

Stephenson Studio School pupil premium strategy statement 2020-21

1. Summary information					
School	Stephenson Studio School				
Academic Year	2020/21	Total PP budget	£37,200	Date of most recent PP Review	Dec '19
Total number of pupils (ks4)	75	Number of pupils eligible for PP	Y11 – 18 Y10 - 13	Date for next internal review of this strategy	Dec '20
2. Final attainment (2020)					
			Pupils eligible for PP (Stephenson Studio School)	PP National average	
Progress 8 score average			-		
Attainment 8 score average			-		
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
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 <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	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	<p>Tutors and teachers report improve attitudes to learning supported by evidence seen on SLT learning walks. Metric; DD ATL Scores improve significantly from baseline.</p> <p>Pupil voice and survey responses show improved attitude compared to responses from last year. Metric; PASS survey suggests that a majority (>60%) of DD learners have improved attitudes and self-esteem, from baseline.</p> <p>Tracking data shows DD students are making good progress. Metric; Proportion of students not yet achieving 'flight path' targets reduces by 10% per half term until on target.</p>
B.	Improved literacy and numeracy skills of disadvantaged students, and greater engagement in reading.	<p>Results from reading tests show the same outstanding progress made in 2018/19. Metric; Average reading age scores improve by more than chronological age and number of students back on target with their real age increases to 40% of students. Tracking data in English and maths shows that disadvantaged students are making accelerated progress. Metric; Progress in excess of progress made by DD students in 2018/19</p> <p>Lesson observations and learning walks evidence that DD students use improved and richer vocabulary in lessons and have good oracy.</p> <p>Work scrutiny shows the quality of writing has improved and that the application of mathematics is improving. Metric >80% of DD learners can effectively use a PEAL paragraph structure. Metric; >80% of DD students can evidence the successful implementation of at least three number skills in exam style questions.</p> <p>Spelling test results show that DD students are making significant progress in their spelling. Metric: average spelling age of DD students rises in excess of their chronological development.</p> <p>The 2019 P8 score for disadvantaged students is significantly higher than in 2018. Metric; DD P8 score improves by >0.5.</p>

<p>C.</p>	<p>Improved behaviour of disadvantaged students in all classes</p>	<p>Behaviour incidents recorded for DD pupils on the school system reduce significantly as the year progresses. Metric; Behaviour points for DD learners to be a minimum of 20% lower half term by half term 2017 and overall to be no higher than the average of non- DD learners. Metric; 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>Rates of exclusion and repeat exclusion are lower than previous years. Metric; Exclusions in days for Y11 in 2018/2019 to be 25% lower than the same students when in Y10.</p> <p>Metric; Exclusions in days for 2019/2020 Y10 DD students to be lower than Y10 students in 2018/2019. Learning walks and lesson observations record improved behaviour.</p> <p>Feedback from student voice shows that fewer lessons are disrupted by low level disruptive behaviour. Metric; Proportion of DD learners in learner voice who 'strongly agree' that 'lessons are not disrupted' to be at least 75%.</p> <p>DD Students report greater understanding of their behaviours and that they have developed effective strategies to prevent these from impacting on learning.</p>
<p>D.</p>	<p>Improved attendance of disadvantaged students,</p>	<p>Attendance of disadvantaged students to improve. Metric; All DD students to achieve 90% attendance with 60% of DD students achieving their target of 95%.</p> <p>Attendance of disadvantaged students closes the gap to other students. Metric; Gap reduces to less than 2.0%.</p>

5. Planned expenditure					
Academic year		2020/21			
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?
Senior leaders regularly review the impact of the strategy	Pupil Premium Strategy review meetings added to calendar Quality assurance focuses on Pupil Premium students and their progress	OfSTED's 2013 and 1014 reports on pupil premium attainment recognises that 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	KH /SC/GD	Half termly
Re-engage trust board member appointed as Pupil Premium governor as a driver for improvement	Trust board member appointed	Data continues to show that the schools' DD students achieve lower outcome grades than their non DD peers. Attention to this needs to be consistent and strong.	The postholder will ensure that the progress of disadvantaged students is discussed at Trust Board meetings. In addition the post holder will undertake Pupil Premium focused visits to school	SK	Termly

Improved behaviour of disadvantaged students in all classes	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	GD	Half termly
DD students attain better and make more progress	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
ii. 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 implementa
Teachers have a greater understanding of strategies that work for DD students	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	KH	Half termly

Disadvantaged students have improved perception of themselves as learners and recognise they are capable of achieving well	A programme of 'healthy minds' to support mind-set to be introduced as part of the PSHE curriculum .	The Education Endowment Fund (EEF) research shows that meta-cognition has a positive impact (+8)	There will be a timetabled bi-weekly 'healthy minds' sessions aimed at improving students' sense of well-being. Impact to be monitored by SLT through QA	GD	Half termly
Attainment and progress of DD students improves as a result of better feedback	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
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 LSAs, with specific roles	OfSTED's 2014 report on the pupil premium The Education Endowment Fund (EEF) research shows that mentoring has a positive impact (+1) The needs of students cannot always be fully met by teachers in the classroom	The school will ensure that a trained LSA will be deployed in each classroom to support the work of the teacher. There will be further training and support for teachers and support staff on understanding roles and responsibilities	KH	Termly
Improved literacy and numeracy skills of disadvantaged students,	Literacy intervention led by the LSA team under direction of the lead LSA, focused on small group reading and spelling interventions	(EEF) research shows that reading comprehension strategies have a positive impact (+5)	Data analysis suggests strategies are impacting on progress SLT learning walks record progress	SC/RB	Half termly

iii. 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?
DD students are supported so that their SEMH issues do not impact negatively on their progress	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 and the use of citizenship curriculum time to support SMEH	EEF) research shows that social and emotional learning has a positive impact (+4)	A spreadsheet will be created and administered by the PPC and SLT link. The spreadsheet will show the issues identified for each student and the interventions being put in place for that person The impact of these will be evaluated and shared with SLT	LF	Half termly
Attainment across all subject areas gap between disadvantaged students and their peers is closing	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	GD	Half termly
DD students maintain and improve their progress across holiday periods	Holiday programmes *^	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)	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	GD	After each programme

Improved literacy and numeracy skills of disadvantaged students	Extracurricular literacy activities including trips to the theatre and engagement with Mantel Arts literacy Project	(EEF) research shows that arts participation has a positive impact (+2)	Activities will be offered to targeted students The impact of these activities will be seen in the progress of these students	SC	Half termly
Improved attitudes to school and learning among DD students.	Breakfast Club	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.	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 fed back to SLT	GD/DR	Half termly

iv. 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?
Raised aspirations for DD students	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	VG	Termly
Raised aspirations for DD students	Work experience	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	Participation in work experience placements for DD students to remain high; destination figures of DD students to continue to improve in terms of the	GD	Termly

		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	level of post-16 course applied for; NEET figures to continue to be low.		
Raised aspirations for DD students	University visits ^	(EEF) research shows that aspiration interventions have a neutral impact	Stephenson Studio has close links with Derby University. Students attend revision workshops for English and mathematics. PPC will ensure visit is arranged and that it is followed up in school SLT will monitor	GD	Half termly
DD students are better prepared for exams because they have been able to revise more effectively	Revision guides (KS4) available for all subjects.	Having improved access to quality resources Improved should support higher attainment	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 Learning walks and student voice will track their use	SP	Half termly
DD students make good progress and have a positive attitude to learning	Use of Bromcom's Parent Portal to share student successes with parents	(EEF) research shows that parental involvement has a positive impact (+3)	Induct new parents on the Bromcom app. Get feedback from teachers and students Monitor feedback from teachers, parents and students	LC	termly
Improved attendance of disadvantaged students,	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.	LF/LC/SC	Half termly

6. Review of expenditure				
Previous Academic Year		2019/20 (£42,665)		
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
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 all students made good progress in Y11 in maths and English where staffing has now been stable and is fairly confident. Further work and training is required in science where DD students are not making the progress that they need to make.	Work will continue to be carried forward offering training and support for teaching staff, particularly through the link with the TELA schools to develop the capacity of teaching.	£15,000
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. In English DD students made 1.22 grades' progress (more than the 0.84 grades progress made last year) DD Students made outstanding progress in maths 1.71 grades, which was greater than the progress they made the previous year (1.58 grades).	This has allowed for more feedback and individualised learning. The impact of smaller classes is clear in terms of the progress that DD students make while they are at the Studios School. More work needs to be done to fine-tune the work that we are doing to ensure the outcomes gap is narrowed between DD and non DD students.	£20042

<p>Attainment across all subject areas gap between disadvantaged students and their peers is closing</p>	<p>Employing additional high-quality support staff, such as learning mentors and HLTAs, with specific roles (personal coach)</p>	<p>(Pupil Premium students continue to perform significantly less well than their non PP peers. While this was not so pronounced in English Language, it was significantly the case in maths, Science, English Literature and Business.</p> <p>Though outcome grades show a marked disparity between PP and non PP students, the 4Matrix P8 calculation indicates a more nuanced story. Using this data, PP students actually performed better than non PP students in both English and maths, though they did considerably worse in science.</p>	<p>The support of the LSA team in tackling inequality continues to be a key desire. However, while the intensive training and deployment of LSAs across the school has significantly affected the outcomes of SEND students in comparison to their peers, this has not yet been necessarily reflected in the overall outcomes of DD students.</p> <p>Further work will be done with LSAs to consider the specific needs to DD students and how LSAs can productively support them to achieve.</p> <p>We will continue with the literacy intervention with additional numeracy intervention where needed.</p>	<p>£5,300</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

Improved literacy and numeracy skills of disadvantaged students Improved attitudes to learning	Establishing Breakfast Clubs	Breakfast club was trialled and then ran to encourage students to come in to school on time. There has been a mixed take up from DD students. This provision was widened out to include non DD students, as it was considered that there was a perceived stigma to attending the club. Provision was disrupted by the lock down.	This will be rolled out for all students next academic year, though this becomes significantly more complex because of the restrictions required to ensure that the school is safe from infection. Heartland Youth for Christ will lead an initiative piloting a project with Year 10.	£500
Improved literacy and numeracy skills of disadvantaged students Improved attitudes to learning	Creative writing and revision sessions	Unfortunately this intervention was cancelled this year because of the lockdown.	As this project was very successful at developing confidence in writing and encouraging DD students to engage creatively, we plan to explore with the providers with such a project could be run potentially virtually this year, should the restrictions continue through to the spring.	£100

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
Improvement in attendance and punctuality.	Bus passes	Bus passes ensure that all students are able to access school.	This is an important support for students from DD backgrounds and will continue to be funded in the new academic year.	£770
DD students make good progress and have a positive attitude to learning	Supporting students with uniform so they can arrive dressed suitably	This use of funding has helped to remove barriers to DD students accessing education. The school has provided a discount for both the school uniform and for the PPE required for the vocational option.	Student feedback overwhelmingly positive and this will continue into the new academic year.	£173

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 a positive impact, particularly in ensuring that DD students make rapid progress in core areas.

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.