

Walsall Studio School Pupil premium strategy statement



1. Summary information						
School		Walsall Studio School				
Academic Year		2019/20	Total PP budget	£46,288	Date of most recent PP Review	AUTUMN 2019
Total number of pupils		Number eligible for PP	% eligible for PP		Date for next internal review of this strategy	SUM / AUT 2020
YR10	50	22	44%			
YR11	51	33	64.71%			

2. Current attainment Summer 2018		
<p>Context: Walsall Studio School is a 14-19 academy. 37% of students are in KS4 (Y10 & 11) and 63% of students are in the sixth form (KS5). Students who join the school at the start of Y10 engage with a curriculum designed to facilitate a 4-year <i>transformational journey</i> from school student to young creative professional. 30.4% of our KS5 students are PP. By the end of KS5 the attainment gap for disadvantaged students closes and they progress onto university and directly into work.</p>	Pupils eligible for PP (Walsall Studio School)	National Average / Comparison
YEAR 11 (2017-2019 cohort)		
Destinations: Progression onto FT 16-18 Study Programmes	100%	
Destinations: Progression onto Sixth form within Studio School	53%	
% achieving (9-4) in both ENG & MATH (end of Y11)	32%	43% (71.2% for NPP)
YEAR 13 (2017-19 cohort who were PP in 2015-17)		
General Applied APS Grade	Merit +	Distinction -
Tech Level APS Grade	Merit	Merit +

Current attainment Summer 2019 (Compared to Summer 2019) End of KS4

Measure (KS4)	2018 (Reformed Quals)	2019	DIR
Students at the End of KS4	53	52	
Disadvantaged Students	34 (64%)	31 (59%)	
Progress 8	-1.14	-0.89	↑
English Language P8 Score	-1.43	-1.62	↓
PP English Language	-0.73	-1.52	↓
Difference	-0.70	-0.1	↑
English Literature P8 Score	-1.79	-1.34	↑
PP English Literature P8 Score	-0.91	-1.52	↓
Difference	-0.88	+0.11	↑
Maths P8 Score	-1.18	-1.13	↑
PP Maths P8 Score	-0.94	-1.08	↓
Difference	-0.24	-0.05	↑
Media P8 Score	+0.66	+0.98	↓
PP Maths P8 Score	+2.35	+1.45	↓
Difference	-1.69	-0.47	↑
Performing Arts P8 Score	+1.04	+1.27	↓
PP P8 Score	+2.39	+2.94	↓
Difference	-1.35	-1.14	↑

Compared to last year (2018):

Within the context of improvement (for all students) in each of the P8 elements both the in-school progress gap and in-school attainment gap is closing and the attainment has improvement.

Current attainment Summer 2018 (Compared to Summer 2017) End of KS5

Measure (KS5)	2018 (Reformed Quals)	2019 (Reformed Quals)	DIR
Students completing General Applied	44	31	↓
Disadvantaged Students	19		↓
APS Grade	Distinction	Merit +	↓

APS Grade Disadvantaged Students	Distinction		=
APS	35.05	29.1	↑

Context:

Most students in Walsall Studio School are in the sixth form (63%). All students are enrolled on study programmes with a vocational core aim. As a result of combining experiential, project-based learning with the embedded teaching and learning practices that prioritise disadvantaged students. In 2019 disadvantaged students out-performed non-disadvantaged students (in both attainment and progress value added).

Compared to last year (2018):

In 2018 Walsall Studio School was the Top Performing Studio School or UTC in the country for End of KS5. Within the context of introducing reformed vocational qualifications – with increased external assessment and end of course exams – the school has maintained APS average grades above national average. Additionally, English and Maths Progress scores are above both local and national averages, again Disadvantaged students have out-performed non-disadvantaged students.

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

Academic barriers (*issues to be addressed in school, such as poor literacy skills*)

A.	LITERACY: From prior attainment and past results it has been identified that HPA PP students are not accessing the higher grades within English with 0% of our PP students achieving a 9-7 grade in English Literature and only 29% achieving a 9-5 grade.
B.	MATHS: From lesson observations in the maths department, PP BME (Black and minority ethnic) boys struggle to engage with the subject compared to other sub groups of PP students, as proven in baseline assessments on entering in year 10.
C.	SEMH: A large percentage of our PP students have been diagnosed with having SEND and in particular SEMH needs. Aspiration and motivation to learn is a concern with a large number of students showing that they do not have strong aspirations (Edukit Questionnaires 2019-2020)
D.	STUDENTS KNOWLEDGE AND PREPARATION FOR NEXT STEPS: It has been highlighted from the previous academic year that PP students do not feel that they are equipped to fully understand the process and requirements of the next steps whether this be Higher Education, Apprenticeships or the world of work. (CEIAG co-ordinator has been appointed 2019).

Contextual barriers (*issues which also require action outside school, such as low attendance rates*)

E.	ENVIRONMENT: Some students eligible for PP, including most able students, lack access to resources, study support, equipment, guidance, and/or cultural experiences at home. This reduces their ability to engage with lessons, homework, or revision, or extracurricular activities which extend breadth of understanding & cultural exposure.
F.	ABSENCE: Absence rates for students eligible for PP in Y11 are currently higher than students who are non-PP in their first term. There was also a significant gap for their end of year attendance in year 10 2018/2019 for year current 11 students. This reduces a student's school hours and causes them to fall behind on average.

4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.B.	<p>ATTAINMENT IN EN AND MA (9-4): Gaps narrowing in academic and vocational subjects term by term across the year – including academic core subjects and vocational specialisms, especially those in PP sub groups such as BME students.</p> <p>ATTAINMENT IN VOC SPECIALISMS (9-7): Gaps narrowing in academic and vocational subjects term by term across the year – including academic core subjects and vocational specialisms.</p>	Pupils eligible for PP will meet their end of year targets. Termly data will show that each PP student in years 10 -11 is on track (according to their EOY Target grade), and each PP student in year 11 is making rapid progress towards their target from their term 1 starting point.
C.D.	<p>MINDSET and PREPARATION FOR EXAMS AND NEXT STEPS: The positive mind-set of those students with a lack of confidence, motivation or SEMH needs improves significantly, enabling students to improve their attitude to learning, attendance and confidence when working in class and preparing for exams.</p> <p>Students to engage with the CIEAG co-ordinator and guidance through vocational sessions and tutor time to discuss next steps and ensure they are realistic in their choices but aspirational along with being fully equipped and prepared for the requirements and expectations of their next steps (post 16 and HE).</p>	<p>Those students identified to have a lack of confidence and motivation (and in some cases SEMH) improve their attendance (90%>). Those students will additionally be recognised to be contributing more to class discussions and activities which will improve their achievements in all subject areas.</p> <p>There has been a positive impact of peer mentoring from KS5 to KS4 PP students which develops confidence and motivation along with sharing best practice of exam preparation.</p>
E.	ENVIRONMENT: To be able to support and provide students with the relevant resources during lessons to enable them to make improvements within their achievement and attainment.	Overall attainment to be improved within vocational areas by supporting students with specific resources to engage and challenge their ability to reach their true potential.
F.	IMPROVED ATTENDANCE: Improved attendance rates for pupils eligible for PP, increasing contact time with students and significantly improving progress in English and Maths.	Overall attendance among pupils eligible for PP improves to 90% by the end of Term 1 2019 (for every year group) or at least in line with non-PP pupils.

5. Planned expenditure:

Academic year	2019/2020
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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?
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<p>Attainment in EN 9-4 >50%</p>	<p>Each year group will work in three differentiated groups allowing for smaller group teaching where appropriate support and challenge can be implemented.</p>	<p>EEF Teaching & Learning Toolkit (Aug 2018) has been used to identify that 'reducing class size' will have moderate impact on the progress & attainment of students allowing equivalent to 3 months more progress.</p>	<p>Each half term the Leadership team will review the impact of the approach taken. The English department will meet weekly during 'Huddles' to review and refine the approach. Department lead will observe each staff member to reflect with staff in 1:1 meetings and during PM planning and review meetings.</p>	<p>LS</p>	<p>Dec 2019 February 2020 May 2020</p>
<p>Attainment in MA 9-4 >50%</p>	<p>The use of a clear structure implemented by new Lead of Maths in KS4 where student's complete homework weekly, take part in weekly progress checks to assess knowledge to forward plan and identify gaps in knowledge. WSS also provides personalised CPD for Maths staff to work with a fellow department within the MAT.</p>	<p>EEF Teaching & Learning Toolkit (2018)</p> <ul style="list-style-type: none"> • Homework (secondary) • Feedback (AoLAfL) <p>Students are accessing Maths in year 10 at different starting points. Individualised instruction from the three teachers will ensure all students are learning missed content which will be monitored in progress checks weekly.</p>	<p>The Department will meet weekly during Maths 'Huddles' to review student progress and strategies implemented. Feedback in books will be shared and reviewed during 'Huddles' along with identifying students to attend intervention and catch up sessions from the results from their weekly progress checks. Weekly and end of topic summative assessments will assess and evidence the impact of exam technique mastery which will be at the end of each term. Gaps in knowledge will be noted on the maths tracking system which will be coded in accordance to knowledge of specific topics.</p>	<p>AC</p>	<p>Dec 2019 February 2020 May 2020</p>

<p>EN and MA TOGETHER (9-4) >40%</p>	<p>Robust tracking and monitoring of all students working at grade and progress to take place half termly. Students working below expected grade (particularly those working in borderline margins) will be targeted through subject interventions. Learning walks and deep dives of departments to monitor progress and attainments of students along with monitoring implementation of T&L strategies and the use of the PP toolkit in conjunction with the ALC.</p>	<p>EEF Teaching & Learning Toolkit (2018)</p> <ul style="list-style-type: none"> • Small Group Tuition – proven to support additional progress by (4+) months. • Homework – studies evidence an additional progress measure of (5+) months. • Aspirational interventions <p>Tracking and monitoring student progress should be frequent and robust to support an immediate response to student regression or a lack of progress.</p>	<p>There will be a half termly review on Core Leadership Agenda to include the monitoring of approaches taken.</p> <p>Homework will be set and feedback will be provided promptly by all teachers. A quality review of homework tasks and the impact of the approach will be undertaken half termly.</p> <p>Termly data drops and analysis will provide further evidence of impact and allow the leadership team to review approaches.</p>	<p>AC and LS Monitored by DP</p>	<p>Dec 2019 March 2020</p>
Total budgeted cost					£29,132

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?
<p>(9-4) EN and MA Together 50% of those students eligible for PP to achieve (9-4) in EN and MA Together</p>	<p>Intervention Sessions to take place twice weekly for an hour with year 11 during studio +.</p> <p>Rooted in reading implemented in KS4 within English.</p> <p>Targeted use of the toolkit and intervention strategies for Pupil Premium students will target PP students during all core lessons, implementing a range of EEF strategies to support progress.</p> <p>Aim Higher Mentoring Postgraduates to mentor KS4 PP students to support attainment and progress to next steps and raise aspirations.</p>	<p>EEF Teaching & Learning Toolkit (2018)</p> <ul style="list-style-type: none"> • Collaborative Learning – Working in groups with the support of older students - peer tutoring (5+) • Peer Tutoring – Cross-age tutoring that reinforces learning and corrects misunderstandings (5+) • Feedback (AoL,AfL) (+8) 	<p>Agenda to review impact will be set within both Leadership meetings and subject 'Huddles'.</p> <p>Effective tracking of progress and data analysis to inform evaluation of approaches every half term.</p> <p>Maths and English Leads will work closely with school Pupil Premium Lead along with fellow department leads from the MAT – sharing best practise and reviewing strategies regularly.</p> <p>Maths and English have also assessed setting of students and have targeted individual students to attend specific intervention sessions.</p> <p>Governor to complete learning walks and feedback to relevant staff members on their success or developments.</p>	<p>AC, LS, RH & TE</p>	<p>February 2020</p>

<p>ATTENDANCE Absence rates for PP students will fall and attendance will rise to at least 90% by the end of Term 1.</p>	<p>AimHigher Mentors – to work with 50% of Yr 10 PP students (particularly those students at risk of falling below 95% attendance level).</p> <p>Personal Coaches - to ensure each PP student is met with every two weeks to support the increase of attendance of individual students.</p> <p>Letters home to parents of those students at risk of falling below 91% attendance – using visual comparisons and attendance charts.</p> <p>Pastoral and Attendance Coaching – HOY and Attendance officer to support and mentor students on their attendance to improve figures and impact attainment.</p>	<p>Research undertaken into the strategies used by school's in a similar context.</p> <p>Approaches are enhancing the work that is already being undertaken such as;</p> <ul style="list-style-type: none"> • Home Coaching • Home Visits • Parental phone calls • Attendance monitoring in planners • Attendance awards • Weekly tutorial attendance focus 	<p>Attendance will be on a weekly agenda for Pastoral 'Huddles' and Leadership meetings with HS,TE and DP.</p> <p>Pastoral team will monitor and respond to the absence rates of all PP students and report weekly to the Director of Learning to allow for collaborative action and response.</p>	<p>HS, TE AND DP</p>	<p>February 2020</p>
<p>SEMH Students with SEMH are appropriately supported to engage in learning consistently.</p>	<p>External Psychotherapeutic Sessions – Working with The GAP Headspace to support student's ability to understand and take control of their SEMH.</p> <p>SEMH strategies for the classroom –Staff training and strategies embedded into the classroom.</p>	<p>EEF Teaching & Learning Toolkit (2018)</p> <ul style="list-style-type: none"> • Social Emotional Learning (+4) • Parental Engagement (+3) <p>External organisation advice and guidance – The GAP Headspace</p>	<p>Whole school CPD will be provided by the school's well-being champion and strategies will be evaluated by staff.</p> <p>Regular learning walks scheduled will review the use of strategies and student voice will inform the impact for individuals.</p>	<p>DJ – Staff wellbeing champion.</p> <p>RH – T&L, PP Lead.</p>	<p>February 2020</p>

	<p>Personal Coaches – support the personal development of students with strategies for students to use.</p> <p>Mental Health First Aid Training – Half day course to be completed with all staff and selected students. Specific staff members to complete 2-day intense course.</p> <p>Student Education on Mental Health – ensuring students understand their own mental health and are provided with resources for self-managing.</p> <p>Well-being Champion – to work with PP students identified to be most affected by confidence, motivation and SEMH needs.</p> <p><i>It is recognised by the school that many of the above strategies will have an impact on attendance figures for PP, SEMH students.</i></p>	<p>.Bedazzle Charity – Supporting mental health within youths.</p> <p>CPD Training led by Staff well-being champion.</p> <p>CPD Training with</p>	<p>Professional review and evaluative discussions to take place in department ‘Huddles’ in addition to half termly PP academic board meetings.</p>		
<p>CONFIDENCE & MOTIVATION Students confidence & motivation levels will improve significantly – enabling students to contribute in class and take responsibility for learning.</p>	<p>Praise & Directed Feedback – (particularly in PA’s, Music and Science) provided to PP students in class.</p> <p>Personal Coaching – work directly in empowering students and setting personal targets to motivate to become aspirational with their choices.</p> <p>Edukit – Students will complete survey to monitor their feelings on confidence and motivation.(Jan 2020 and June 2020)</p>	<p>EEF Teaching & Learning Toolkit Feedback (learner’s performance and audition preparation for next steps)</p> <p>Edukit - termly surveys completed but all students.</p>	<p>Pastoral team to review student progress in team ‘Huddles’ weekly.</p> <p>Teacher observations reported and reviewed at half termly, book reviews of sample students.</p> <p>Progress to be tracked through personal coaching 1:1’s – student voice.</p> <p>Outcomes measured on the Edukit survey termly.</p>	RH, PC, HS and TE	<p>February 2020</p> <p>May 2020</p>

STUDENTS KNOWLEDGE AND PREPARATION FOR NEXT STEPS	<p>Allotted timetabled sessions and tutor time in KS5 focused on UCAS preparation, Uni-frog (HE, apprenticeships etc)</p> <p>CEIAG Co-ordinator – New role within WSS of being in charge of careers IAG and next steps (post 16 and HE).</p> <p>AimHigher – Weekly mentoring sessions Uni Fest, Residential for PP/LAC students to raise aspirations.</p>	<p>Guidance in support of preparations of next steps to ensure students have a strong understanding and are aspirational with their choices.</p> <p>CPD sessions led by LW and rep from Unifrog to support teachers in guiding students.</p>	<p>Effective planning of sessions.</p> <p>One to one sessions planned for all Vocation KS5 students.</p> <p>Tiered personal coaching sessions which occur more regularly for PP students.</p>	RHO, LW, JB	January 2020
Total budgeted cost					£16,553
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>Continued Study into Sixth Form 85% of Year 11 PP cohort continue onto positive destinations. <i>Additionally supporting the need for attainment at GCSE.</i></p>	<p>Subject CIAG classes to inform students of possible careers and benefits from studying in Yr 12.</p> <p>Individual parental meetings to take place with those students who are at risk of becoming NEET or leaving to study the same subject elsewhere.</p>	<p>To enable students to have a good understanding of options and support their application process.</p>	<p>Statistical analysis of those students submitting internal applications for Sixth Form, allowing subject teachers to follow up and respond to need. Student and parental questionnaires to inform CEIAG delivery.</p>	Vocational Staff LW	Dec 2019 FEB 2020

<p>ENVIRONMENT Access to resources, study support, equipment, guidance, and/or cultural experiences at home.</p>	<p>Student Leadership – Vocational Ambassador opportunities are provided to all students; aiming to promote student voice, develop young leaders and transform students into young creative professionals.</p> <p>Aim Higher - Yr 10 Residential – Supporting personal development, aspirations, community cohesion and resilience and experience of higher education.</p>		<p>The student leadership team will be managed and reviewed by RH in 'Huddles'.</p> <p>Working alongside Personal Coaches to ensure the effective management and co-ordination of residential with AimHigher.</p>	<p>RH JB LW</p>	<p>February 2020</p>
Total budgeted cost					£603

6. Review of expenditure				
Previous Academic Year				
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
Increased progress and attainment in core subjects.	Contribution towards teaching assistants to support students to enable the progress to be made.	Increased support from teaching assistant and input to individual students where delivery is more personalised leading to increased progress and attainment.	Reducing the breadth of differentiation required by having 3 small teaching groups (rather than splitting the year group in 2 groups of 25+) enables greater personalised planning – and significantly greater sustained engagement from students – enabling better progress and attainment. Teaching assistants are required within core areas to support students further.	Additional Teaching Assistants to work within the core areas. £23,000 x 1 £46,000

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																								
Increased progress and attainment in Maths and English.	Teaching strategies to prioritise pupil premium students in class, including targeted questioning and collaborative group work. Targeted support from Personal Coaches in Core Subject sessions / intervention sessions.	Clear focus on disadvantaged students in planning and delivery of core lessons ensured teaching and coaching efforts were prioritised and the in-school progress Gap closed as a result in all core subjects. <table border="1"> <thead> <tr> <th>English Element</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Progress 8 score for English element</td> <td>-1.07</td> <td>-1.62</td> </tr> <tr> <td>P8 English element Disadvantaged Students</td> <td>-1.23</td> <td>-1.52</td> </tr> <tr> <td><i>Difference</i></td> <td><i>0.16</i></td> <td><i>-0.1</i></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Maths Element</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Progress 8 score for maths element</td> <td>-1.23</td> <td>-1.13</td> </tr> <tr> <td>P8 maths element Disadvantaged Students</td> <td>-1.31</td> <td>-1.08</td> </tr> <tr> <td><i>Difference</i></td> <td><i>0.08</i></td> <td><i>-0.05</i></td> </tr> </tbody> </table>	English Element	2018	2019	Progress 8 score for English element	-1.07	-1.62	P8 English element Disadvantaged Students	-1.23	-1.52	<i>Difference</i>	<i>0.16</i>	<i>-0.1</i>	Maths Element	2018	2019	Progress 8 score for maths element	-1.23	-1.13	P8 maths element Disadvantaged Students	-1.31	-1.08	<i>Difference</i>	<i>0.08</i>	<i>-0.05</i>	Toolkit strategies to prioritise disadvantaged students to successfully narrow the in-school gap. Accelerated learning cycle, live learning direct feedback. Further 'expert strategies' need to be implemented well to accelerate progress and increase attainment in 2019/20 from strategy documents personalised for each student in each subject.	Training / CPD £1,000 Personal Coaching £8,100
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Improved attendance for PP Students	Targeted Personal Coaching / Assertive Mentoring/Aim Higher Mentoring – PP Attendance and engagement focus set as Performance Management Objectives for each Personal Coach.	Increased Attendance + Increased time in class when in school = more learning and therefore higher attainment. Increased attendance will allow teachers to monitor progress to stretch and challenge learners.	A culture of support and challenge for attendance reinforced routinely encourages improvements in attendance for those disadvantaged students who are persistently absent, those who are close to becoming persistently absent and those who attend school regularly.	Targeted Personal Coaching / Attendance Mentoring £900 Aim Higher Mentoring Scheme																								

7. Additional detail

The school have additionally implemented multiple approaches/strategies that will benefit the attainment of those students eligible for the Pupil Premium Grant, to include;

- Aim Higher – Aiming to close gaps within subjects and encourage high aspirations for all PP students along with attendance.
- Staff Well-being Champion – Implemented to ensure the well-being and personal development of students across the school.
- Studio Advance – An enrichment programme which aims to develop students beyond the curriculum and offers cultural experiences internally and externally.
- CEIAG – Co-ordinator has been appointed this year to support students focusing on aspirational next steps whether this is post 16 or HE and Apprenticeships.
- Bedazzle is a Youth Development Charity, that offers support to schools, families and youth organisations in supporting their young people to fulfil their amazing potential who will be working with identified groups. (Mental Health First Aid Training).