

Pupil premium strategy statement



1. Summary information					
School	IOW Studio School				
Academic Year	2018/19	Total PP budget	£14,025	Date of most recent PP Review	Oct 18
Total number of pupils	50	Number of pupils eligible for PP	15	Date for next internal review of this strategy	Jan 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (4-9)	35%	64.7% (2016)
% achieving standard/strong pass in English / Maths	59% 41%/35% 6%	75.8%/73.4% (2016)
Progress 8 score average	-0.82(unvalidated)	0.12 (2016)
Attainment 8 score average	31.1 (unvalidated)	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.	
F.	Reduction in Parental Engagement for 2018-19 Year 11 cohort based on previous years. This impacts on the amount of support students receive at home and our ability to triangulate messages between school and home.	
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.	Language of Learning (Literacy Across the Curriculum) will become a fundamental element in all subjects enabling PP students to access GCSE content.	Key vocabulary will be taught within lessons and through pre-learning and independent study task. Command words will be formally taught and the use of literacy mats used in all classrooms. Reading strategies taught and use of writing frames and sentence stems to support writing of long answer questions.
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. National is currently 15% and School is 14%. The

		aim is to lower percentage closer to National average of 6%. Overall attendance for PP students rises to 95%+ (National is 94%)
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.
F.	Increased parental engagement.	85%+ of parents engaging with parent evenings. Feedback from parents shows parents are well-informed and supportive of their child and the school.

5. Planned expenditure

Academic year

2018/19

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.	Lesson observations, learning walks and work scrutiny.	SJO to coordinate from professional meetings in subjects.	Jan 2019 July 2019
A. Accelerated Progress during KS4 towards targets C. Improved progress for high attaining	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. Impact of	TLI	Jan 2019 July 2019

students			interventions measured and challenged to ensure rigour of system.		
B. Language of Learning (Literacy Across the Curriculum) will become a fundamental element in all subjects enabling PP students to access GCSE content.	Language of Learning initiative across whole school to include CPD, time and resources.	A large proportion of PP students are shown to have low literacy skills, especially reading ages and vocabulary knowledge.	Regular CPD sessions, lesson observations, learning walks and work scrutiny to evidence use of literacy mats, writing frames, sentence stems and vocabulary and command word, alongside teaching of reading strategies and modelling of writing. Targeted professional support to raise literacy in all areas.	TLI	Jan 2019 July 2019
A. Accelerated Progress during KS4 towards targets C. Improved progress for high attaining students	School Improvement Partner 'Achievement for All' consultancy to assist with raising attainment and progress with PP students.	External support and advice is crucial to ensuring robust and effective systems and processes to underpin the School Improvement Programme.	Progress and Impact Meetings with line managers. Performance Management cycle. Liaison and support from Achievement for All during leadership reviews.	RWH/SLT	Jan 2019 July 2019
Total budgeted cost					£3,500
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 2019 July 2019
B. Language of	Small group literacy	Literacy is holding many students back	Regular review of sessions to	TLI	Jan 2019

Learning (Literacy Across the Curriculum) will become a fundamental element in all subjects enabling PP students to access GCSE content.	intervention to increase standards of literacy.	from achieving their potential across subjects. Reading strategies, extended writing opportunities and vocabulary building will increase reading for meaning and develop a sophistication of analysis for more able PP students.	monitor engagement and impact. Department meetings to discuss needs of groups and planning to move them forwards. Use of QLA to identify progress and learning scrutiny across subjects to show improvements in literacy.		July 2019
A. Accelerated Progress during KS4 towards targets	How to revise interventions. Two workshops run by MADE Training, followed by teacher training and parents information evening. Purchase of revision planners and study guides and printing of revision lists for progress tests, trial exams and actual exams. Independent study sessions and afterschool booster sessions to build in time to ensure completion of independent study and revision tasks.	Analysis of students who underperformed showed lack of revision and independent study skills. Students who carried out regular quality revision achieved well in exams. MADE training are a professional organisation who specialise in key motivational and revision strategies proven to raise achievement.	Analysis of independent study soft skills will show improvement. Outcomes of progress tests (November) and trial exams (February) will show good progress on revised topics. 85% of PP students will achieve FFT20 predictions at GCSE.	TLI	Jan 2019 July 2019
Total budgeted cost					£4,050
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?

<p>C. Accelerated Progress during KS4 towards targets</p> <p>D. Improved progress for high attaining students</p> <p>E. Increased attendance rates</p>	<p>Team building and confidence activities through outdoor activity centres</p>	<p>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.</p>	<p>Use of well-recognised and accredited activity centres such as UKSA, Adventure Activities and Duke of Edinburgh Award.</p>	<p>RED</p>	<p>Jan 2019 July 2019</p>
<p>D. Increased attendance rates</p>	<p>Personal Coach employed to monitor students and follow up reasons for absence, working with parents and outside agencies as well as targeted support from EWO.</p>	<p>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.</p>	<p>Ensure continued training of Coach. Time allocated to track students and report on attendance.</p>	<p>RWH</p>	<p>Jan 2019 July 2019</p>
<p>E. Future careers pathways and employability skills will secure high quality destinations for all students</p>	<p>Careers Opportunities to best prepare students for the world of work , through EBP South Schools Programme, Business engagement and Careers Fairs.</p>	<p>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.</p>	<p>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.</p>	<p>JGR</p>	<p>Jan 2019 July 2019</p>
<p>A. Accelerated Progress during KS4 towards targets</p>	<p>Extended Academic Curriculum</p>	<p>Half-term and Easter booster and revision sessions which include wave 2 and 3 interventions.</p>	<p>Interventions tracked and monitored through regular SPAM meetings where quality and effectiveness interventions are evaluated and reviewed.</p>	<p>TLI</p>	<p>Jan 2019 July 2019</p>
<p>A. Accelerated Progress during KS4 towards</p>	<p>Equipment purchasing, uniform and breakfasts to</p>	<p>Ensuring students have the necessary items they need to perform well at school</p>	<p>Personal Coach to liaise with parents and staff to decide on</p>	<p>GST</p>	<p>Jan 2019 July 2019</p>

targets	support those on low incomes.	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.	needs of disadvantaged students and allocate resources accordingly.		
Total budgeted cost				£6,475	

B. Review of expenditure				
Previous Academic Year		2017-18		
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.	External consultancy has enabled the school to better plan for PP students, through the use of profiles for vulnerable students and better tracking systems. Development of lesson planning is now embedded through flowerpot profiles and 5 min lesson plans. LTP and MTP contain key performance indicators to ensure lessons are delivered at the appropriate pitch and outcomes are consistent with prior attainment groups and are progressive over time.	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 through attending Hub meetings to better provide for all students as well as what works well for PP, through moderation and sharing of best practice.	£5,100

<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>Wave one interventions made a considerable difference to PP students in English where 41% of PP students achieved a strong pass (48% non-PP), whilst 59% achieved a standard pass (24% non-PP). Interventions were less effective for PP students in maths where 6% PP students achieved a strong pass (20% non-PP) and 35% achieved a standard pass (non-PP 30%)</p>	<p>Intervention practice has been reviewed to include a greater focus on revision techniques to better prepare students for the GCSE. CPD will be delivered to ensure rigorous differentiation through the use of lesson planning for disadvantaged students and ensuring students are identified and planned for every lesson. The use of ILPs will identify strengths and barriers for each student and actions to remove barriers. These will be reviewed regularly to ensure impact of identified interventions.</p>	<p>£500</p>
<p>A. Accelerated Progress during KS4 towards targets</p> <p>B. Improve literacy and reading ages to ensure access to all 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>External reviews enabled the school to highlight strengths within the school as well as areas for development. CPD provided the school with insights into creating more rigorous systems for planning for all vulnerable groups, including PP students and monitoring of teaching and learning.</p>	<p>Having an outside view of practice is essential to school improvement and the school will continue to use networking and advisory opportunity to continue to build on good practice and make improvements where necessary.</p>	
<p>A. Accelerated Progress during KS4 towards targets</p> <p>C. Improved progress for high attaining students</p>	<p>School Improvement Partner consultancy to assist with raising attainment and progress</p>	<p>Provided focus for SLT to develop school improvement plans and areas of responsibility and performance management systems to create rigour and robustness of teaching and learning, which will subsequently impact on outcomes.</p>	<p>The school will continue to use a school improvement partner as a guide on the side to continue to drive teaching and learning forward and to address areas for improvement post OFSTED.</p>	<p>£4,000</p>
Total Spent on Quality of Teaching for All				<p>£9,600</p>
<p>ii. Targeted support</p>				
<p>Desired</p>	<p>Chosen action /</p>	<p>Estimated impact: Did you meet the</p>	<p>Lessons learned</p>	<p>Cost</p>

outcome	approach	success criteria? Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
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.	Accelerated learning days will be refined this year to better target students unique needs and learning gaps.	£6,500
B. 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 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.	£2,500
A. 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.	£900
Total Spent on Targeted Support				£9,200
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

<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>Team building and confidence activities through outdoor activity centres</p>	<p>Team building activities have helped to build a sense of community within the school and unite students from all backgrounds. Confidence is developed through risk taking activities and resilience is improved through competition and raising the expectations of the activities.</p>	<p>This is a fundamental part of our school curriculum which is essential to driving our school community and will continue this year with a renewed focus.</p>	<p>£3,500</p>
<p>D. Increased attendance rates</p>	<p>Personal Coach employed to monitor students and follow up reasons for absence, working with parents and outside agencies</p>	<p>Personal coach has impacted on persistent absenteeism. This has decreased this year from 10% in 2016-2017 to 6.5% in 2017-2018.</p>	<p>Personal coach will continue to monitor and work with parents, students and outside agencies to eliminate persistent absenteeism.</p>	<p>£7,500</p>
<p>E. Future careers pathways and employability skills will secure high quality destinations for all students</p>	<p>Careers Opportunities to best prepare students for the world of work</p>	<p>Our career opportunities programme has ensured all PP students have a secure destination on leaving the school. The students are well-prepared through our work skills programme and a higher than average amount of students secure apprenticeships at 16+, often with work placement partners.</p>	<p>We will continue our work with employers and organisations such as EBP to promote social mobility in our most vulnerable groups.</p>	<p>£2,990</p>

A. Accelerated Progress during KS4 towards targets	Extended Academic Curriculum	This has proven to be an essential point of contact for students who are struggling. It enables them to secure skills on a 1-to-1 basis or within a small group. The outcomes of PP students who used this facility made good progress towards their targets and achieved well.	Less students were proactive in engaging with this support last year. In response to this, we have changed the timetable to increase the school day and offer rewards for attendance at sessions. Parents are contacted when students are required to attend.	
A. Accelerated Progress during KS4 towards targets	Equipment purchasing, uniform and breakfasts to support those on low incomes.	This has enabled PP students access to uniforms, revision resources and activities such as Duke of Edinburgh Award as well as enrichment activities to ensure they are not held back through financial disadvantages.	This action will continue this year.	£2,700
Total Spent on Other Approaches				£16,790
Total Spend				£35,590
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. 				