

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 £35, 530 for the financial year 2018/19. At present the number of students meeting this criteria by year group:

	Year 9	Year 10	Year 11	Year 12	Year 13/14
<b>Total</b>	<b>13</b>	<b>35</b>	<b>30</b>	<b>16</b>	<b>10</b>

We know that our Pupil Premium students need additional pastoral support to remove organizational, social and emotional barriers to learning, in addition to academic support.

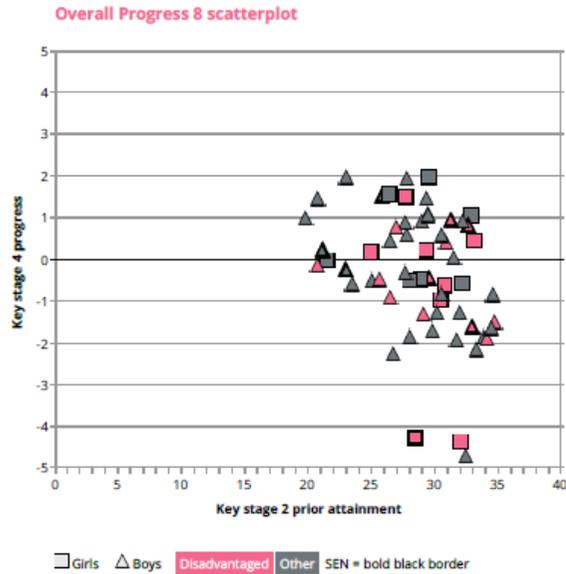
#### Year 11

- **30/102 PP students are in Year 11.**
- **43% of Y11 students receive pupil premium funding**
- **8/16 girls receive pupil premium funding**
- **Banding: 15 HA, 13 MA, 2 LA**

#### Year 13

- **10/64 PP students are in Y13**
- **No PP students in Year 13 still require maths or English GCSE**
- **1/10 are also SEN**
- **4/10 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 2017-18 for KS4?

**Table 11: Attainment 8 and Progress 8 for disadvantaged pupils and all other pupils**  
England, state-funded schools, 2017

	Number of pupils at end of key stage 4	Average Attainment score	Average Progress score	Progress 8 lower confidence interval	Progress 8 upper confidence interval
<b>Disadvantaged</b>	143,586	37.0	-0.40	-0.41	-0.39
<b>All other pupils</b>	384,273	49.8	0.11	0.11	0.11

Source: Key stage 4 revised attainment data

For comparison to 2016 across threshold attainment measures, it is best to use the attainment in English and maths at grade 4 or above and achievement of the EBacc including a grade 4 or above in English and maths and A\*-C in unreformed subjects<sup>18</sup>.

**Table 12: Percentage of disadvantaged and all other pupils achieving threshold measures**  
England, state-funded schools, 2016-2017

	Pass in English and maths			Entering the EBacc		Achieving the EBacc		
	2016 (A*-C grades)	2017 (9-5 grades)	2017 (9-4 grades)	2016	2017	2016 (A*-C grades in English and maths)	2017 (9-5 grades in English and maths)	2017 (9-4 grades in English and maths)
<b>Disadvantaged</b>	43.1	24.5	44.3	25.2	25.4	11.7	9.8	11.7
<b>All other pupils</b>	70.6	49.4	71.2	45.2	43	29.7	25.6	28.2
<b>Difference</b>	27.5	24.9	26.9	20.0	17.6	18.0	15.8	16.5

Source: Key stage 4 attainment data

Pupil Premium students have made more progress than non-PP students -0.23 compared with -0.46 for non PP. This is significantly above the P8 PP NA which was -0.4 in 2017.

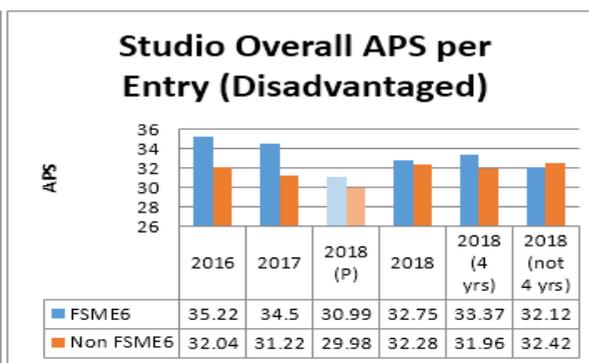
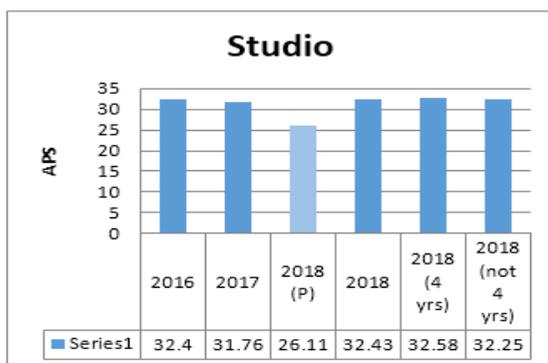
There is a year on year improvement of pupil premium students progress.

		2014/15	2015/16	2016/17	2017/18
<b>Average Total Progress 8</b>	ALL	-0.85	-0.29	-0.31	-0.4
	NPP	-1.03	-0.17	-0.16	-0.46
	PP	-0.42	-0.38	-0.58	-0.23

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

How did we do in 2017-18 for KS5?: Disadvantaged students outperform non-disadvantaged students at The Studio Sixth Form.



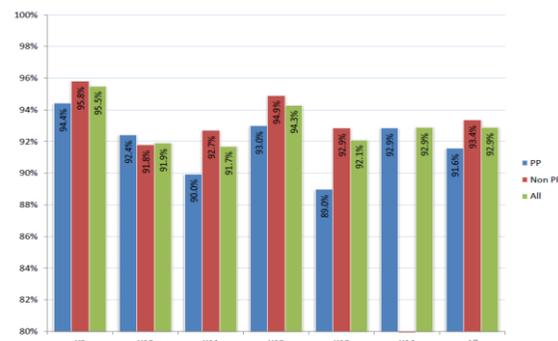
The patterns for PP students are similar for PP and non-PP students; although PP students at the upper end don't do quite as well as those with lower prior attainment.

**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.

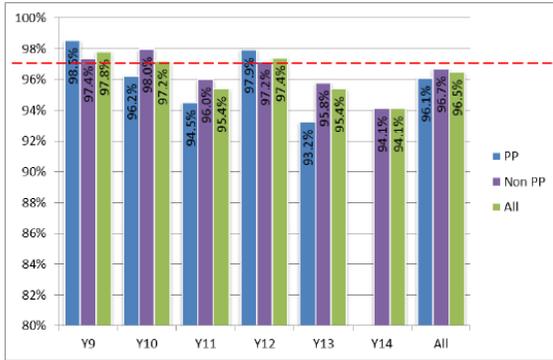
**Governor Involvement** The Pupil Premium strategy is shared with governors and Trustees and they monitor the achievement and attendance of Pupil Premium students (see Appendix questions for Governing bodies). Year on year the impact of Pupil Premium funding is evaluated and adjustments made to ensure impact.

Timeframe	Lead	Target	Action	Success Criteria	Monitoring and support	Evaluation:
September onwards	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 rest of cohort.  Overall school attendance to improve as a result.	Progress leaders (FM/KB)	Termly review of attendance

### Impact statement (Jan 2018)



The overall gap in attendance between PP and NPP is lower than national average. The gap sits at 1.8% with a national gap of 2.9%



November 18 update: The overall gap in attendance between PP and NPP is lower than national average. The gap sits at 0.6% with a national gap of 2.9%

September onwards	LD (SENCo)	Support coach to support students' literacy, learning behaviour and maths, with a particular focus on SEN and PP students.	Allocate support provision to respond to student needs.	Improve progress of PP students (2016 P8 for PP was -0.48).	Progress leaders (FM/KB)  Achievement data monitored by VP Achievement	End of cycle progress reviews
September onwards	PD/ subject staff	Students to have access to computers and productive working environment to complete homework/revision	Staff regular homework club to accommodate students lacking computers/internet or study environment at home.  At KS5, students now have timetabled "supervised study" sessions to ensure access to study rooms and resources.	Increase in completion rate of student homework, leading to improvements in progress and attainment.	MLs & PLs to monitor homework completion in subject areas.	End of cycle data reviews

Impact statement (Jan 2018)

Rooms available every evening 4 -5. KS4 students attend subject specific homework clubs

Coaches monitor homework via SMHW

Impact statement (Nov 2018)

SMHW shows no significant difference between PP and NPP for homework

BYOD much more prevalent this academic year amongst PP students. This in turn supports access arrangements for external exams.

September onwards	Subject teachers	Access to independent learning resources and an increase in study skills	Use of digital study and organisation resources: GCSE pod & google classroom continuing; Show My Homework to be launched this year following positive parental feedback from weekly homework emails.	Increase in completion rate of student homework, leading to improvements in progress and attainment.	MLs & PLs to monitor homework completion in subject areas.	End of cycle data reviews
Ongoing	A. Brown & L. Kennett	Bursaries for students requiring financial support.	Travel subsidies for students and support for uniform, essential equipment and trips	Improvement in PP student attendance to school & for trips	Monitored by Director of Inclusion	
Ongoing	GS & PD	Support vulnerable students through confidence and self-esteem building, and counselling.	GP Champs/Protective Behaviours Training for a small cohort of PP/vulnerable students to build self-esteem and self-efficacy.	Increase in attendance, attainment and progress.  PASS surveys show improvement in student attitudes and self-esteem.	Progress leaders	PASS data pre and post course
September onwards	Coaches and PLs and JD	Parental engagement strategies: Improve awareness of link between wellbeing, diet and achievement. Establish support for GCSE revision strategies, home	Coaches to establish initial home contact for coaching groups.  JD to lead revision strategies sessions for students and parents at key points throughout the year (i.e. prior to mock exams, at PoL)	Effective home-school communication to ensure holistic support of PP students.  Students and parents will have an understanding of effective study techniques, conditions and environments	PLs and JD	Coaching QA  Attainment and progress data

		organisation, routines and sleep.				
January onwards	EW	Action tutoring: subsidised tuition for PP students in English and Maths	English tuition to take place with PP students needing support in achieving grade 5+. Maths tuition to be reviewed. Tuition more effective previously where Studio teacher also undertaking intervention group at the same time.	Improvement in progress and attainment for P8 students in English and Maths.  Improvement from Action Tutoring baseline assessment	EW, LH/RD, FM	End of cycle data reviews & intervention planning
<p>Impact statement Jan 2018</p> <p>Action tutoring now established for Maths with focus on students securing a grade 4</p> <p>Impact will be measured through mock progress DC3</p> <p>Impact statement Nov 2018</p> <p>Action tutoring impact was shared with governors at September meeting. The team have now been booked for post PPE support for PP students.</p> <p>SLE in English to run bespoke HA intervention for PP (particularly underperforming boys)</p> <p>YPAS now in school fortnightly to support vulnerable students</p>						
Ongoing	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	Recorded by GS	Termly review
<p>Impact statement Jan 2018</p> <p>Coaching groups have been realigned with SEMH students with specific coaches.</p>						

<p>Impact statement November 2018</p> <p>Coaching individuals now triaged and matched to coaches beyond their group if necessary</p>						
Autumn term	EW, FM, LH/RD	Provision of Core Revision resources	<p>Revision guides for English, Maths and Science.</p> <p>NB 6/22 Y13 PP students still require Maths of English GCSE. Revision resources to be provided for these students as well.</p>	All PP students to have access to revision resources to support them with core subjects	FM, EW, LH/RD to identify students needing this.	
<p>Impact statement Jan 2018</p> <p>All revision resources are now in the possession of students</p> <p>Personalised revision folders are delivered to parents</p> <p>November resit success: 2 further year 13 PP students have now passed English / Maths</p> <p>Impact statement November 2018</p> <p>Resit numbers are low this year in both English and Maths. All students entered for November exams.</p> <p>Google classroom now holder for all revision resources</p>						
Ongoing	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.	MLs & PLs	Cycle intervention planning and data reviews

September onwards	CQS	Secure destinations for Y13 PP students	<ul style="list-style-type: none"> <li>• Coaching support for students with UCAS applications</li> <li>• Enrichment option for Y13 focused on securing apprenticeship/internship/work etc. as appropriate for those not intending to go to university</li> <li>• 10 Steps to Getting Hired programme for at risk students</li> <li>• 1-2-1 action plans for students requiring more support in securing their chosen destinations</li> </ul>	Y13 PP students have appropriate destinations following completion of KS5	PL and SLT	Coaching reviews  Destination information
<p>Impact statement Jan 2018</p> <p>10 Steps are now in place – 4 students have now submitted UCAS applications</p> <p>Impact statement November 2018</p> <p>Support for students to pay for UCAS applications x4</p> <p>Alternative 10 steps programme to be in place post PPE</p>						
September onwards	All staff	Increase awareness of any emerging issues with PP students' attainment, ATL, or other needs at departmental,	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.	MLs, PLs, SLT	Termly QA and meeting records will demonstrate that this is taking place



## The Studio Pupil Premium Strategy 2018-19

		coaching and leadership levels.				
Impact statement Jan 2018						
QA from middle leaders show PP focus group and intervention strategies in place.						

## 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?