

Pupil premium strategy statement



1. Summary information					
School	IOW Studio School				
Academic Year	2017/18	Total PP budget	£35,590	Date of most recent PP Review	Oct 17
Total number of pupils	121	Number of pupils eligible for PP	35	Date for next internal review of this strategy	Jan 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (4-9)	10%	64.7% (2016)
% achieving expected progress in English / Maths	20%/30%	75.8%/73.4% (2016)
Progress 8 score average	-0.46	0.12 (2016)
Attainment 8 score average	34.03	52 (2016)

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Low baseline on entry shows little progress from KS2-3 for pupil premium students, preventing students from meeting their full potential.
B.	Poor literacy levels identified on baseline tests and lower than average reading ages, preventing access to GCSE content.
C.	High attaining students who are PP are making less progress than other students across KS4, preventing sustained high achievement at GCSE

External barriers		
D.	High number of students with social and emotional needs, which impacts on attendance in lessons and subsequently on GCSE results.	
E.	Aspirations, especially in PP students, are low as highlighted by PASS tests. Traditional education does not build key skills employers are looking for which makes it more difficult for students to find employment in their chosen pathway post education.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Accelerated progress during KS4 towards targets	Students eligible for PP will make accelerated progress to achieve targets. This will be measured through tracking from baseline to data entry points during the year and from baseline assessments to GCSE results.
B.	Improved literacy and reading ages to enable access to GCSE content.	Students eligible for PP will improve their reading age by at least 3 years over KS4. Non-PP will continue to increase by at least 2 years. This will be measured through NGRT testing at start, middle and end of course.
C.	High attaining PP students make accelerated progress to achieve aspirational targets.	More able students eligible for PP will achieve at least in-line with non-PP students from the same KS2 fine grade. This will be tracked at each data entry point and measured from GCSE results.
D.	Increased attendance rates for students eligible for PP	Reduce persistent absenteeism (PA) among pupils to 10% or below. Overall attendance for PP students rises to 95%+
E.	Future careers pathways and employability skills will secure high quality destinations for all students.	All PP students have a meaningful destination on leaving the Studio School. Destinations will be tracked by current and previous cohorts.

Student PASS test results will improve.

5. Planned expenditure

Academic year **2017/18**

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. Accelerated Progress during KS4 towards targets	External consultancy advice and guidance for English, maths and science.	Ensure up-to-date teaching and learning strategies and expertise are shared and monitored.	Reports from consultants will show areas for improvement and reflections on progress.	SJO	Jan 2018 July 2018
A. Accelerated Progress during KS4 towards targets C. Improved progress for high attaining students	Wave 1 interventions delivered in class to support progress of students	Progress happens best when it is quickly identified and gaps in learning are closed. Ensuring teachers are employing the best QFT strategies within lessons will impact on student progress.	SPAM system to monitor, track and regularly review the use of interventions and identify the progress students have made against targets.	TLI	Jan 2018 July 2018
A. Accelerated Progress during KS4 towards targets B. Improve literacy and reading ages to ensure access to all GCSE courses C. Improved progress for high attaining students	Visits from external headteachers to deliver CPD on improving practice	Sharing of good practice across schools is a proven method of school improvement and pedagogy.	Lesson observations, learning walk and work scrutiny feedback from visitor informs next steps in improvement to ensure students have the best possible experience of learning at Studio School	RWH/SJO	Jan 2018 July 2018
A. Accelerated Progress during KS4 towards	School Improvement Partner consultancy to	External support and advice is crucial to ensuring robust and effective systems	Analysis of student outcomes will show improvement in progress and	RWH	Jan 2018 July 2018

targets C. Improved progress for high attaining students	assist with raising attainment and progress	and processes to underpin the School Improvement Programme.	attainment.		
Total budgeted cost					£9,600
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. Accelerated Progress during KS4 towards targets	Accelerated Learning Days (to replace work placement days) requiring additional agency staff to deliver option subjects	Targeted intervention will enable accelerated progress to be made in the areas where students are lacking. The days will enable students to up-level coursework and practise key skills identified from question level analysis of trial exams.	Timetable shuffled to accommodate sessions with subject specific staff to ensure good subject knowledge and understanding of students' next steps in learning.	TLI	Jan 2018 July 2018
A. Improve literacy and reading ages to ensure access to all GCSE courses	Small group and 1 to1 intervention to close gaps in learning	1 to 1 is proven to be the most effective form of intervention when delivered effectively. Our students relate well to personal support and guidance from staff who they know and trust.	Booster sessions put in place weekly. Staff meetings discuss best practice in 1 to 1 interventions and use of question level analysis modelled to identify gaps and next steps for students.	TLI	Jan 2018 July 2018
B. Improved Reading Ages by end of year 11	Use of phonic interventions and functional skills based materials.	Age appropriate resource that is shown to rapidly accelerate the reading skills of low readers.	Tracking of students through data entry points. Organisation of timetable to ensure sufficient time to plan and deliver. Intervention staff trained and supported with appropriate resources.	TLI	Jan 2018 July 2018
Total budgeted cost					£9,200
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?
C. Accelerated Progress during KS4 towards targets D. Improved progress for high attaining students E. Increased attendance rates	Team building and confidence activities through outdoor activity centres	Increased social and emotional awareness which reduces the likelihood of social and emotional issues arising. Students get to know each other well and learn to work together as a team. They take part in activities that take them out of their comfort zone, building skills of confidence and resilience.	Use of well-recognised and accredited activity centres such as UKSA, Adventure Activities and Duke of Edinburgh Award.	RED	Jan 2018 July 2018
D. Increased attendance rates	Personal Coach employed to monitor students and follow up reasons for absence, working with parents and outside agencies	Personal Coach knows the students and families well and is a point of contact between home, student, work placement and school. This person has a rounded view of key students from all angles to help work with outside agencies and family support.	Ensure continued training of Coach. Time allocated to track students and report on attendance.	RWH	Jan 2018 July 2018
E. Future careers pathways and employability skills will secure high quality destinations for all students	Careers Opportunities to best prepare students for the world of work	Opportunities for students to meet with a Careers Officer as well as employers from local businesses and industries is crucial to enabling them to explore potential employment opportunities for the future. Training in employability skills will skill them up to ensure they are work ready and confident when applying for courses, jobs and during interviews.	Working with accredited organisations, such as EBP, as well as successful business people who deliver proven workshops will ensure that the quality of provision is of a high quality. Student development will be captured through PASS testing, reflections and anecdotal evidence from employers.	JGR	Jan 2018 July 2018
A. Accelerated Progress during KS4 towards targets	Extended Academic Curriculum	Half-term and Easter booster and revision sessions which include wave 2 and 3 interventions.	Interventions tracked and monitored through regular SPAM meetings where quality and effectiveness interventions are evaluated and reviewed.	TLI	Jan 2018 July 2018

A. Accelerated Progress during KS4 towards targets	Equipment purchasing, uniform and breakfasts to support those on low incomes.	Ensuring students have the necessary items they need to perform well at school and feel a valued member of the school community is essential to raising aspirations and success. Studies show that students who have breakfast in the morning will perform better during the course of the day.	Personal Coach to liaise with parents and staff to decide on needs of disadvantaged students and allocate resources accordingly.	GST	Jan 2018 July 2018
Total budgeted cost					£16,790

B. Review of expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: 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
A. Accelerated Progress during KS4 towards targets	External consultancy advice and guidance for English, maths and science.	Progress of PP students in English and Maths has been significantly accelerated during their time at Studio School. In English, PP students made an average of 9 points progress which is well above national average progress but slightly below non-PP students at the school. In Maths, PP students made an average of 7 points progress, which is in-line with national expectation and slightly below non-PP students at the school.	External consultancy has impacted on the development of the new GCSE curriculum and the closing of gaps. The school will continue to work with consultants to better provide for all students as well as what works well for PP.	£3,000

<p>A. Accelerated Progress during KS4 towards targets</p> <p>C. Improved progress for high attaining students</p>	<p>Wave 1 interventions delivered in class to support progress of students</p>	<p>Progress of PP students (as above) shows closing of gaps from KS3. In English, progress across KS3 was a negative -0.65 as opposed to 2.13 for non-PP (a difference of 2.78pts). At GCSE PP made 8.78pts progress for entry whilst non-PP made 10.94pts (a difference of 2.16pts). This show the gap between PP and non-PP diminishing by 0.62 over two years, whilst at the same time, making above average progress across KS4. In maths, PP made 2.78pts progress across KS3 whilst non-PP made 5.01pts (a difference of 2.23pts). At GCSE, PP students made 6.78pts progress, whilst non-PP made 8.88pts (a difference of 2.1pts) diminishing the difference by 0.13pts whilst making above average progress across KS4.</p>	<p>An analysis of interventions has explored the approaches best suited to these students and exam question analysis from GCSE has informed teachers which skills need to be tweaked and targeted to ensure better outcomes. Acceleration of learning is happening quicker and closer tracking is ensuring students are identified earlier.</p>	<p>£500</p>
<p>A. Accelerated Progress during KS4 towards targets</p> <p>B. Improve literacy and reading ages to ensure access to GCSE courses</p> <p>C. Improved progress for high attaining students</p>	<p>Visits from external headteachers to deliver CPD on improving practice</p>	<p>Feedback from lesson observations has fed into School Improvement Plan and next steps for CPD identified and acted upon.</p>	<p>An independent view is an essential point of reference to enable the School to reflect upon its practice. The School will continue to work closely with other organisations to ensure best practice is shared to raise outcomes for all students.</p>	<p>£600</p>

A. Accelerated Progress during KS4 towards targets	Pixl Partners subscription for CPD, consultancy and resources	Work with PiXL enabled close tracking of students towards outcomes. Resources helped the teaching of new curriculum.	School can no longer afford this provision	£3,500
C. Improved progress for high attaining				
Total Spent on Quality of Teaching for All				£7,600
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: 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
A. Accelerated Progress during KS4 towards targets	Accelerated Learning Days (to replace work placement days) requiring additional agency staff to deliver option subjects	Accelerated Learning Days allowed staff to work with students on closing gaps and target PP students for extra support. The analysis of interventions for these days showed high impact towards outcomes.	The success of these days means the school will plan to deliver these days again this year. The analysis of interventions has identified those that had high impact and those that had little impact. Other high impact interventions will also be trialled this year.	£7,000
B. Improved literacy progress	Small group and 1 to1 intervention to close gaps in learning	1 to 1 intervention had by far the biggest impact on progress than other interventions and enabled lower ability PP students to access the GCSE curriculum.	These interventions had the biggest impact when parents were involved in the process. The school will ensure parents are always involved in the process to increase success.	£1,200
B. Improved Reading Ages by end of year 11	Use of phonic interventions and functional skills based materials.	This intervention was difficult to timetable and staff so had little impact.	Other forms of intervention to improve reading ages will be trialled next year.	£600

Total Spent on Targeted Support				£8,800
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: 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
A. Accelerated Progress during KS4 towards targets C. Improved progress for high attaining students D. Increased attendance rates	Team building and confidence activities through outdoor activity centres	Students at the school quickly get to know one another and are able to work as a team. Evidence through parental anecdotes, work placement reports and personal coaching shows that students feel more confident as a result.	This is a key focus of the school and will continue next year.	£2,500
D. Increased attendance rates	Personal Coach employed to monitor students and follow up reasons for absence, working with parents and outside agencies	Attendance has improved across the school from 91.9% in 2014/15 to 94% in 2016/17. PP students have made a bigger increase of attendance from 90.7% in 2014/15 to 94.2% in 2016/17.	Tracking of attendance is much improved and the continued work of the personal coach will aim to reduce persistent absenteeism still further	£7,000

<p>A. Accelerated Progress during KS4 towards targets</p> <p>C. Improved progress for high attaining students</p> <p>D. Increased attendance rates</p>	<p>Personal Coaching training for all staff to ensure coverage of coaching</p>	<p>All staff have had training for personal coaching and are now able to coach students on a regular basis. This means that more students have access to coaching than before. Students feel they have someone to talk to and their personal welfare is cared for.</p>	<p>New staff will need to be trained next year. The year can begin with personal coaching for all students and underachieving students can have access to more regular coaching to help them to stay on track.</p>	<p>£6,500</p>
<p>A. Accelerated Progress during KS4 towards targets</p>	<p>Equipment purchasing, uniform and breakfasts to support those on low incomes.</p>	<p>This budget has enabled PP students to have access to revision guides to support their learning and help towards uniform to ensure they feel part of the community. The budget has also enabled some PP students to take part in the DofE expedition which has enhanced their CV and helped build independent skills and confidence.</p>	<p>This budget will continue to be allotted and used effectively where the need arises.</p>	<p>£800</p>
Total Spent on Other Approaches				<p>£16,800</p>
Total Spend				<p>£33,200</p>
C. Additional detail				
<ul style="list-style-type: none"> In this section you can annex or refer to additional information which you have used to inform the statement above. 				