

Pupil premium strategy statement

1. Summary information					
School	The Studio Liverpool				
Academic Year	20/21	Total PP budget	£76,878	Date of most recent PP Review	May 2020
Total number of pupils	280	Number of pupils eligible for PP	TBC	Date for next internal review of this strategy	January 2021

2. Current attainment (2020/21)		
Year 11 (35/84Students)	Pupils eligible for PP Studio	Pupils not eligible for PP
% achieving basics (4+)	62.9	65.3
Maths 4+ %	71.3	73.5
English 4+ %	68.6	75.5
Progress 8 score average	-0.21	-0.08
Attainment 8 score average	46.84	48.31

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
C.	Unclear picture of prior KS3 experience
D.	Attendance
E.	Outcomes show gaps between PP and non-PP attainment & progress
F.	Remote learning
External barriers	
G.	Prior schools not providing information

H.	Lack of parental support	
I.	Access to and engagement with remote learning in Spring 2020	
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 t 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		2020/21			
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 CPD and communication 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	Review use of Hegarty Maths & lesson strategies	Mathematics outturns remaining stable but P8 measure indicates need to review actions and priorities. Significant gap in 2020 GCSE	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. Increase load for core whilst operating interim timetable	Identified as challenges in Remote learning period	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 Google sites in wider curriculum	Impact to promote learning across the cohort group from lessons learned in Engineering and PBL	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 class structures, review of LTP and MTLPs	Additional support for group & intervention learning narrowed gaps	Review PP gap at every data collection	F Coffie-Barr	DC 1 2 3 4 5
B	Google Classroom development	Additional support for small group & intervention learning	Review PP gap at every data collection	R Evans	DC 1 2 3 4 5
D	Timetable manipulation	Need to ensure flexibility to allow students to secure outcomes in all curriculum subjects.	Review PP gap at every data collection	Jill Davies	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
ABCD	Develop PBL learning	Identified to support student's engagement in learning, it is what brought the majority of students to the UTC.	Real time tracking of engagement and opportunities.	Jill Davies	DC 1 2 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

