

Pupil premium strategy statement

1. Summary information					
School	The Studio Liverpool				
Academic Year	19/20	Total PP budget	£75,968	Date of most recent PP Review	May 2019
Total number of pupils	450	Number of pupils eligible for PP	106	Date for next internal review of this strategy	January 2020

2. Current attainment (2018/19)		
Year 11 (22 Students)	Pupils eligible for PP Studio	Pupils not eligible for PP (national average)
% achieving basics (4+)	65.5	67.5(64.9)
Maths 4+ %	69.0	85.0(70.5)
English 4+ %	75.9	72.5(76.7)
Progress 8 score average	-0.365	-0.303(0.008)
Attainment 8 score average	45.62	46.75(46.87)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Mental Health and Well-being of students
B.	Unclear picture of current attainment on arrival in year 10 (due to lack of prior information)
C.	Unclear picture of prior KS3 experience
D.	Attendance
E.	Outcomes show gaps between PP and non-PP attainment & progress
External barriers	
F.	Prior schools not providing information
G.	Lack of parental support

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Ensure consistency in closed gap in English	COGs show significant progress when measured against all students over the year and maintains the narrow gap between PP and non PP
B.	Close gap in Maths	COGs show significant progress when measured against all students over the year and narrows the gap between PP and non PP
C.	Close attainment gap	COGs show significant progress when measured against all students over the year and narrows the gap between PP and non PP
D.	Attendance above local average	Ensure gap between PP and non PP student attendance is narrowed and that PP attendance is moving towards regional and national comparators

5. Planned expenditure					
Academic year		2019/20			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A B	Engaged Trust support to develop in core areas with focus on literacy	Prior experience of staff chosen who had improved outcomes elsewhere	Learning walks & work scrutiny; review of impact at every data collection & using student voice	J Davies	DC 1 2 3 4 5
A B C	New line management & accountability structures	Prior experience of staff chosen	Learning walks & work scrutiny; review of impact at every data collection & using student voice	R Evans	DC 1 2 3 4 5
B	Development of Hegarty Maths & PiXL strategies	Impact of PiXL resources to promote 7-9 learning	Review of application at every data collection & using student voice	R Evans	DC 1 2 3 4 5

B C	Change of lesson structure and/or increased teaching time	Prior impact of this elsewhere in the Trust	Learning walks & work scrutiny; review of impact at every data collection & using student voice	R Evans	DC 1 2 3 4 5
C	Introduction of SENECA in science	Impact to promote learning across the cohort group	Review of application at every data collection & using student voice	R Evans	DC 1 2 3 4 5

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A	Targeted support classes	Additional support for small group & intervention learning	Review PP gap at every data collection	H Bell	DC 1 2 3 4 5
B	Action Tutoring support	Additional support for small group & intervention learning	Review PP gap at every data collection	R Evans	DC 1 2 3 4 5
D	Engage Liverpool EWO services	Engagement of Liverpool EWO in securing improved attendance rates	Tracked and monitored by attendance officer. Weekly attendance updates	F Markey	DC 1 2 3 4 5
D	Create Attendance Panels for Year 13 students	Positive impact in sister schools of initiative	Tracked by sixth form lead and impact in data collection attendance reports	K Bennett	DC 1 2 3 4 5
D	Targeted coaching group for year 11	A key team will drive expectations of engagement, effort & achievement with each year cohort	Review PP gap at each data collection	F Markey	DC 3 4 5

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D	Attendance incentives	Good attendance helps students succeed in school & bolster their self-esteem. Improving attendance requires a comprehensive approach that goes beyond sanctions and includes incentives	Tracked and monitored by Director of Inclusion. Weekly attendance updates	F Markey	DC 1 2 3 4 5

D	Increased use of Google classroom	Prior evidence that it provided students with a means of catch-up so felt more confident returning to school and reduced fear of bad relations with staff.	Review PP gap at every data collection	A Hewitt	DC 1 2 3 4 5
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