

## Stephenson Studio School pupil premium strategy statement 2018-19

1. Summary information					
School	Stephenson Studio School				
Academic Year	2018/19	Total PP budget	£36K	Date of most recent external PP Review	March 2016
Total number of pupils	95	Number of pupils eligible for PP	39	Date for next internal review of this strategy	July 2019
2. Current attainment					
			Pupils eligible for PP (Stephenson Studio School)		Pupils not eligible for PP (national average)
Progress 8 score average			-0.92		0.12
Attainment 8 score average			20.58		52
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers (issues to be addressed in school, such as poor literacy skills)					
A.	Disadvantaged (DD) students suffer from low self-esteem, early exposure to risky behaviours and have been unsuccessful at their previous school.				
B.	Disadvantaged students, as well as other students in school, have low levels of literacy and numeracy on entry and do not often undertake wider reading.				
C.	Disadvantaged students are less able to manage their own behaviour in a school setting				
D.	The attendance of disadvantaged students is less than that of other students in school.				
External barriers (issues which also require action outside school, such as low attendance rates)					
E.	Disadvantaged students do not necessarily realise their own potential, and therefore their aspiration is lacking. This is linked to a cultural as well as economic poverty and thus a lack of educational ambition to succeed in their studies. They and their families do not always see the value of education				

4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )		Success criteria
A.	Disadvantaged students have improved perception of themselves as learners and recognise they are capable of achieving well and therefore they make much more progress	i) Tutors and teachers report improve attitudes to learning supported by evidence seen on SLT learning walks. <b>Metric;</b> DD ATL Scores improve from an average of 2.7 to >3.7  ii) Pupil voice and survey responses show improved attitude compared to responses from last year. <b>Metric;</b> PASS survey suggests that a majority (>60%) of DD learners have improved attitudes and self-esteem.  iii) Lesson observations and work scrutiny shows DD students taking greater responsibility for their learning than at the start of this academic year. iv) Attendance of disadvantaged students at voluntary sessions is good and is better than 2016/17. <b>Metric;</b> >50% of DD students attend at least one voluntary session for a minimum 6 times.  v) Tracking data shows DD students are making good progress. <b>Metric;</b> Proportion of students not yet achieving 'flight path' targets reduces by 10% per half term until on target.
B.	Improved literacy and numeracy skills of disadvantaged students, and greater engagement in reading.	i) Results from reading tests show improvement in progress made from 2016/17. <b>Metric;</b> Average reading age scores improve by more than chronological age <b>and</b> number of students back on target with their real age increases to 40% of students  ii) Tracking data in English and maths shows that disadvantaged students are making accelerated progress. <b>Metric;</b> Progress in excess of progress made by DD students in 2016/17  iii) Student survey responses show that their engagement with reading is improving. <b>Metric;</b> >75% of DD learners state that they feel that their reading is 'significantly improved'. <b>Metric;</b> >75% of DD students state that they enjoy reading.  iv) Lesson observations and learning walks evidence that DD students use improved and richer vocabulary in lessons and have good oracy.  v) Work scrutiny shows the quality of writing has improved and that the application of

		<p>mathematics is improving.  <b>Metric</b> &gt;80% of DD learners can effectively use a PETAL paragraph structure.  <b>Metric</b>; &gt;80% of DD students can evidence the successful implementation of at least three number skills in exam style questions.</p> <p>vi) The 2018 P8 score for disadvantaged students is significantly higher than in 2017. <b>Metric</b>; DD P8 score improves by &gt;0.5.</p>
<p><b>C.</b></p>	<p>Improved behaviour of disadvantaged students in all classes</p>	<p>i) Fewer behaviour incidents recorded for disadvantaged pupils on the school system than last year.  <b>Metric</b>; Behaviour points for DD learners to be a minimum of 20% lower than in 2016 /</p> <p>ii) 2017 and overall to be no higher than the average of non- DD learners.  <b>Metric</b>; Achievement / Reward points for DD learners to increase by a minimum of 20% and overall to be no lower than the average of non-DD learners.</p> <p>iii) Rates of exclusion and repeat exclusion are lower than previous years.  <b>Metric</b>; Exclusions in days for Y11 in 2017/2018 to be 25% lower than the same students when in Y10.  <b>Metric</b>; Exclusions in days for 2017/2017 Y10 DD students to be lower than Y10 students in 2016/2017.</p> <p>iv) Learning walks and lesson observations record improved behaviour.</p> <p>v) Feedback from student voice shows that fewer lessons are disrupted by low level disruptive behaviour.  <b>Metric</b>; Proportion of DD learners in learner voice who ‘strongly agree’ that ‘lessons are not disrupted’ to be at least 75%.</p> <p>vi) DD Students report greater understanding of their behaviours and that they have developed effective strategies to prevent these from impacting on learning.</p>
<p><b>D.</b></p>	<p>Improved attendance of disadvantaged students,</p>	<p>i) Attendance of disadvantaged students to improve.  <b>Metric</b>; All DD students to achieve 90% attendance with 60% of DD students achieving their target of 95%.</p> <p>ii) Attendance of disadvantaged students closes the gap to other students.  <b>Metric</b>; Gap reduces to less than 2.0%.</p>

E.	Disadvantaged students do not recognise their own potential and aspiration is lacking	See A
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5. Planned expenditure					
Academic year		2018/19			
The 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. Leadership					
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 ?
Identified Pupil Premium Champion (PPC) appointed and ensures that the strategy is fully	New Pupil Premium Champion appointed*	OfSTED's 2013 and 1014 reports on the pupil premium Pupil premium performance is not strong and its improvement is a strategic priority for the school	New Pupil Premium Champion appointed from October 2017 Support and training and access to good practice to be provided to the postholder	GDI	
Senior leaders regularly review the impact of the strategy  <i>All Desired Outcomes</i>	Pupil Premium Strategy review meetings added to calendar Quality assurance focuses on Pupil Premium students and	OfSTED's 2013 and 1014 reports on the pupil premium Pupil premium performance is not strong and its improvement is a strategic priority for the school	Calendared SLT meetings will review the impact of the strategy regularly The progress of disadvantaged students will be a key part of quality assurance work	RB	Fortnightly

Trust board member appointed as Pupil Premium governor  <i>All Desired Outcomes</i>	Trust board member appointed	OfSTED's 2013 and 1014 reports on the pupil premium Pupil premium performance is not strong and its improvement is a strategic priority for the school	New Pupil Premium Governor will be appointed from November 2017 Support and training and access to good practice to be provided to the postholder The postholder will ensure that the progress of disadvantaged students is discussed at Trust Board meetings In addition he will undertake Pupil Premium focused visits to school	SK	Termly
Improved behaviour of disadvantaged students in all classes  <i>Desired Outcomes Ci) – Cvi)</i>	Improve reward schemes Develop a mentored points system to encourage students to manage behaviour better	The Education Endowment Fund (EEF) research shows that behaviour interventions have a positive impact (+3)	Behaviour incidents of DD students to improve relative to last year, attitude to learning of DD students to improve in each year group relative to last year.  Monitoring through learning walks, scrutiny of work and student voice	RB	Half termly
DD students attain better and make more progress  <i>All Desired Outcomes</i>	Improve the accuracy and quality of assessment and tracking data	Data analysis is timely and in depth, so as staff can be held to account, interventions can put in place and evaluated to ensure they are effective. No specific reference	Analysis of interventions shows them to be effective in raising achievement.	SC	Termly
<b>Total budgeted cost</b>				See annex 5.2	
<b>ii. Quality of teaching for all</b>					

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 implementat
Teachers have a greater understanding of strategies that work for DD students  <i>All Desired Outcomes</i>	CPD for teachers and support staff on strategies, such as collaborative learning, that make a difference for DD students *	Need to ensure that all staff are aware of what works for DD students and are using this information in their class rooms (EEF) research shows that collaborative learning has a positive impact (+5)	DD student strategies to be a feature of CPD  The impact of these strategies will be monitored by SLT through QA	RB	Half termly
Disadvantaged students have improved perception of themselves as learners and recognise they are capable of achieving well	A programme to support growth mind-set to be introduced as part of the citizenship curriculum ^	The Education Endowment Fund (EEF) research shows that meta-cognition has a positive impact (+8)	Growth mindset programme to be designed using work done by partner school as a basis  Teachers and support staff to receive training on delivery  Impact to be monitored by SLT through	RB/JT	Half termly
Attainment and progress of DD students improves as a result of better feedback  <i>Desired outcome Aiii)</i>	CAR marking and assessment	The Education Endowment Fund (EEF) research shows that feedback has a positive impact (+8)	CAR marking and assessment is already in place  Impact on progress monitored through data analysis, work scrutiny, student feedback and learning walks	KH/SC	Half termly

<p>Attainment across all subject areas gap between disadvantaged students and their peers is closing</p> <p><i>All Desired Outcomes</i></p>	<p>Employing additional high-quality support staff, such as learning mentors and HLTAs, with specific roles (personal coach)</p>	<p>OfSTED's 2014 report on the pupil premium</p> <p>The Education Endowment Fund (EEF) research shows that mentoring has a positive impact (+1)</p> <p>The needs of students cannot always be fully met by teachers in the classroom</p>	<p>Key appointments made</p> <p>Training and support for teachers and support staff on understanding roles and responsibilities</p> <p>Monitoring by PPC and SLT</p>	<p>KH</p>	<p>Termly</p>
<p>Improved literacy and numeracy skills of disadvantaged students</p> <p><i>Desired Outcomes B</i></p>	<p>Literacy intervention using the 'Activ8' reading programme.</p> <p>Form time literacy and numeracy using resources developed by curriculum leads in each area</p>	<p>(EEF) research shows that reading comprehension strategies have a positive impact (+5)</p>	<p>Resources have been developed and used in form time and from core project. Subject specialists are delivering the programme</p> <p>Data analysis suggests strategies are impacting on progress</p>	<p>SC/SI/RB</p>	<p>Half termly</p>
<p><b>iii. Targeted support</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>
<p>DD students are supported so that their SEMH issues do not impact negatively on their progress</p> <p><i>Desired Outcomes A and E</i></p>	<p>Interventions to help students deal with social and mental health issues, such as the use of 1-2-1 tutor conversations, access to CAMHs and School Nurse support</p>	<p>EEF) research shows that social and emotional learning has a positive impact (+4)</p>	<p>A spreadsheet will be created and administered by the PC and SLT link. The spreadsheet will show the issues identified for each student and the interventions being put in place for that person</p> <p>The impact of these will be evaluated and shared with SLT</p>	<p>RB/JT</p>	<p>Half termly</p>

	and the use of citizenship curriculum time to support SMEH				
Attainment across all subject areas gap between disadvantaged students and their peers is closing  <i>All Desired Outcomes</i>	DD students are provided with access to websites and packages to promote learning, particularly in maths and English ^	EEF) research shows that social and digital technology has a positive impact (+4)	A summary of key digital resources will be produced and checked and shared with students  Their use of resources will be monitored by tutors and the information shared with SLT	RB	Half termly
Diminish the difference between disadvantaged achievement/attainment in maths and accelerate progress for those falling behind.  <i>Desired Outcome Bv)</i>	1:1 Tutoring in maths ^	(EEF) research shows that 1-2-1 has a positive impact (+5)	Students are given intensive tuition for short, regular sessions (about 60 minutes each time). Students receive their tutoring during school time. Strategies are in place to ensure communication between tutors and teachers.  Monitoring by PPC and SLT	SI	Half termly
DD students are better prepared for academic challenges and terminal exams  <i>All Desired Outcomes</i>	Assertive mentoring For targeted disadvantaged students in both year 10 and 11 who will work with an assertive mentor, on a weekly basis ^	(EEF) research shows that mentoring has a positive impact (+1)	Mentors identified and trained Students identified and briefed about the process  Monitoring by PC and SLT	JT	Half termly



<p>DD students maintain and improve their progress across holiday periods</p> <p><i>All Desired Outcomes</i></p>	<p>Holiday programmes *^</p>	<p>Research shows that during the holiday students' performance can slide. To counteract the holiday slide we will develop a programme of holiday activities for both year groups (EEF) research shows that summer schools have a positive impact (+2)</p>	<p>Holiday programmes to be set up under the leadership of the PPC and SLT          Outside agencies to be involved where appropriate          Quality assurance of holiday programmes to be developed and the outcomes to be feedback to SLT</p>	<p>SC</p>	<p>After each programme</p>
<p>Improved literacy and numeracy skills of disadvantaged students</p> <p><i>Desired Outcome B</i></p>	<p>Extracurricular literacy activities including film club, drama a school newspaper</p>	<p>(EEF) research shows that arts participation has a positive impact (+2)</p>	<p>Activities will be designed by the English department          Activities will be offered to targeted students          The impact of these activities will be seen in the progress of these students</p>	<p>SC/SI</p>	<p>Half termly</p>
<p>Improved literacy and numeracy skills of disadvantaged students          Improved attitudes to learning</p> <p><i>Desired Outcome B</i></p>	<p>Breakfast Club ^*</p>	<p>Evidence suggests that children who have the opportunity to eat a healthy and nutritious breakfast prior to the start of the school day are healthier and are more likely to achieve their full educational potential.</p>	<p>Breakfast to be provided to DD students          Teacher/ Support staff to be on hand to check student issue before school starts          Staff also provide support for students with homework          Uptake and impact monitored by PPC and feedback to SLT</p>	<p>SC/SI</p>	<p>Half termly</p>

Improvement in attendance and punctuality.  <i>Desired Outcome D</i>	A taxi service to support students getting to school, and on time. ^	Poor attendance is a barrier to DD students achieving in school	DH to monitor uptake and impact on attendance	SI	Half termly
<b>Total budgeted cost</b>					See annex 5.2
<b>iv. 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>
Raised aspirations for DD students  <i>Desired Outcome A and E</i>	In conjunction with the College plan some additional themed days linked to STEM	Student voice findings suggest that DD students do not see the purpose of education and are not working to a specific goal	Days will be planned in conjunction with the College The impact will be monitored through student voice and QA	JS	Termly
Raised aspirations for DD students  <i>Desired Outcome A and E</i>	Develop a peer tutoring programme *	(EEF) research shows that peer tutoring has a positive impact (+5)	Peers tutors will be identified and trained Selected DD students will be allocated a peer tutor from school or from College The impact will be monitored through student voice, behaviour logs and changed attitudes to wrk	SC	Half termly

<p>Raised aspirations for DD students</p> <p><i>Desired Outcome A and E</i></p>	<p>Work experience</p>	<p>Work experience placement will help the DD students to be well informed as to their options for their destinations post-16. This in turn will encourage students to achieve well across their subjects. They will also have a better understanding how their academic study relates to the world of work</p>	<p>Participation in work experience placements for DD students to remain high; destination figures of DD students to continue to improve in terms of the level of post-16 course applied for; NEET figures to continue to be low.</p>	<p>GDI</p>	<p>June 2018</p>
<p>Raised aspirations for DD students</p> <p><i>Desired Outcome A and E</i></p>	<p>University visits ^</p>	<p>(EEF) research shows that aspiration interventions have a neutral impact</p>	<p>Stephenson Studio has close links with Derby University. Students attend revision workshops for English and mathematics.</p> <p>PPC will ensure visit is arranged and that it is followed up in school SLT will monitor</p>	<p>GDI</p>	<p>Half termly</p>
<p>DD students are better prepared for exams because they have been able to revise more effectively</p> <p><i>All Desired Outcomes</i></p>	<p>Revision guides (KS4) available for all subjects.</p>	<p>Having improved access to quality resources Improved should support higher attainment</p>	<p>Revision guides will be purchased this term for DD students Students will be thought to use them and they will be expected to bring them and use them in lessons</p> <p>Learning walks and student voice will track their use</p>	<p>Subject teachers</p>	<p>Half termly</p>
<p>DD students make good progress and have a positive attitude to learning</p> <p><i>All Desired Outcomes</i></p>	<p>Passport to Success – Providing necessary equipment, uniform etc. to Pupil Premium students to ensure that they overcome barriers to learning.</p>	<p>Too many DD students attend school without basic equipment</p>	<p>Equipment has been purchased and provided to students</p> <p>PPC to monitor its use and feedback to SLT</p>	<p>RB/JT</p>	<p>Half termly</p>

DD students make good progress and have a positive attitude to learning  <i>Desired Outcome A and E</i>	Use of text messaging to inform parents of good work their children have done. Eg. Marvellous me .com	(EEF) research shows that parental involvement has a positive impact (+3)	Identify possible products Get feedback from teachers and students Start trial Monitor feedback from teachers, parents and students	JT/RB	termly
Improved attendance of disadvantaged students  <i>Desired Outcome B</i>	Make effective use of attendance pathway model to improve overall attendance percentage.	Attendance of DD students is too low	Attendance Pathway is in place and used by House Tutors & PC's to enable focused conversations with students.	JT/SI	Half termly
<b>Total budgeted cost</b>					See annex 5.2

## 6. Review of expenditure

<b>Previous Academic Year</b>		<b>2017/18</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>

Attainment across all subject areas gap between disadvantaged students and their peers is closing	Employing additional qualified and well trained teachers	Tracking of individual teachers' groups showed that PP students made good progress in Y11 in maths as a result of a new appointments. Progress was from -1.97 in HT1 to -0.39 for actual results.  PP English progress in year 11 was from -2.18 in HT1 to -0.82 for actual results		<b><u>£15,000</u></b>
Attainment across all subject areas gap between disadvantaged students and their peers is closing	Creating smaller classes	Internal tracking suggests that small class sizes have helped DD students make good progress in the time they are in school.	Allowed for more feedback and individualised learning	<b><u>N/A</u></b>
Attainment across all subject areas gap between disadvantaged students and their peers is closing	Employing additional high-quality support staff, such as learning mentors and HLTAs, with specific roles (personal coach)	Employing additional support staff has included support for students in a nurture group, additional personal coaching sessions and bespoke LSA support. The impact was not only on academic progress but also on attendance, particularly towards the end of the year.	Continue with targeted literacy and numeracy intervention where needed. And increased support through personal coaching.	<b><u>£5,300</u></b>
Attainment across all subject areas gap between disadvantaged students and their peers is closing	Intervention days	Students worked on exam technique and developed their ability to answer target questions. This was for year 10 students and five students in particular made two grades progress and the majority of students signed off two of their SMART targets. The maths days also developed student engagement in the subject.  Year 10 maths HT1 -2.74 increased to -1.87 in HT6	Use the maths days in conjunction with mock examinations feedback	<b><u>£2,700</u></b>

**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
DD students are supported so that their SEMH issues do not impact negatively on their progress	Providing therapeutic interventions for pupils with emotional needs	This continued with the personal coach and had a profound impact on the mental health of some of our vulnerable students, by the introduction of further 1:1 coaching sessions. Two students in particular had 0 exclusions or isolations from HT3 Their behaviour and attendance improved and as a result they have signed up to the Step Into programme	This continues this year with his personal coach. An external coach is also working with some DD students to overcome emotional barriers to engagement	<b><u>£2,000</u></b>
Improved literacy and numeracy skills of disadvantaged students Improved attitudes to learning	Maths tuition 1:1  Free revision guides/CDs/ memory sticks	Some DD students had 1:1 tuition in mathematics once a fortnight. DD students making on average 1.5 grades progress during year 11.  All students have either improved their grade or stayed the same between Mock 1 and Mock 2 [N.B. most students improved their overall score]. Year 10: -2.82 – 1.74 (Also made two grade progress) Five students made two grades progress  DD students had 1:1 English tuition the impact from HT1 – HT5 Year 10: -2.99 to -2.56 Year 11 – 1.84 to -1.38 Actual at -0.39 Gap has closed from -0.25 to +0.4	Maths tuition is already in place. Evaluation will take place after mock exams this month	<b><u>£ 8,000</u></b>

<p>Improved literacy and numeracy skills of disadvantaged students Improved attitudes to learning</p>	<p>Purchase of class sets of reading books that were likely to engage students to encourage reading for pleasure</p>	<p>The use of the books is now integrated into DEAR sessions held in tutor periods. DD students have engaged with a book review writing competition at a local library and are visiting the library as part of a strategy to promote engagement with reading</p> <p>PP students made 2 years and 5 months progress on average (30.5 months).</p> <p>Y11 PP reading ages have risen by 15 months (1 year and 2 months) since they have been with us at Stephenson's, which is the same as the whole.</p> <p>Y10PP students came in far behind the non PP students when it came to reading (PP: 133 months NonPP 150 months), however that gap has narrowed and almost disappeared (PP:150 months Non PP 151.4 months). PP students made accelerated progress.</p>	<p>Books chosen were not the best for engaging DD students. Different books will be ordered this year</p>	<p><b>£300</b></p>
<p><b>iii. <u>Other approaches</u></b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>Raised aspirations for DD students</p>	<p>Funding extra-curricular activities e.g Trip to Blood Brothers, Big Bang NEC, Cadbury World, Beaumanor Hall and bowling</p>	<p>Some trips specifically for DD students. Anecdotal feedback from staff and students suggested that trips, particularly to Blood Brothers, helped engage with curriculum material and better prepare students for examination. Other trips supported students with their social needs.</p> <p>Biggest impact with MPP</p> <p>As an impact of the Blood brother trip English progress in year 11 was from -1.74 in HT1 to -0.68 for actual results</p>	<p>Trips planned for this year. Expanding approach to particularly for spiritual and cultural experiences</p>	<p><b><u>£543</u></b></p>
<p>Improved literacy and numeracy skills of disadvantaged students Improved attitudes to learning</p>	<p>Maths revision materials</p>	<p>Students are given access to revision materials every year to support revision.</p>	<p>Continues in to next academic year</p>	<p><b><u>£46</u></b></p>
<p>Improvement in attendance and punctuality.</p>	<p>Morning pick ups</p>	<p>Support staff collected students with poor attendance during HT5 and HT6</p> <p>Students increased their rolling attendance significantly.</p>	<p>Consider this for next academic year</p>	<p><b><u>N/A</u></b></p>
<p>DD students make good progress and have a positive attitude to learning</p>	<p>Supporting students with uniform and bus pass, so they can arrive to school on time and dressed suitably</p>	<p>Removed barriers to DD students accessing education</p>	<p>Student feedback overwhelmingly positive</p>	<p><b><u>£1,500</u></b></p>



## 7. Additional detail

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

The Stephenson Studio School Pupil Premium Strategy outlines the initiatives, interventions and strategies that have been in place over the past four years to diminish the difference between our most disadvantaged students and their less disadvantaged counterparts. Diminishing the difference is central to everything we do at Stephenson Studio School. We believe that we have a moral commitment to ensure that our students from disadvantaged backgrounds have the support they need to accelerate their progress and achieve their full potential. Our data would suggest that the interventions in place have had an extremely positive impact and internal tracking data suggests that PP students make accelerated progress. You will see we have in place a mixture of approaches that range from whole school T&L strategies to bespoke interventions for small targeted groups.

This is designed to give an outline of the programmes we have in place to close the gap and the intended impact of the programmes. It also considers the impact we get from an initiative alongside the excellent bank of research provided by EEF Toolkit. It is important to note that the initiatives and interventions outlined in the strategy are very specific to the context of Stephenson Studio School and therefore we do, in some cases, find the impact we gain from an initiative is at odds to that of the EEF summary. We feel that there are four key areas of focus for us, those being: the development of students' self-esteem, the development of students' literacy and numeracy skills, the development of students' ability to manage own behaviour, and improvement to the attendance of disadvantaged students. The strategy reflects a range of interventions we use to address these areas.