

The Studio Pupil Premium Impact Statement for 2016-17

This strategy outlines the interventions we are using to boost achievement and attainments for students identified as being eligible for the Pupil Premium. These are students who are on, or have been in receipt of Free School Meals (FSM) in the past 6 years), are adopted, in care or looked after by carers other than their parents (CLA) and students whose parents are serving in the armed forces.

Best practice in utilising Pupil Premium money suggests that interventions should align with other whole school policies, be carefully targeted at the individual students they are intended to benefit and their impact should be tracked carefully so that interventions provide value for money. Evaluation during implementation enables provision to be altered accordingly.

This strategy has been informed by the following documents:

- <https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2016-to-2017>
- Ofsted, Pupil Premium: analysis and challenge tools for schools, January 2013, No 130045
- Ofsted, The Pupil Premium How schools are spending the funding successfully to maximise achievement, 2013
- Sutton Trust / Educational Endowment Foundation Toolkit: <http://educationendowmentfoundation.org.uk/toolkit>

The Studio Pupil Premium Students

Funding is currently only for Year 10 and 11 so The Studio received £39,270 for the financial year 2016/17. At present the number of students meeting this criteria by year group:

Year 9	Year 10	Year 11	Year 12	Year 13/14
5	16	21	23	1

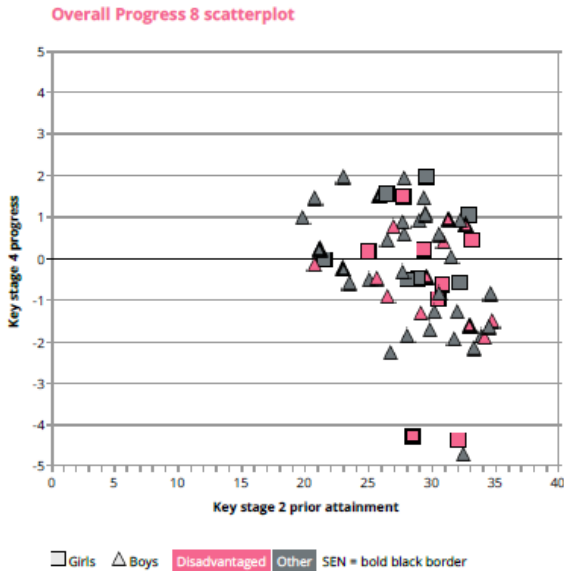
Year 10

- **21% of students receive pupil premium funding**
- **38% of Y10 PP students are female (25% of Y10 are female)**
- **15/16 PP students are WENG (the other PP student is MWBC)**

Year 11

- **21/47 PP students in year KS4 are in Year 11.**
- **33% of Y11 students receive pupil premium funding**
- **8/15 girls receive pupil premium funding, and 3 of these 8 girls have attendance below 90%**

How did we do in 2016-17 for KS4?

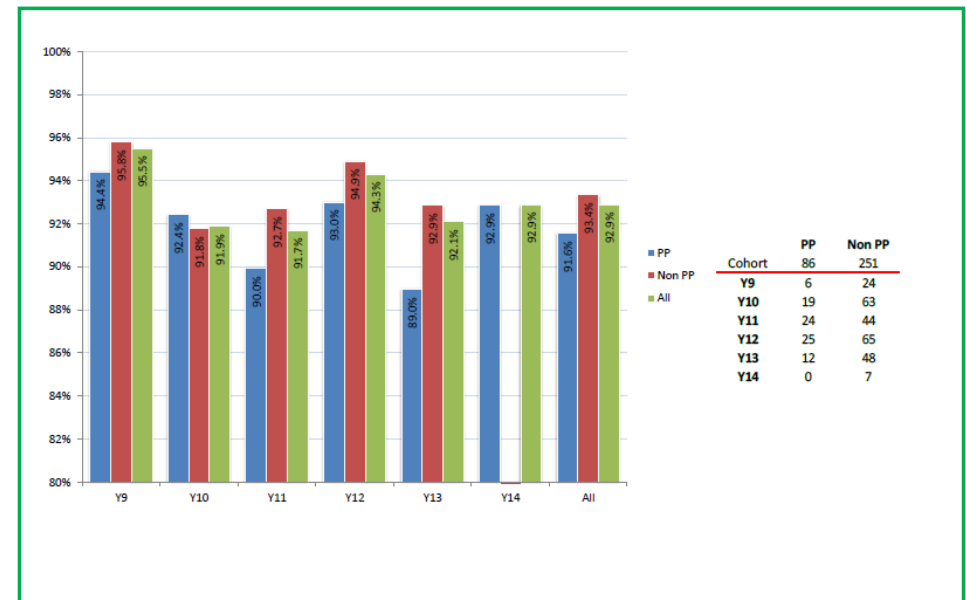


- National Average (2016) shows a P8 score for PP of -0.38 (+0.1 for non PP) and an Attainment 8 score of 41.1 (53.3 for non PP). At The Studio the total PP P8 was -0.43 (once our 4 severe cases have been removed). This is broadly national average, considering the small sample size.
- Pupil Premium students outperform non-PP students in 13 out of 15 subjects and have the same average grade. The residuals for PP students are particularly strong in vocational subjects (ICT = +8; Enterprise = +9; Creative Media = +5). This means students' score a full GCSE grade more in these subjects compared to their other subjects.
- However PP students are underperforming in Maths and English which is reflected in -P8 of -0.7 overall, -0.8 (maths) and -0.9 (English) and Science (-0.7 for EBacc).
- There were 2 students who, despite our best efforts, were not able to sit their exams. They had a P8 score of -4.5 and -4.8 which had a significant impact on our overall P8 score and an even greater negative impact on our Disadvantaged P8. Considering this we estimate our PPP8 would have been at least broadly national average (-0.38 in 2016)
- For PP students, attendance is a necessary but not sufficient condition of success – half the cohort of 19 PP students had over 95% attendance but this did not translate into positive progress. For those 2 PP student with <90% attendance progress was significantly negative:

How did we do in 2016-17 for KS5?: Disadvantaged students outperform non-disadvantaged students at The Studio Sixth Form.

	Studio	National
A level all students	+0.14	0
A Level Disadvantaged students	+0.33	0
Academic qualifications all students	+0.11	0
A Level Disadvantaged students	+0.29	0
Average grade for BTEC Level 3	Distinction	Distinction
Average grade for BTEC Level 3 disadvantaged students	Distinction	
Applied General all students	-0.43	0
Applied general disadvantaged students	-0.24	0
Tech Level APS	36.8	30.8
English and Maths GCSE resits all students	+0.47	-0.02
English and Maths GCSE resits disadvantaged students	+0.67	-0.07

1.4 Attendance - Pupil Premium



Tracking of Pupil Premium

We track the progress of Pupil Premium students across a range of RAISE indicators to ensure the gap between the achievement of this group of disadvantaged students and other students is minimised. We track the attendance of PP students alongside other students and arrange appropriate intervention for both achievement and attendance. All teachers are aware of who is on the PP list and this is included in the class profiles for each class they teach.

Governor Involvement

The Pupil Premium strategy is shared with governors and they monitor the achievement and attendance of Pupil Premium students across the suggested range of RAISE indicators through regular achievement reports (see Appendix questions for Governing bodies). Year on year the impact of Pupil Premium funding is evaluated and adjustments made to ensure impact.

Pupil Premium used for:	Amount allocated (£)	Is this a new or continued activity?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	How is this spending informed by last years' outcomes?	How will this activity be monitored, when and by whom? How will success be evidenced?	Overall Impact and evaluation
Support Coach Staffing of daily homework club for students from 4pm-5pm	18,550	New and ongoing	<p>We have 2 Support coaches to support students' literacy, learning behaviour and maths. These coaches have a particular focus on SEN and PP students.</p> <p>Where PP students do not have access to PC at home they can access our cloud based homework for Core subjects in school.</p>	<p>There was a significant improvement of PP outcomes through careful and effective coaching</p> <p>This will enable students to work independently at home or school and develop revision habits.</p>	<p>Reduction in the gap between PP and non PP students particularly in Maths.</p> <p>Achievement data monitored by VP</p> <p>Achievement</p> <p>Intervention planning grids monitored by Director of</p>	<p>Impact of Support Coach is evident in the low rate of PP students who are excluded. Of 18 FTE incidence in 2015-16, 2 were PP students. Of 3 Permanent Exclusions, none were of PP students.</p>

					Core/Progress Manager KS4.	
Engagement of Education Welfare Officer (EWO)	1500	Ongoing	Increased activity for EWO in following up attendance of students with a particular focus on PP students.	Improvement of whole school attendance and PP attendance. However, PP attendance remains lower than school average.	Monitored by Attendance Officer termly	Good impact for Year 10 in particular who had higher attendance than non-PP.
Bursaries	3000	Continued	Travel subsidies for students and support for uniform, essential equipment and trips	Improvement of PP attendance to school average	Monitored by Director of Inclusion	Good – see destination data.
Development of work of SLE for Cultural education	n/a	New	Studio Curriculum Leader for Creativity has become a Specialist Leader in Cultural Education with a specific focus on raising achievement in En.g & Ma for PP students through a research project	There was an 82% pass rate across creative subjects with PP students doing particularly well in Bucket 3.	Monitored by Curr leader for Creativity	Good – see Slice PP report for impact. There was a +44% increase in students predicted 3LOP in English following the SLICE Biennial arts project.
Further support for students to access homework and revision tasks online.	1600	New	GCSE pod has been chosen because of its proven record of increasing attainment in core subjects.	The variance between PP predicted grades and achieved was greater for PP students than non PP students.	Monitored by Director of Core Curriculum	Studio students were in the top 6 school nationwide for use of GCSE Pod following a successful launch and assembly rewards programme.
Confidence and self-esteem building and counselling	1200	Ongoing	GP Champs Training for a small cohort of PP/vulnerable students to build self esteem and self-efficacy	Eg Liam O’Toole, Naimh Lawlor, Michael Lamb	Pupils Attitude to Self and School (PASS) data	Two PP students missed exams due to severe SEMH issues: AD, EK. However, many were successful due to resilience built up during sessions eg AL, AE, JH, LC, KD

Parental Engagement strategies	540 (£135 per coaching group)	New	Improve awareness of link between wellbeing, diet and achievement. Establish support for GCSE revision strategies, home organisation, routines and sleep.	Revision strategies for PP students are a priority. Survey shows wellbeing – diet and sleep in particular - are barriers to achievement. PP students need more stability, routine and structure in home life to succeed in exams.	Monitored by VP Achievement	One to one meetings with parents had impact. Dining club did not.																				
Additional coaching	No extra cost	Ongoing	Additional coaching sessions from PD/GS as students needs identified by coaches.	Extra support to students (e.g. in FM's coaching group) engaged/motivated students which improved overall outcomes.	Recorded by GS.	Coaching group changes had significant impact eg LA's group average P8=+0.5 Aim to standardise best practice in 2017/18. In Year 13, 9/10 PP students achieved their first choice destination. One student had severe SEMH. They achieved the following grades: <div data-bbox="1576 906 2119 1232" style="text-align: center;"> <p>Year 13 PP Students Achievement 2017-18 (10 students)</p> <table border="1" style="margin: auto;"> <caption>Year 13 PP Students Achievement 2017-18 (10 students)</caption> <thead> <tr> <th>Grade</th> <th>Number of Students</th> </tr> </thead> <tbody> <tr><td>A*</td><td>3</td></tr> <tr><td>A</td><td>4</td></tr> <tr><td>B</td><td>5</td></tr> <tr><td>C</td><td>4</td></tr> <tr><td>D</td><td>1</td></tr> <tr><td>E</td><td>2</td></tr> <tr><td>D*</td><td>3</td></tr> <tr><td>D</td><td>5</td></tr> <tr><td>M</td><td>2</td></tr> </tbody> </table> </div>	Grade	Number of Students	A*	3	A	4	B	5	C	4	D	1	E	2	D*	3	D	5	M	2
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Action Tutoring	£1250 for 8-10 tutors for 8-10 weeks	Ongoing (tutoring took place for maths last year)	Subsidised Maths and English tutoring (one tutor to 2 students), focussing on key areas. Start in January (much earlier start than last year)	Gap between PP and non PP students in 5 A*-C last year. More PP students receiving action tutoring last year	Reduction in gap between PP and non PP in maths and English.	Did have impact C3 to C5, particularly on English results. PP students outperformed non-PP students in English.																				

				achieved grade C in final exam.	Improvement from Action Tutoring baseline assessment.	
Core revision resources	£530	New	Revision guides for English, Maths and Science. (Science already ordered, English and Maths to follow)	Identification of some PP students without internet access for online resources.	FM, EW, LH to identify students needing this.	PP students outperformed non-PP students in English attainment.
Google Classroom Catch Up Support	No additional cost	New	PP students with attendance below 90% to have catch up work and support resources available via a personal Google classroom.	Identification of personalised Google classrooms having impact on GCSE grades last year.	Monitored by Middle Leaders for each subject area	Impacting on time spent revising. Extended next year to Show my Homework.
Revision stationary/support pack	£100	New	Stationary packs to enable and support revision strategies. This should run alongside revision strategy workshops.	Effective with Y11 last year, now to be introduced to all year groups. Organisation skills improved.	JD to plan and lead workshops.	Good parents feedback and attendance at parents evenings.
TOTAL	39270					

2016-17

Appendix**Self-review questions for Governing Bodies****Governors' knowledge and awareness**

1. Have leaders and governors considered research and reports about what works to inform their decisions about how to spend the Pupil Premium?
2. Do governors know how much money is allocated to the school for the Pupil Premium? Is this identified in the school's budget planning?
3. Is there a clearly understood and shared rationale for how this money is spent and what it should achieve? Is this communicated to all stakeholders including parents?
4. Do governors know how the school spends this money? What improvements has the allocation brought about? How is this measured and reported to governors and parents via the school's website (a new requirement)?
5. If this funding is combined with other resources, can governors isolate and check on the impact of the funding and ascertain the difference it is making?
6. Do governors know whether leaders and managers are checking that the actions are working and are of suitable quality?

Leaders and managers' actions

1. Do the school's improvement/action plans identify whether there are any issues in the performance of pupils who are eligible for the Pupil Premium?
2. Do the actions noted for improving outcomes for Pupil Premium pupils:
 - give details of how the resources are to be allocated?
 - give an overview of the actions to be taken?
 - give a summary of the expected outcomes?
 - identify ways of monitoring the effectiveness of these actions as they are ongoing and note who will be responsible for ensuring that this information is passed to governors?
 - explain what will be evaluated at the end of the action and what measures of success will be applied?
3. Is the leader responsible for this area of the school's work identified?
4. How do governors keep an ongoing check on these actions and ask pertinent questions about progress ahead of any summary evaluations?
5. Are the progress and outcomes of eligible pupils identified and analysed by the school's tracking systems? Is this information reported to governors in a way that enables them to see clearly whether the gap in the performance of eligible pupils and other pupils is closing?