

# Pupil premium strategy statement



1. Summary information					
<b>School</b>	IOW Studio School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£25,245	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	131	<b>Number of pupils eligible for PP</b>	27	<b>Date for next internal review of this strategy</b>	Jan 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>% achieving 5A* - C incl. EM (2015-16 only)</b>	<b>42.8%</b>	64.7%
<b>% achieving expected progress in English / Maths (2015-16 only)</b>	<b>35.7% / 14.2%</b>	75.8% / 73.4%
<b>Progress 8 score average</b>	<b>-0.41</b>	0.12
<b>Attainment 8 score average</b>	<b>42.52</b>	52

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers

<b>A.</b>	Low baseline on entry shows little progress from KS2-3 for pupil premium students, preventing students from meeting their full potential.
<b>B.</b>	Poor literacy levels identified on baseline tests and lower than average reading ages, preventing access to GCSE content.
<b>C.</b>	High attaining students who are PP are making less progress than other students across KS4, preventing sustained high achievement at GCSE

#### External barriers

<b>D.</b>	High number of students with social and emotional needs, which impacts on attendance in lessons and subsequently on GCSE results.
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4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	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>B.</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.
<b>C.</b>	High attaining students 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.
<b>D.</b>	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%+

## 5. Planned expenditure

Academic year

2016-17

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. Raise progress in core subject areas	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	July 2017
A. Raise progress in core subject areas 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 introduced to track and regularly review the use of interventions and identify the progress students have made against targets.	TLI	July 2017
A. Raise progress in core subject areas B. Improve literacy and reading ages to ensure access to 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	July 2017
A. Raise progress in core subject areas C. Improved progress for high attaining students	Pixl Partners subscription for CPD, consultancy and resources	Pixl Partners are a national company that specialises in providing up-to-date CPD on best practice and a resource base to enable tracking of progress towards national expectations, forming a reliable measure of performance, especially in light of new GCSE specifications and grading system.	Use of Pixl Curve data and validation of marking samples ensures accuracy of grading for data entry points. Regular meetings with Pixl consultant.	JGR	July 2017
<b>Total budgeted cost</b>					<b>£6,100</b>

<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>When will you review implementation?</b>
A. Raise attainment in core and option subjects	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	July 2017
B. Improved literacy progress	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	July 2017
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	July 2017
<b>Total budgeted cost</b>					<b>£15,000</b>
<b>iii. Other approaches</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>When will you review implementation?</b>
A. Raise attainment in core and option subjects C. Improved progress for high attaining students D. 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	July 2017

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	July 2017
A. Raise attainment in core and option subjects C. Improved progress for high attaining students D. Increased attendance rates	Personal Coaching training for all staff to ensure coverage of coaching	Personal coaching is an important part of Studio School curriculum, allowing students to reflect on personal achievement and set targets for success	Professional coaching training from accredited consultant	RWH	July 2017
A. Raise attainment in core and option subjects	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	July 2017
<b>Total budgeted cost</b>					<b>£4,300</b>

## B. Review of expenditure

<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>


**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

### C. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

