

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-2017> -2018
- 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 will receive £37,400 for the financial year 2017/18. At present the number of students meeting this criteria by year group:

Year 9	Year 10	Year 11	Year 12	Year 13/14
8	15	17	18	23

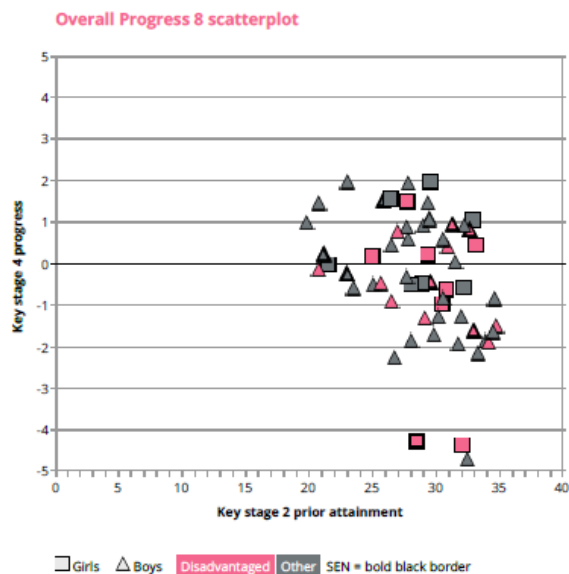
#### Year 11

- **17/70 PP students are in Year 11.**
- **24% of Y11 students receive pupil premium funding**
- **5/17 girls receive pupil premium funding**
- **Banding: 4 HA, 11 MA, 2 LA**

#### Year 13

- **21/70 PP students are in Y13/14**
- **1/23 still require maths or English GCSE**
- **5/23 are also SEN**
- **4/23 have attendance below 90%**

How did we do in 2016-17 for KS4?



- National Average (2016) shows a P8 score for non-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 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). -0.7 for EBacc and -0.4 for the Open Bucket.
- 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.
- 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)

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

	<b>Studio</b>	<b>National</b>
<b>A level all students</b>	<b>+0.14</b>	<b>0</b>
<b>A Level Disadvantaged students</b>	<b>+0.33</b>	<b>0</b>
<b>Academic qualifications all students</b>	<b>+0.11</b>	<b>0</b>
<b>A Level Disadvantaged students</b>	<b>+0.29</b>	<b>0</b>
<b>Average grade for BTEC Level 3</b>	<b>Distinction</b>	<b>Distinction</b>
<b>Average grade for BTEC Level 3 disadvantaged students</b>	<b>Distinction</b>	
<b>Applied General all students</b>	<b>-0.43</b>	<b>0</b>
<b>Applied general disadvantaged students</b>	<b>-0.24</b>	<b>0</b>
<b>Tech Level APS</b>	<b>36.8</b>	<b>30.8</b>

English and Maths GCSE resits all students	+0.47	-0.02
English and Maths GCSE resits disadvantaged students	+0.67	-0.07

**Assessing Needs of Pupil Premium Students** We do a needs assessment of our pupil premium students on entry and shape our provision accordingly.

**Tracking of Pupil Premium** We track the progress, achievement and attendance of Pupil Premium students across a range indicators to ensure the gap between the achievement of this group of disadvantaged students. 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 Trustees and they monitor the achievement and attendance of Pupil Premium students (see Appendix questions for Governing bodies). Year on year the impact of Pupil Premium funding is evaluated and adjustments made to ensure impact.

Lead	Issue to be addressed	Actions taken/actions planned	Success Criteria	Timeframe	Evaluation and Monitoring:	Costings
JD	Progress of HAPP students	Incorporation of PP into Teaching and Learning strategy and Progress Planning strategy	All CLs	September onwards	Through Data cycle meetings	n/a
L. Kennett & EWO	Monitor and improve PP student attendance.	Following up attendance of students with a particular focus on PP students. Attendance contracts and meetings with EWO as necessary to improve attendance.	Close the gap between attendance of PP students and non-PP  Overall school attendance to improve as a result.	September onwards	Progress leaders (FM/KB)  Termly review of attendance and weekly monitoring	£4,800 contribution to EWO hours

LD (SENCo)	Support coach to support students' literacy, learning behaviour and maths, with a particular focus on PP students.	Allocate support provision to respond to student needs with specific regard to PP students.	Improve average ATL of PP students by 20%.	September onwards	Progress leaders (FM/KB)  Achievement data monitored by VP Achievement End of cycle progress reviews	£18,000  Support Coach provision
PD/ subject staff	PP students are not doing enough independent study/homework  Parents of PP students not following through on homework expectations  Access to independent learning resources and an increase in study skills	Show My Homework to be launched this year following positive parental feedback from weekly homework emails.  PP parents to be chased up by phone to log into Show My Homework  Staff regular homework club to accommodate students lacking computers/internet or study environment at home.  KS5 to have timetabled "supervised study" sessions to ensure access to study rooms and resources.	100% parental engagement of Show my Homework by PP cohort  Increase in completion rate of student homework, contributing to PP progress target.	September onwards	End of cycle data reviews  MLs & PLs to monitor homework completion in subject areas.	£1,200
A. Brown & L. Kennett	Bursaries for students requiring financial support.	Alignment of PP support for trips with strategic priorities  Travel subsidies for students and support for uniform, essential equipment and trips	Improvement in PP student attendance to school & for trips	Ongoing	Monitored by Director of Inclusion  Evaluated by MSC	£2,000

GS & PD	Support vulnerable students through confidence and self-esteem building, and counselling.	<p>UPS SEMH Leader within the inclusion team</p> <p>GP Champs Training for a small cohort of PP/vulnerable students to build self-esteem and self-efficacy.</p>	<p>Increase in attendance, attainment and progress.</p> <p>PASS surveys show improvement in student attitudes and self-esteem.</p>	Ongoing	<p>PASS data pre and post course</p> <p>SENDCo to monitor and evaluate</p>	£5000
Coaches and PLs and JD	Parental engagement strategies: Improve awareness of link between wellbeing, diet and achievement. Establish support for GCSE revision strategies, home organisation, routines and sleep.	<p>Coaches to establish initial home contact for coaching groups.</p> <p>JD to lead revision strategies sessions for students and parents at key points throughout the year (i.e. prior to mock exams, at PoL)</p>	<p>Effective home-school communication to ensure holistic support of PP students.</p> <p>80% takeup of PP parents.</p>	POL dates for 2017-18	<p>Monitoring after each POL by FM</p> <p>Attainment and progress data</p>	n/a
EW and JS	<p>Action tutoring: subsidised tuition for PP students in English and Maths</p> <p>World Education PP focussed English tutoring</p>	<p>English tuition to take place with PP students needing support in achieving grade 5+. Maths tuition to be reviewed.</p> <p>Tuition more effective previously where Studio teacher also undertaking intervention group at the same time.</p> <p>Engaging a GCSE expert tutor to work with small groups of PP students in Year 11</p>	<p>Improvement in progress and attainment for P8 students in English and Maths.</p> <p>Improvement from Action Tutoring baseline assessment</p> <p>Improvement in English P8 at GCSE</p>	January onwards	End of cycle data reviews & intervention planning evaluated by Director Core	£10,200

PD, GS, coaches and subject staff	Coaching to support students in improving their outcomes.	Additional coaching sessions from PD/GS as students' needs identified by coaches.	Skilful and timely coaching intervention improves engagement and motivation of vulnerable students – evident in ATL, attendance and attainment data	Ongoing	Termly review Recorded by GS	£10,000
EW, FM, LH/RD	Provision of Core Revision resources	Revision guides for English, Maths and Science for KS4 and KS5.	All PP students to have access to revision resources to support them with core subjects	Autumn term	FM, EW, LH/RD to identify students needing this	£1,000
Subject staff & PD	Support for PP students with low attendance in catching up.	PP students with attendance below 90% to have catch up work and support resources available via a personal Google classroom or through after school catch up sessions.	Subject staff and MLs to have identified on a cycle by cycle basis PP students requiring catch up support & enacted personalised plans.	Ongoing	MLs & PLs  Cycle intervention planning and data reviews	n/a

CQS	Secure destinations for Y13 PP students as a target group through the Industry readiness improvement plan	<p>Coaching support for students with UCAS applications and visits to universities</p> <p>Enrichment option for Y13 focused on securing apprenticeship/internship/work etc. as appropriate for those not intending to go to university</p> <p>10 Steps to Getting Hired programme for at risk students</p> <p>1-2-1 action plans for students requiring more support in securing their chosen destinations</p>	<p>100% of Y13 PP students have appropriate destinations following completion of KS5</p> <p>100% of Year 11 PP have secure destination.</p>	September onwards	<p>PL and SLT</p> <p>Coaching reviews</p> <p>Destination information</p>	£500
All staff	Increase awareness of any emerging issues with PP students' attainment, ATL, or other needs at departmental, coaching and leadership levels.	Discussion of PP pupils as individuals as well as cohort to be a feature of department, coaching and MLs meetings each cycle.	All staff to be aware of PP students in their groups, their needs, and strategies to meet these.	September onwards	<p>MLs, PLs, SLT</p> <p>Termly QA and meeting records will demonstrate that this is taking place</p>	n/a

## 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?