

# Pupil Premium Statement 2018.19

Summary information					
Academic Year	2018.19	Total PP budget	£43,400	Date of most recent PP Review	September 2018
Total number of pupils	184 on roll 81 KS4	Number of pupils eligible for PP	39	Date for next internal review of this strategy	December 2018

## Responsibility

Responsibility for the progress of PP students remains with the Assistant Head Teacher (Katy Power). The funding plan is continuously monitored through analysis and evaluation of impact and the progress made. Lines of accountability sit with the Head of School, Executive Team and Governors.

## Funding

The funding forecast for 2018.19 is £43,400, this is based on 54 pupils, which is 28% of the whole school cohort. This is higher than the National average, which for all school types was 13.6%. The largest number of PP students is in our year 11 cohort with 55% of students in the year being entitled to pupil premium money (PPM).

Year	Total number of PP students	Percentage of PP students	Total in year group
10	18	45%	40
11	24	53%	40

## Allocations of funding

The allocation of funding will remain largely in line with the principles which are outlined below. One of the main focuses will be around driving progress for those entitled to PPM, to diminish the difference between those not entitled to PPM. The current data below shows a difference in attainment between those eligible for PP in our school and those not eligible within the national data.

Current attainment – Year 11 Forecast			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Difference</i>
% achieving Basics in Eng/Maths (%) - (4+)	15%	26%	-11%
% achieving 5 Standard Passes inc Eng/Maths (%) - (4+)	15%	17.4%	-2.4%
% achieving Basics in Eng/Maths (%) - (5+)	0%	9%	-9%
% achieving 5 Strong Passes inc Eng/Maths (%) - (5+)	0%	8.7%	-8.7%
Progress 8 score average (from 2017/18)	-1.874	-2.284	-0.41
Attainment 8 score average (from 2017/18)	20.20	24.35	-4.15

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The principles on which this is based sits within the school vision, Transforming Lives, empowering individuals through learning and ensures the core values are met. We want our students and all stakeholders to be courageous, be determined and to have pride, underlining the principal of raising student aspirations. As well as our school vision this statement is based largely on decreasing the impact of both internal and external barriers to learning.

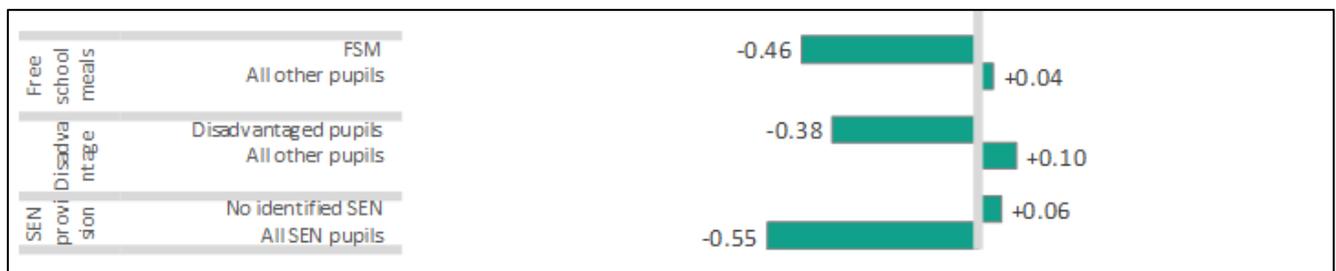
## Possible causes for the gaps in progress and achievement of disadvantaged pupils

Research suggests a range of reasons for lower progress and attainment for disadvantaged pupils, this includes;

- Lack of parental support for education in disadvantaged pupils account for low expectations and lack of educational stimulus at home and engagement with school.
- Lack of educational experiences such as visits, discussions and clubs, which in turn results in lower self-esteem and a narrower frame of reference.
- A lack of conversation and shared vocabulary in early years, resulting in the gap in vocabulary which in turn results in an inability to infer meaning from text needed at key stage 4.
- Disengagement with school leads to poor attendance and poor behaviour which is conducive to learning.
- Disengagement and lack of achievement causes inability to attend further education and a lack of determination.

## National Context

- Statistics suggest that disadvantaged pupils are already behind their peers by the ages of seven in terms of their language and vocabulary.
- By the end of primary school statistics suggest that disadvantaged pupils are 15% behind their pupils in English and Maths.
- The chart below highlights that pupils from low income backgrounds remain well behind their more affluent peers, even after controlling for the large attainment gap that we see at the end of primary schools. Pupils from disadvantaged backgrounds achieve around half a grade lower in each subject than pupils with similar prior attainment.



## Studio@Deyes Barriers

- Due to the importance of reading and language for all pupils, resources have been allocated to reading intervention. The literacy skills of over 68% students entering in both Year 10 and in Year 11 are below their expected reading age. A main focus of funding this year will be on intervention to rapidly improve reading levels and pushing students to and above their expected reading age during their time here at Studio@Deyes. Students will be tested at the start of the year within the first half term to determine their starting points. From this data a 'waves of' intervention will be rolled out to students. The top students in each year group with the lowest reading ages and the biggest gaps between their reading and chronological age will undergo the most intensive intervention (wave one), including 1-2-1 session with the LSA and SENCO. The next group of students will undergo group sessions and access to the reading for pleasure group.
  - Core Value: Determination
- The progress of Year 11 SEND pupil's is a priority area and investment in SEND resources needs be a key strategy used for the spending of PPM. 30% (24 students) of our KS4 cohort have SEND needs, 50% of these (12/24) are also pupil premium. The desired outcome is to see improved rates of progress across KS4 for SEND pupils eligible for PPM and to improve the total progress 8 score for SEND pupils in Year 11.

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PPM will be used to ensure pupils have access to 1-2-1 support in preparation for exams, including change in group size, including additional rooms, trained invigilators, coaching and mentoring in the build up to their exams. PPM will also be used for additional tutoring and access to further resources to support their learning, such as additional revision materials. PPM will also be used to employ an LSA to provide both in class and 1-2-1 support for students. The desired outcome is for SEND pupils eligible for PP make as much progress as their peers across Key Stage 4, so that 70% or above are on track to make expected progress by the end of KS4. Where they are not, further interventions will be put in place.

- Core Value: Courage

C. In order for students to feel confident and to raise their self-esteem, we will use some of the PPM to form part of our school readiness programme. Part of the PPM will also raise student aspirations through improving self-confidence and raising their attendance to school. The PPM will include spending on things like uniform and equipment for students, allowing them to access full school life.

- Core Value: Pride

D. A proportion of the PPM will be allocated to increasing pupil engagement in the curriculum. Looking at both, engagement in lessons as well as extracurricular activities such as clubs, trips and visits. By raising pupil engagement in lessons and extra-curricular activities we should see an increase in student engagement in whole school life, resulting in higher attendance. The PPM fund will be used to support students to attend trips, rewards as well as additional curriculum resources such as revision materials. The impact of this will be to close attainment gaps between disadvantaged pupils and their non-disadvantaged peers. This will be evidenced using AP data and GL assessment.

- Core Value: Pride and Determination.

E. Destination data shows that our disadvantaged students are less likely to advance to level 3 courses.

Year 11s into Studio@Deyes Year 12 = 20%

- 75% of retained students are studying Level 2 curriculum
- 25% of retained students are studying Level 3 curriculum
- 72% of leavers are known to have gone on to further education, employment or training

Studio@Deyes will endeavour to raise student aspiration for further education and beyond. This will include a specific support for pupils, both individually and in groups, including additional aspirational trips to universities, workshops with careers advisers and guidance. The target we aim for is 80% of student's will progress to a L3 course in the academic year 2018/19. This will be evidenced in the destination data.

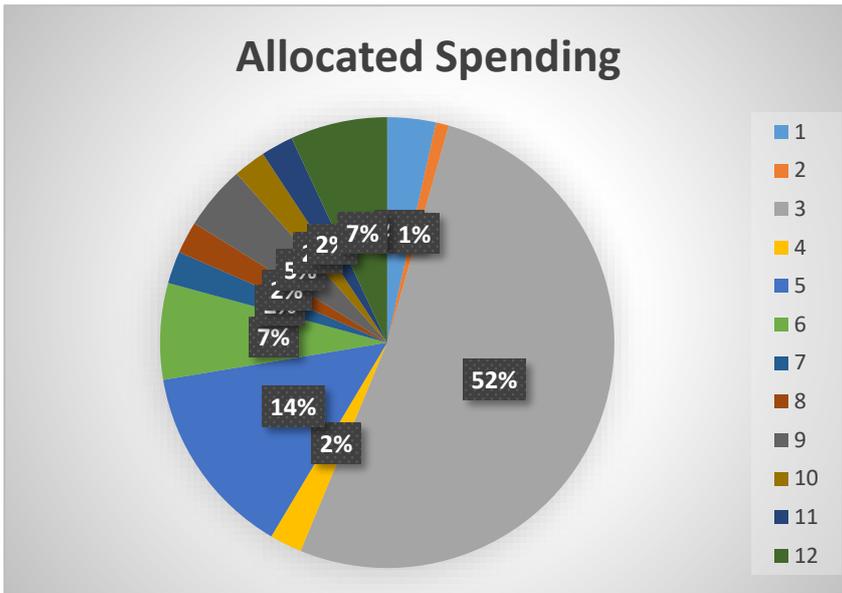
- Core Value: Courage

F. Attendance rates for pupils eligible for PP within the school are 77% versus non PP 82%. This is a main priority for the school to not only raise whole school attendance but to close the gap between disadvantaged pupils and their peers. A large amount of our cohort join Studio@Deyes with attendance issues and concerns. Some students have previously attended several schools and both students and parents have become disenfranchised by the school system. PPM will be allocated to the employment of an Education Welfare Officer as well as support for pupils in the form of transport bursaries, rewards and breakfast clubs. By increasing student attendance, we will in turn increase attainment and progress of those pupils, as well as raise their aspirations.

- Core Value: Determination

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## Planned Expenditure



	Costing	Resource
1	£1,500.00	Reading & Testing Program
2	£400.00	SEND resources
3	£22,500.00	LSA
4	£1,000.00	Uniform Grant
5	£6,000.00	EWO
6	£3,000.00	Transport Grant
7	£1,000.00	Breakfast Club
8	£1,000.00	Attendance Rewards
9	£2,000.00	Curriculum Trips
10	£1,000.00	Year 11 Revision Packs
11	£1,000.00	Curriculum Grants
12	£3,000.00	Rewards

The vast majority of the PPM is allocated to employing staff to support students, providing intervention and 1-2-1 support for students. This will allow for targeted support and to develop a more personalised pastoral care for students, with a view to raising achievement. Another priority for the PPM will be on raising pupil's attendance and a large proportion of funding is allocated to support this, ranging from the employment of an Education Welfare Officer to transport grants for students. Further detail is itemised below with the planned expenditure and success criteria for each of the main priorities.

esired outcome	Chosen action/approach and resource implications	What is the evidence and rationale for this choice? How will you measure the effect of the pupil premium?	How will you ensure it is implemented well?	When will you review implementation?
<u>A High levels of progress in literacy (reading) for Year 10 and 11 pupils eligible for PP students.</u>	<p>Purchase online reading testing resources.</p> <p>Set up clear testing structures.</p> <p>Use student data to plan and implement a clear reading intervention and support programme.</p> <p>Testing will show an improvement of at least 6 months for those undertaking the reading programme from</p>	<p>To ensure that we rapidly address under performance in reading, so that the PP students in both year 10 &amp; 11 are school ready by the end of the academic year.</p> <p>This will address the PP literacy barrier evidenced in the current reading age profile.</p>	<p>Clearly identifying the cohort based on reading test data and GL assessments.</p> <p><u>Individual reading plan</u> will be written and closely monitored to ensure actions are completed and are making an impact.</p> <p>Reading tests will be retaken at key points in the year to monitor progress and impact.</p> <p>GL assessments will be retaken in Year 11 to monitor progress of identified cohort.</p>	<p>Ongoing analysis at each assessment point.</p> <p>At next reading assessment window (April 2019)</p> <p>Report evaluated by the Executive team.</p> <p>Report will be evaluated at each full Governors meeting.</p>

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	<p>first testing (Sept/Oct) and second testing (April)</p> <p><b>Costing:</b>  <b>£1500</b> ARTi online reading testing:  Price TBC</p>		<p>Regular RAP meetings to identify underperforming pupils.</p> <p>SLT member of staff in place to drive literacy whole school (KPO)</p> <p>LSA to work with identified cohorts and withdrawal from lessons for intervention and reading group.</p>	
<p>B) Improved rates of progress across KS4 for <u>SEND pupils</u> eligible for PP. Resulting in an improved progress 8 score.</p>	<p>Deploy SEND and Literacy LSA who can extract PP students for reading recovery and support.</p> <p><b>Costing:</b>  <b>£400</b> Purchase 2 SEND Laptops for use in ARC &amp; to aid SEND student in exams</p> <p><b>£22,500</b> LSA</p>	<p>Many of our SEND students are also PP</p>	<p>LSA to be given clearly identified group of students, baselines to be created from GL's and reading testing.</p> <p>SENCO to monitor and evaluate progress and report via AP points.</p> <p>Reading testing will show an improvement of at least 6 months for those undertaking the reading programme.</p> <p>To close the attainment gap between SEND and non-SEND students eligible for PP.</p>	<p>Ongoing analysis at each assessment point.</p> <p>At next reading assessment window (April 2019)</p> <p>Report evaluated by the Executive team.</p> <p>Report will be evaluated at each full Governors meeting.</p>
<p>C) All Students able to access school and wear full uniform</p>	<p>Head of School to authorise support for uniform on hardship grant for disadvantaged students</p> <p><b>Costing:</b>  <b>£1000</b></p>	<p>Ensure that students' self-esteem is raised to allow for higher aspirations and engagement in school. Removing barriers to non-attendance.</p>	<p>Monitored by HT and Finance team</p>	<p>HT report to Executive team and Governors</p> <p>PP plan monitoring</p>
<p>D) Increased <u>attendance rates</u> for PP students</p>	<p>Buy in attendance support via Local authority EWO to monitor and track hard to reach students and ensure attendance at Studio improves</p>	<p>The biggest barrier to learning is non-attendance. We firmly believe if we can get students who are disadvantaged to attend better we can improve their life chances.</p>	<p>Monitored by Head of School and Attendance manager</p> <p>Reported to Executive team and Governors termly</p>	<p>HT report to Governors and PP plan monitoring</p> <p>Attendance reports half termly</p>

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	<p>Head of School to authorise support for transport to improve attendance for disadvantaged students</p> <p>Use funds to set up a free breakfast club to raise punctuality and attendance figures.</p> <p>Improve rewards for attendance</p> <p><b>Costing:</b>  <b>£5000</b> EWO  <b>£3000</b> Transport Grants  <b>£1000</b> Breakfast Club  <b>£1000</b> Rewards</p>	<p>Many of our students travel to access Studio@Deyes and we believe no one should be denied access to the school due to hardship</p> <p>Attendance of PP students is <b>5%</b> lower than non PP. We will aim to close this gap.</p>		
<p>E) Increased engagement in the curriculum. Looking at both engagement in lessons as well as extracurricular activities.</p>	<p>To ensure all pupils have access to the curriculum and the resources with no barriers. This includes access to school educational trips and curriculum resources such as fabrics for Fashion.</p> <p>Buy Year 11 students revision packs for core subjects to ensure we are closing the gap between PP and non PP students.</p> <p>Establish clear rewards in school for achievement and attainment of pupils.</p>	<p>To ensure that all learners have fair access to learning outside the classroom to raise engagement and attainment.</p> <p>Ensuring that all learner has access to revision materials to support in their preparation for exams. It is vital that all learners have access to specialist equipment and resources needed for the curriculum.</p> <p>Student rewards are vital in motivating students to be the best that they can.</p> <p>By increasing attendance, punctuality and engagement through rewards. We believe</p>	<p>Monitored by Head of School and SLT PP lead.</p> <p>Clear reward plan and budget management, by Pastoral manager and PP SLT link</p> <p>Review of impact through behaviour data each half term.</p> <p>Attendance and punctuality data</p> <p>All disadvantaged students to attend at least 1 club.</p> <p>Visit universities to raise student aspirations for chosen year 11 group.</p> <p>All PP students to attend at least 2 trips throughout the year.</p>	<p>HT report to Governors</p> <p>PP plan monitoring</p> <p>Data and impact analysis at each assessment point.</p> <p>Behaviour Data and impact analysis.</p> <p>HT Student voice analysis</p>

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	<p><b>Costing:</b> <b>£2000</b> Curriculum Trips <b>£1000</b> Year 11 Revision packs <b>£1000</b> Curriculum Resources <b>£3000</b> Rewards</p>	<p>that by developing a love of learning in our students we will narrow the gap between students who are disadvantaged.</p>		
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## Rationale

The strategies above have been selected because they do not confuse disadvantage with lower ability or lower aspiration. Pupils, whether disadvantaged or not, share the same aspirations. The resources within Studio@Deyes are directed to those most in need. The strategies recognise the diverse and fluid needs of pupils across all groups and subjects throughout their school careers and do not in any way segregate, or inadvisably favour the disadvantaged. This exposes all students to the same rigour and learning experiences as their peers. The plan includes the training of staff, working with our Educational Psychologist and supporting training for those members of the staff team.