

Pupil premium Review 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	306	Number of pupils eligible for PP	104 (Year 11: 34)	Date for next internal review of this strategy	March 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
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G.	Lack of parental support		
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria	Review of progress
A.	Ensure consistency in closed gap in English	COGs show significant progress when measured against all students over the year and maintains the narrow the gap between PP and non-PP	Actions during the year led to narrowing of the gap to 0.37 in progress. With PP out performing non PP students with progress well under the floor measures at -0.27
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	Maths narrowed the gap to 0.09 in progress due to actions taken during the year and a focus on promoting PP focused interventions
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	Attainment gap reduced to 0.01 of a point.
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	Due to the unprecedented nature of the last academic year a number of the attendance interventions were not implemented however PP were a target of mentoring and engagement during the remote learning phase of 2019-20.

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	Review of Progress

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	The team started building clear strategies before lockdown one and these will be implemented as we return to face to face
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	New structure built around curriculum leaders and line management actions starting to have impact for all pupils.
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	Key progress made in Hegarty before lockdown which supported and continues to support effective blended learning for maths students.
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	Timetable changes saw significant increase in engagement and outcomes in the non-core subjects with clear improvements in English.
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	Key progress made in Seneca before lockdown which supported and continues to support effective blended learning for maths students.

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	Review of Progress
A	Targeted support classes	Additional support for small group & intervention learning	Review PP gap at every data collection	H Bell	Inventions in place from Jan 2020 to March 2020.
B	Action Tutoring support	Additional support for small group & intervention learning	Review PP gap at every data collection	R Evans	In place but suspended during lock down one.
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	EWO fully engaged to promote and action attendance issues but hit by their own challenges in 2019-20 year.

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	Significant impact seen driving KS5 VA to 0.76.
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	Impact seen in engagement and ability to support students through the first lockdown.

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	Due to the unprecedented nature of the last academic year a number of the attendance interventions were not implemented however PP were a target of mentoring and engagement during the remote learning phase of 2019-20.
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	The academic year saw the transition of a curriculum for all on to google. The teaching team moved beyond the classroom and developed sites for learning which allow all students access to the full range of learning opportunities.