

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	The Studio Liverpool
Number of pupils in school	299
Proportion (%) of pupil premium eligible pupils	41% (CTFs still being uploaded)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	27 <sup>th</sup> September 27, 2021
Date on which it will be reviewed	10 <sup>th</sup> January 2022, 1 <sup>st</sup> July 2022
Statement authorised by	Jill Davies
Pupil premium lead	Rupert Evans
Governor / Trustee lead	Liz Byrne

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 72,680
Recovery premium funding allocation this academic year	£10,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£83,410

## Part A: Pupil premium strategy plan

### Statement of intent

The Pupil Premium (PP) Strategy has been built to be implemented with consideration of both the Pupil Premium and Recovery premium spend. All students have been disadvantaged by the recent turmoil in educational experience however by the very nature of the restraints applied to all students those in the PP cohort have been most significantly affected not only by the recent events but also by our limited ability to apply those tried and tested interventions to support students in their educational journey that have brought both success in our school and schools across the UK.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve to the best of their ability, in line with all student's achievement nationally, and adopt an inclusive approach to achieving this. We acknowledge that pupils in receipt of the Pupil Premium are not one homogenous group, and as such the barriers they face, and intervention and support required to overcome these, will vary according to need.

We also have high numbers of vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our strategy is based on evidence not assumptions and draws heavily on the research and evidence base provided by the EEF as high-quality teaching is at the heart of our approach. This includes plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

We have identified core elements of our approach to maximise progress and attainment for all learners as: development of positive relationships, metacognition and self-regulated learning, SEMH and language development of our pupils.

In identifying areas of work we have additionally considered three key pathways around which to identify all actions and spending. These are: Curriculum Recovery, Emotional Resilience Recovery, Physical Recovery.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

	Detail of challenge
1	<p><b>Attendance</b> the difference between the attendance for the whole cohort in the last academic year was 2.98% however the gap in year 11 is 10%.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p><b>Outcomes</b> gaps between PP and non-PP attainment &amp; progress In 2020/21 the overall progress gap was significant at 0.82. The attainment 8 gap was almost 7 points equivalent to half a grade in each subject of the portfolio.</p>
3	<p><b>Student Emotional Resilience</b> - Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
4	<p><b>Student Physical resilience</b> - Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p>
5	<p><b>Learning beyond the classroom lessons</b> – Our experience from the last two years and from our evaluation of re-remote/virtual learning and discussions with pupils and their parents indicate that engagement of PP students was lower than that of their peers.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Close gap in English	COGs (Current Operational Grade) show significant progress when measured against all students over the year and narrows the gap between PP and non-PP
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
Close attainment gap	COGs show significant progress when measured against all students over the year and narrows the gap between PP and non-PP
Attendance above local average	Ensure gap between PP and non-PP student attendance is narrowed in year 11 and that PP attendance is moving towards regional and national comparators
Having developed their resilience and curriculum understanding students are able to make suitable progress in their curriculum study	COGs show significant progress when measured against previous students' progress over the year.
Having developed their resilience and curriculum understanding students to confidently be able to demonstrate learning in internal assessments	COGs show significant progress when measured against all students over the previous years.
Having developed their resilience and curriculum understanding students are able to make the next step (where appropriate) with confidence	Transition point show no NEETS

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (bold text indicates strategy is from EEF toolkit)

Initial budgeted cost: £ 60000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Quality first teaching Year 11 core curriculum by lowering group sizes.	The core curriculum is the gateway to the rest of the curriculum and next steps. This will allow for <b>Mastery Learning</b> and greater opportunity for <b>Individualised Instruction</b> .	1, 2,
Employment of an additional Maths tutor	<b>Small Group Tutoring</b> Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3,5
Employment of an additional English tutor	<b>Small Group Tutoring</b> Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2,3,5

Additional Learning support assistant	<p><b>Teaching Assistant interventions</b> the capacity to provide in class support to promote learning and provide <b>Feedback</b> to students in real time is key.</p> <p>EEF guidance: Making Best Use of Teaching Assistants  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	1,2,3,4,5
Oracy development improved oracy skills	<p><b>High quality talk</b> is typically well-structured and guided by teachers. Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection.</p> <p><a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3
Purchase of books for Reading curriculum daily for all students to develop reading fluency, tier 2 academic vocabulary and accumulation of wider cultural capital.	<p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>DfE 'Research evidence on reading for Pleasure', Education Standards Research Team, May 2021 <a href="https://publishing.service.gov.uk">reading_for_pleasure.pdf (publishing.service.gov.uk)</a></p>	2,3
Teaching: development of coaching model as a CPD tool to drive reflective practice and continuous improvement.	<p><a href="https://schoolsweek.co.uk/research-how-can-teacher-coaching-lead-to-school-improvement/">https://schoolsweek.co.uk/research-how-can-teacher-coaching-lead-to-school-improvement/</a></p> <p><a href="https://impact.chartered.college/article/implementing-instructional-coaching-school-leaders/">https://impact.chartered.college/article/implementing-instructional-coaching-school-leaders/</a></p>	3,5

## Targeted academic support

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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One to one or small group tutoring	<p><b>Small Group Tutoring</b> using agencies such as Action Tutoring</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,2,
Whole group reading strategy	<p>Part of a <b>Reading Comprehension Strategy</b> High quality talk is typically well-structured and guided by teachers. Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>DfE 'Research evidence on reading for Pleasure', Education Standards Research Team, May 2021 <a href="https://www.publishing.service.gov.uk">reading_for_pleasure.pdf (publishing.service.gov.uk)</a></p>	2,3,5
Increased use of Google classroom	<p>Prior evidence that it provides students with a means of catch-up so felt more confident returning to school and reduced fear of bad relations with staff. <b>Collaborative learning approaches.</b></p>	3,5
Targeted academic mentoring plans group for all years	<p>A key team will drive expectations of engagement, effort &amp; achievement with each year cohort, <b>Meta cognition and self-regulation</b></p>	2,
Introduction of Google sites in wider curriculum	<p>Impact to promote learning across the cohort group from lessons learner in Engineering and PBL</p>	3,5
Engaged Trust support to develop in core areas with focus on literacy	<p>Focus on Oracy and <b>Reading Comprehension Strategy</b></p>	2

	<a href="https://www.educationendowmentfoundation.org.uk">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a> DfE 'Research evidence on reading for Pleasure', Education Standards Research Team, May 2021 <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/reading_for_pleasure.pdf">reading_for_pleasure.pdf (publishing.service.gov.uk)</a>	
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## Wider strategies

Initial budgeted cost: £ 10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timetable manipulation	Need to ensure flexibility to allow students to secure outcomes in all curriculum subjects.	1,2
Attendance incentives	<p>Good attendance helps students succeed in school &amp; bolster their self-esteem. Improving attendance requires a comprehensive approach that goes beyond sanctions and includes incentives.</p> <p>Embedding principles of good practice set out in DfE's <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Improving_School_Attendance.pdf">Improving School Attendance</a> advice.</p> <p>Government published report on impact of praise on behaviour in schools  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom_Bennett_Independent_Review_of_Behaviour_in_Schools.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602487/Tom Bennett Independent Review of Behaviour in Schools.pdf</a></p>	1
Employ Level 5 CBT councillor – 2 days per week	<p>To create opportunities such as Hypnotherapy, PTSD recovery</p> <p>Parenting skills (YPAS) ,Teaching resilience, Bounce forward, CBT, Level 2 Staff training</p> <p>Ofsted Excellence in Cities and</p> <p>Education Action Zones:</p>	1,3,4

	<p>“Management and impact report 2003 “Learning mentors are making a significant effect on the attendance, behaviour, self-esteem and progress of the pupils they support. In 95 per cent of the survey schools, inspectors judged that the mentoring programme made a positive contribution to the mainstream provision of the school as a whole and had a beneficial effect on the behaviour of individual pupils and on their ability to learn and make progress.”</p>	
<p>Enrichment activities outside of school hours</p>	<p>Breakfast Club, Positive well being, Tia chi, Boxing Club, Self defence  Healthy body, healthy mind  Government published report in impact of breakfast clubs on students in schools with high instances of deprivation <a href="https://www.gov.uk/government/publications/breakfast-clubs-in-high-deprivation-schools">https://www.gov.uk/government/publications/breakfast-clubs-in-high-deprivation-schools</a></p>	<p>4</p>

**Total budgeted cost: £ 77,000 (currently allocated)**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

In-school barriers	
A.	Inconsistent Learning
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

1. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria	Review of progress
A.	Close gap in English	COGs show significant progress when measured against all students over the year and narrows the gap between PP and non PP	Actions during the year led to narrowing of the gap to 0.48 in progress. With PP students well above the floor measures at 0.14
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 0.45 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 did not significantly narrow due to the cohort make up however progress in all buckets apart from maths and English positive for P8.
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.

2. Planned expenditure					
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.					
<b>i. Quality of teaching for all</b>					
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

<b>A B</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 learning.
<b>A B C</b>	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>B</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>A B C</b>	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.
<b>C</b>	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 Science students.
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review of Progress</b>
<b>A</b>	Targeted support classes	Additional support for small group & intervention learning	Review PP gap at every data collection	H Bell	Inventions in place from Jan to March.

<b>B</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.
<b>D</b>	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.
<b>D</b>	Targeted academic mentor 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	Tutor group manipulated to promote support and engagement.

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review of Progress</b>
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.
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.

