



**Studio  
@Deyes**

The Pupil Premium plan is continuously being monitored through analysis and evaluation of impact.

PP bids are completed through a detailed request form, outlining the proposed impact and also the pupils targeted. Each PP bid request is analysed by a panel from SLT. The impact of the PP spend is requested through a detailed evaluation by the staff member and reported back to the PP lead.

## Pupil premium strategy statement: 2017-18

Section 1. Summary information					
School	<b>Studio@Deyes</b>				
Academic Year	2017/18	Total PP budget	£23,843	Date of most recent PP Review	
Total number of pupils	141 (86 in KS4)  <b>55% PP</b>	Number of pupils eligible for PP	47	Date for next internal review of this strategy  14/3/18	Termly at Governors
The allocated spend for 2017-18 is <b>£23,843</b>					

Current attainment – Year 11 Forecast		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Basics in Eng/Maths (%) - (4+)	JOHN Please insert Studio data 55.3% (non PP 67.6%)	70.7%
% achieving 5 Standard Passes inc Eng/Maths (%) - (4+)	51.1% (non PP 67.6%)	N/A
% achieving Basics in Eng/Maths (%) - (5+)	19.1% (non PP 38.2%)	49.7%
% achieving 5 Strong Passes inc Eng/Maths (%) - (5+)	12.8% (non PP 38.2%)	N/A
Progress 8 score average (from 2017/18)	-0.43 (non PP 0.19)	N/A
Attainment 8 score average (from 2017/18)	43.72 (non PP 44.57)	N/A

## Section 2) Barriers to future attainment (for pupils eligible for PP including high ability)

**Key aim; To raise expectations and attainment across the whole school community to ensure there are no limits on learning for anyone.**

### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

<b>A.</b>	Literacy skills of many students entering in Year 10 are below national. A major focus will be to improve reading ages of all students rapidly on entry to the School
<b>B.</b>	The progress of Year 11 SEND pupil's is a priority area and investment in SEND resources will be a key priority. 18% of KS4 ( 16 students have clear SEND Needs) Several are also PP
<b>C.</b>	English intervention is required as the Trust provides support for Maths. This will be a key area of spend for Studio@Deyes.
<b>D.</b>	School readiness including uniform and transport

### External barriers *(issues which also require action outside school, such as low attendance rates)*

<b>E.</b>	Attendance rates for pupils eligible for PP are below with 77% versus non PP 82%. 5% gap to be closed.
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### 1. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria /the effects of the pupil premium</i>
<b>A. In School</b>	High levels of progress <u>in literacy ( reading)</u> for Year 10 and 11 pupils eligible for PP. Students being placed on a reading programme e to ensure catch up work	Pupils eligible for PP in Year 10 and 11 close reading gaps to reach their chronological age or progress towards that. This will be evidenced using AP points and GL assessment and ARTi reading tests
<b>B. In School</b>	Improved rates of progress across KS4 for <u>SEND pupils</u> eligible for PP. To improve the total progress 8 score for SEND pupils in Year 11.	SEND pupils eligible for PP make as much progress as 'other' pupils across Key Stage 4, so that 70% or above are on track for to make expected progress by the end of KS4. Where they are not, teachers are putting in place interventions, monitored by staff and senior team.
<b>C. In School</b>	Improved outcomes in <u>Year 11 English</u> for PP students and the gap is measured and gaps closing to national from AP2-4	PP pupils achieve outcomes which are in line to non PP national figures or gap closes 10% or below
<b>D. In School</b>	All Students able to access school and wear full uniform	Studio@Deyes will support disadvantaged students with transport and uniform in hardship cases
<b>E. External</b>	Increased <u>attendance rates</u> for pupil's eligible for PP Year 10 and Year 11 pupils	A combination of rewards and EWO monitoring will increase the attendance of a selected cohort of students. .

## Section 3. Planned expenditure

Academic year		2017/18			
Desired 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?	Staff lead	When will you review implementation?
<p><u>A</u> High levels of progress in literacy ( reading) for Year 10 and 11 pupils eligible for PP. Students being placed on a reading programme to ensure catch up work</p>	<p>Provide a resource bank of reading books Create clear reading strategy for all staff</p> <p>See below</p> <p><b>Resources £1000</b></p>	<p>To ensure that we rapidly address under performance in reading of new starters, so that they are school ready by the end of the academic year. We have a whole school literacy barrier and we want to work on early identification across year 10 to ensure we get students caught up to chronological reading ages</p>	<p>Clearly identified cohort based on QLA within GL data.. A <u>Reading plan</u> will be written and will be closely monitored to ensure actions are completed and are making impact. GL assessments will be retaken in Year 11 to monitor progress of identified cohort. Regular RAP meetings to identify underperforming pupils. SLT member of staff in place to drive literacy whole school. Recruitment of an LSA to work with identified cohorts and withdrawal from lessons ( see below)</p>	KPO	<p>Ongoing – each assessment point. GL data May 2018-19.</p> <p>Report evaluated at each full governors</p>
<p><u>B</u>) Improved rates of progress across KS4 for <u>SEND pupils</u> eligible for PP. To improve the total progress 8 score for SEND pupils in Year 11.</p>	<p>Hire a skilled SEND and Literacy LSA who can extract students for reading recovery and support students with SEND needs as well as administrate SEND. Purchase 5 reader pens to aid SEND student in exams</p> <p><b>Resources £13,000 LSA £1000 Reader pens</b></p>	<p>Many of our SEND students are also PP. SEND is an area that is under resourced at the school and we do not feel we are currently supporting these students well enough. PP/ SEND attendance and exclusions are showing gaps to other students.</p>	<p>LSA to be given clearly identified group of students, baselines to be created from GLS. Trust SENCO to monitor and evaluate progress and report via AP points.</p>	KPO	<p>Ongoing – each assessment point. GL data May 2018-19.</p> <p>Report evaluated at each full governors</p>

<p>C) Improved outcomes in <u>Year 11 English</u> for PP students and the gap is measured and gaps closing to national from AP2-4</p>	<p>Hire an English intervention tutor for Year 11 or use My Tutor.com for target cohort of PP Year 11</p> <p><b>£1000</b></p>	<p>English is critical and analysis at AP2 shows gaps in Year 11 attainment and progress and a significant PP gap. Gap will be clearly measured by defined cohort AP2 to Summer exams</p>	<p>Monitored closely by AHT at Studio and Exec director for School improvement</p>	<p>VSH/WJA</p>	<p>Ongoing – each assessment point. Summer exams 2018 Report evaluated at each full governors</p>
<p>D) All Students able to access school and wear full uniform</p>	<p>Head of School to have ability to support transport costs and uniform on hardship grant for disadvantaged students</p> <p><b>£1843</b></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>Monitored by HT and Finance team</p>	<p>JPA</p>	<p>HT report to Governors and PP plan monitoring</p>
<p>E) Increased <u>attendance rates</u> for pupil's eligible for PP Year 10 and Year 11 pupils</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>Improve rewards for attendance</p> <p><b>£1000 rewards</b></p> <p><b>£5000 EWO</b></p>	<p>The biggest barrier to learning is nonattendance. We firmly believe if we can get students who are disadvantaged to attend better we can improve their life chances.</p> <p>Attendance of PP students is 5% lower than non PP. We will aim to close this gap.</p>	<p>Monitored by Head of School and Attendance manager</p> <p>Reported to full Govs termly</p>	<p>JPA/NKI</p>	<p>HT report to Governors and PP plan monitoring</p> <p>Attendance reports half termly</p>

1. Review of expenditure				
Academic year		2017/18		
The three headings below are designed to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.				
A)				
Desired outcome	Chosen action/approach <u>and resource implications</u>	The effect: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<b>A</b> High levels of progress in <u>literacy (Reading)</u> for Year 10 and 11 pupils eligible for PP. Students being placed on a reading programme to ensure catch up work	Provide a resource bank of reading books Create clear reading strategy for all staff	Further investigation has been carried out into the most suitable programs ready to launch our new support programs in September 2018. <ul style="list-style-type: none"> <li>• IDL Dyslexia Intervention – initial set up cost £599.00, annual licence £100.00</li> <li>• ARTi - £1000</li> </ul> <p>There are also plans to create and source a library, and we are currently in the process of sourcing age appropriate books.</p> <p>This target will move into 2018.19 as a main driver for progress and PPM in the next academic year.</p>	That the correct amount of staffing has to be invested into the programme and clear strategies to support learners. New LSA has been appointed for September 2018 start who will take the lead on reading and literacy intervention and drive this programme forward.	<b>£1000</b>
<b>B)</b> Improved rates of progress across KS4 for <u>SEND pupils</u> eligible for PP. To improve the total progress 8 score for SEND pupils in Year 11.	Hire a skilled LSA who can support reading and SEND students at Studio@Deyes as well as support with wider capacity in whole school drives eg attendance  Purchase 5 reader pens to support SEND readers	LSA has been appointed for a September 2018 start. Her main role will be to work with students targeted for intervention and work with teacher to provide in class support. LSA has a specialist in English and literacy and will provide focused intervention in this area.  On further consultation with the SENCO it was decided that to support our SEND students it would be better if laptops were purchased for the exam season that are of good quality. 1 reader	Time was well spent during the interview process to ensure the correct person is appointed into role with the skill to lead on literacy.  Having a trail of the reader pen initial was beneficial as it allowed us to see how students	<b>£13,000</b>  <b>£1000</b>

		pen has been purchased and is used by pupils when needed. 3 SEND exam laptops were purchased to support students during exam season and beyond.	responded. Many students felt embarrassed using this in lessons.																																																																																	
C) Improved outcomes in <u>Year 11 English</u> for PP students and the gap is measured and gaps closing to national from AP2-4	Hire an English intervention tutor for Year 11 or use My Tutor.com for target cohort of PP Year 11	<p>Tutor for English was appointed for intervention with success for the students.</p> <p>22% exceeded their entry target level 55% met their entry target level 22% did not met their entry level target</p> <table border="1" data-bbox="734 603 1464 1059"> <thead> <tr> <th>Student</th> <th>English KS2 English Y10 GL</th> <th>English AP1</th> <th>English AP2</th> <th>ENGLISH H AP3</th> <th>English Actual</th> <th>Diff Baseline</th> <th>Diff Target</th> </tr> </thead> <tbody> <tr> <td>CC</td> <td>6</td> <td>5</td> <td>5</td> <td>4</td> <td>5</td> <td>0</td> <td>-1</td> </tr> <tr> <td>AD</td> <td>7</td> <td>4</td> <td>4</td> <td>3</td> <td>4</td> <td>0</td> <td>-3</td> </tr> <tr> <td>CH</td> <td>7</td> <td>8</td> <td>X</td> <td>8</td> <td>5</td> <td>-2</td> <td>-1</td> </tr> <tr> <td>AL</td> <td>8</td> <td>6</td> <td>7</td> <td>7</td> <td>7</td> <td>1</td> <td>-1</td> </tr> <tr> <td>KP</td> <td>5</td> <td>3</td> <td>5</td> <td>5</td> <td>3</td> <td>1</td> <td>-1</td> </tr> <tr> <td>LR</td> <td>5</td> <td>3</td> <td>4</td> <td>4</td> <td>4</td> <td>0</td> <td>-2</td> </tr> <tr> <td>LS</td> <td>7</td> <td>7</td> <td>4</td> <td>4</td> <td>3</td> <td>-2</td> <td>-2</td> </tr> <tr> <td>DT</td> <td>7</td> <td>4</td> <td>5</td> <td>5</td> <td>4</td> <td>0</td> <td>-3</td> </tr> <tr> <td>SW</td> <td>6</td> <td>4</td> <td>4</td> <td>4</td> <td>4</td> <td>0</td> <td>-1</td> </tr> </tbody> </table>	Student	English KS2 English Y10 GL	English AP1	English AP2	ENGLISH H AP3	English Actual	Diff Baseline	Diff Target	CC	6	5	5	4	5	0	-1	AD	7	4	4	3	4	0	-3	CH	7	8	X	8	5	-2	-1	AL	8	6	7	7	7	1	-1	KP	5	3	5	5	3	1	-1	LR	5	3	4	4	4	0	-2	LS	7	7	4	4	3	-2	-2	DT	7	4	5	5	4	0	-3	SW	6	4	4	4	4	0	-1	Further review of this strategy will be analysed once we have progress figures and data to use.	<b>£1000</b>
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<p>D) All Students able to access school and wear full uniform</p>	<p>Head of School to have ability to support transport costs and uniform on hardship grant for disadvantaged students</p>	<p>Transport cost have been used to purchase bus passes for students, as well and organise taxi's for key dates such as exams. This has had greatly increased student's attendance and punctuality.</p> <p>Figures for student transport are shown in <a href="#">Figure 1 and Figure 2</a> below</p> <p>Uniform has been purchased for students in need, ensuring that that feel part of the school community.</p>	<p>This has been very successful for these students and will be something we continue with to support students attendance.</p>	<p><b>£1843</b></p>
<p>E) Increased <u>attendance rates</u> for pupil's eligible for PP Year 10 and Year 11 pupils</p>	<p>Buy in attendance support via Local authority EWO to monitor and track hard to reach students and ensure attendance at Studio improves. Including support methods to drive up attendance standards.</p>	<p>This has been completed and is having a positive impact of student attendance, in particular with our PA students. EWO has support with tracking and monitoring students, as well as moving forward with legal procedures, all of which is having a positive impact to raise the overall attendance.</p> <p>See <a href="#">Figure 3</a> below for student case studies of impact.</p>	<p>Support from EWO will continue as this is a essential tool to help drive attendance towards national figures and targets.</p>	<p><b>£6000</b></p>
<p style="text-align: right;"><b>Total budgeted spend</b></p>				<p><b>£23, 843</b></p>



**Figure 1**

Distance from School/catchment area

**Distance for KS4 pupils 17/18 ever on roll**

	under 3 miles	3-4.9 miles	5-9.9 miles	10-14.9MILES	15-19.9MILES	20-25 MILES	45+MILES	UNKNOWN
Year 10	33.9	26.8	19.6	5.4	8.9	0	3.6	1.8
Year 11	19.6	23.9	21.7	6.5	23.9	2.2	2.2	0
KS4	27.5	25.5	20.6	5.9	15.7	1	2.9	1

	3+ miles	5+ miles	10+ miles	20+ miles	unknown
Year 10	64.3	37.5	17.9	3.6	1.8
Year 11	45.7	56.5	23.9	4.9	0
KS4	71.6	46.1	20.6	3.9	1

**Under 90% end of 17/18 ever on roll**

	under 90%	under 3 miles	3+ miles	5+ miles	10+ miles	20+ miles	unknown
Year 10	71.40%	37.4	60	32.5	17.5	2.5	2.5
year 11	47.8	27.3	72.7	54.5	45.5	0	
KS4	60.8	33.9	64.5	40.3	22.6	1.6	1

%	Help with transport total %	Mini Bus	Mini Bus then buss pass provided	Taxi's	staff pick ups
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KS4	24.5	48	32	8	12
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Examples of area students travel from

Anfield	Bootle	Halewood
Birkenhead	Maghull	St. Helens
Fazakerly	Melling	Warrington
Huyton	Prescot	Widnes
kirkby	Runcorn	Wigan
Shrewsbury		

**Figure 2: Transport Grant Impact Case Study**

<b>Impact- Taxi</b>
Date 24.07.18
<b>Overview:</b> To address student's attendance
<b>Intervention:</b> Using PP funds school has provided Student with a taxi to and from school. New school shoes also provided.

<b>Outcome:</b>		
Overall attendance	attendance before taxis	</>
36.5	35.8	0.7
Time whilst taxi was provided		</>
75		38.5

**Figure 3 – Impact Data for EWO Appointment**

Student	14.03-18.05(before EWO)	04.06-24.07(after ewo)	</>	REASON	action
PD		86.67	86.67	NT	ewo monitoring
RG		85.14	85.14	49% Improvement from previous school	ewo monitoring
MH	27.78	74.32	46.54	school refuser	ewo monitoring
PS	59.72	78.38	18.66	72.88 improvement from previous school	ewo monitoring
JB	38.89	55	16.11	school refusal	off role- legal leaving school age
JW	81.94	89.19	7.25	unauthorised absences	ewo monitoring
TL	77.78	82.43	4.65	illness-no medical evidence	ewo monitoring
LG	66.67	70.27	3.6	unauthorised absences	Case work