senior leader and the student will be placed on report. 3. 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. 4. More regular learning conversations with parents, including those relating to homework which will be publicised via our website. 5. Year 12 & 13 ambassadors to be positive role models for Year 11 students and provide peer support. 	<p>Good behaviour and positive attitudes to learning help pupils to make good progress.</p>	<p>Learning walks</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 residentials, 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. 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 Year 11 and 12 / 13 work placements scheme to continue. 4. High quality careers advice from our dedicated Business Engagement Manager. 5. DT Projects for engagement. 6. Alternative / work experience. 	<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>Work placement attendance figures: Currently 96% rising to 98%</p> <p>Feedback from employers and students: 85% positive 10% request for return of same student</p>

7. Review of expenditure for 2017/18		Total pupil premium budget = £57,496	
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 = £33,750	
Improve academic progress, attainment and behaviour.	<ol style="list-style-type: none"> 1 to 1 study support for students to plug skills gaps and maximise engagement. Also, targeted group interventions. CATS and reading age tests to inform intervention and teaching strategies. Average RA improvement for PPG students in Year 7 is 18 months and 21 months for PPG students in Year 11. Mastery classes and subject specific independent study resources purchased. Reward fund for faculties to reward and encourage their students. Alternative curriculum / work experience. 	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. PPG students' Progress 8 was +0.28 (non PPG +0.2) 52% PPG students achieved L4 and above in Maths and English. (non-PPG 55%)	These strategies will continue as highly successful.
ii Other approaches to improve the attainment and progress of pupil premium students.		Total cost = £23,746	
Lower absence rates to improve attainment	Incentives provided to encourage students to improve their attendance and chances of academic success.	Attendance of our PP students has improved by 2%.	To further improve attendance new strategies to be introduced.
Breakfast & Super healthy lunch	Our day is longer than most schools and some 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.	Very successful. No students are hungry in lessons and concentration rates have improved.	Strategies highly successful and will continue

Enrichment and hardship grants	<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 3. Stationery grant to ensure all PP students are fully equipped for lessons. 4. 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. 5. Visiting speakers and CREATE initiatives to raise self-esteem and improve skills. 	<p>Financial barriers to learning removed, equality of opportunity provided and our students have developed a good work ethic.</p>	<p>Strategies highly successful and will continue.</p>
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