

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Walsall Studio School
Pupils in school	267 (including ACM) 202 (Based at WSS)
Proportion of disadvantaged pupils	48.5% of pupils are in KS4 (Y10 & 11) and 29% of pupils are in the sixth form (KS5).
Pupil premium allocation this academic year	£58,316
Academic year or years covered by statement	2020-2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	Darren Perry
Pupil premium lead	Rian Holloway
Governor lead	Dave Lomax

## Disadvantaged pupil performance overview for last academic year

Destination KS4 and KS5	KS4 - 13/31 Continued into KS5 at WSS KS5 - 16/29 Continued to HE
Percentage of Grade 4+ in English and maths	42%
Percentage of Grade 5+ in English and maths	19%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To narrow the gap and raise achievement between of disadvantaged and non-disadvantaged pupils, ensuring improvements are made by analysing data from pupils in different subgroups (BME, HPA, LPA), improving 'quality first teaching' by embedding focused and personalised CPD to support teaching staff's development and improving the curriculum design ensuring the sequencing is effective and relatable in support of their achievement and future destinations	August 2021
Destinations KS4 and KS5	Improvements to be made to the CIEAG in school to support disadvantaged students' progression. PP students in KS4 will take part in mentoring programs from Aim Higher on a weekly basis and be working with a team from 'Connections'.	August 2021

	The curriculum has also been developed in all vocational areas to ensure careers in embedded into every unit of work to support student's guidance and understanding of next steps.	
Attainment 8	Improvements to be made to the overall attainment for all pupils to be in line with the national average, especially in comparison to similar schools.	August 2021
Percentage of Grade 5+ in English and maths	Achieve English and maths 5+ scores in line with the national average in relation to closing the gap between non-disadvantaged and disadvantaged pupils ensuring that an improvement from 19% is made.	August 2021
Other	Improve attendance in line with non-disadvantaged pupils nationally using the new strategies in place by the Assistant Principal.	August 2021
Vocational entry	Achieve a higher percentage of Distinction+ grades amongst vocational subjects at KS4 (5% increase compared to last year) Achieve an average grade of D- across all vocational subjects, resulting in an average point score per applied general entry of 33.32.	August 2021

## Teaching priorities for current academic year

Measure	Activity
Priority 1	<p>To make further developments to the role of the CEIAG advisor to support destinations advice and guidance for disadvantaged pupils in KS4 and KS5. PP students in KS4 will take part in mentoring programs from Aim Higher on a weekly basis and be working with a team from 'Connections'.</p> <p>The curriculum has also been developed in all vocational areas to ensure careers are embedded into every unit of work to support student's guidance and understanding of next steps.</p>
Priority 2	<p>To deliver a teaching and learning timeline of activities in order to establish a common approach to planning the curriculum in order to show continuity in planning, lesson delivery to support metacognition and self-regulation for disadvantaged pupils.</p> <p>For all teaching staff to take part in a CPD program to improve planning and delivery of lessons using the ALC.</p> <p>All teachers to follow the T&amp;L timeline with regards to planning throughout the year.</p> <p>Teachers to be supported in ensuring that all planning is effective in supporting all pupils within the school.</p>
Priority 3	<p>To embed and further develop the planning and execution of the ALC within core and vocational subjects at WSS. Ensuring, through the implementation of the QA schedule that disadvantaged pupils are appropriately challenged through differentiated learning tasks using the four phase structure.</p> <p>Support from outside agencies in providing a program of CPD to upskill staff within the areas of:</p> <ol style="list-style-type: none"> <li>1. Differentiation.</li> <li>2. AFL</li> <li>3. Retrieval practice</li> </ol> <p>To be imbedded within the ALC structure.</p>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Pupils engagement with the opportunities to work with Aim Higher and Connections due to reduced attendance.</li> <li>• Pupils lack of support from home with regards to furthering their education.</li> <li>• Parental engagement - Lack of PP parents attendance to parents evenings and PPE day.</li> </ul>

	<ul style="list-style-type: none"> <li>• Time and health and safety restrictions to complete effective CPD training across all staff.</li> <li>• Deep dives in all areas are being completed but SLT to be aware of staff workload during the timetables weeks for each department.</li> </ul>
Projected spending	£27,000

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Increase Studio+ intervention sessions for disadvantaged pupils across year 11 from the beginning of the academic year focusing on specific groups to provide individualised strategies to raise attainment. Students will be invited from the beginning of year 11 rather than after January compared to last year. A studio+ timetable has been organised to ensure there is support available for all subjects across the week.
Priority 2	To be explicit in using individualised strategies for vulnerable pupils in response to work in lessons, formative, summative assessments, GL results for year 10 students and using findings from the Edukit survey results to ensure all students are supported and challenged at the appropriate level.
Priority 3	<p>KS4 - To utilise the role of the academic attainment coach in supporting disadvantaged students in improving their attainment across core subjects. To work with small groups and individuals on a regular basis, liaising closely with the core leads to ensure the sessions are productive in supporting the students with their learning of specific and current topics.</p> <p>KS5 – To develop and utilise the role of the 16-19 academic mentor in supporting our disadvantage students with their re-sit exams and also academic aspects of their vocational studies. The mentor to ensure that they have a strong understanding of the curriculum to effectively support students in lessons, on a one-to-one basis and during group sessions weekly.</p>
Priority 4	For all departments to be allocated an individual PP budget for their subjects to allow subject leads to be autonomous and provide a personalised approach in relation to out of lesson provision to provide further enrichment to their planned curriculum in support of raising attainment and achievement for

	disadvantaged students (intervention, resources, digital curriculum, homework)
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Attendance to intervention sessions.</li> <li>• Staff absence during the current climate</li> <li>• Lack of sharing of information from core leads with teachers within the department</li> <li>• Knowledge of exam specification - both the academic coach and mentor are new roles within the school, and both need to be upskilled within the requirements of individual subjects and exams.</li> <li>• Lack of resources for students to work on at home to complete work via the digital curriculum.</li> </ul>
Projected spending	£22,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	Introduce a 'well-being program' across disadvantaged pupils across KS4 for pupils AM missing marks to improve attendance and parental engagement.
Priority 2	To further enrich the experience of our disadvantaged students by providing opportunities to develop culture capital
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Our evidence shows that we have an identified issue around student lifestyles to include sleep patterns, social media, diet and general health.</li> </ul>
Projected spending	£9,000

### Monitoring and implementation

Area	Challenge	Mitigating action	Review
Teaching	Ensuring there are specific opportunities for staff to professionally develop.	Use of INSET days and additional twilights to ensure there are options for staff to select appropriate training sessions to benefit their own development, priorities of the school and also areas linked to performance management targets.	First review January 2021

Targeted support	Ensuring all PP pupils are supported effectively within the school setting with personal development and key skills.	Edukit surveys to be complete 3 times per year to reveal key trends/issues/barriers for pupils to overcome to enable them to make effective progress.	First review January 2021
Wider strategies	Ensuring pupils from local economic backgrounds are prepared for their next steps.	Where possible to develop cultural capital within vocational subjects to further prepare students for their next steps. This would include links with industry professionals and prestigious institutes.	First review January 2021

### Review: last year's aims and outcomes

Aim	Outcome
ATTAINMENT IN EN AND MA (9-4)	Significant improvement in students attaining English and Maths together at 4+ (+8%), 5+ (+10%) and 7+ (+4%) thresholds.
ATTAINMENT IN VOC SPECIALISMS (9-7)	100% pass rate for all level 2 vocational subjects. 20% increase in Distinction grades for Music in comparison to 2019.
MINDSET and PREPARATION FOR EXAMS AND NEXT STEPS	Significant improvements were evidence during the mock exams (PPE) which were completed in Feb 2020 compared to their first set of PPE exams in December 2019. Intervention strategies, revision techniques, well-being check ins were made to ensure students were supported during the process.
ENVIRONMENT	Improvements were made within lessons and intervention sessions (Studio+) based on the support provided by teachers and Assistant SENCO. Key and personalised strategies were designed by subject leads and teachers in response to the individual needs of the students and also for specific sub-groups to ensure there is support and appropriate challenge. Further improvements are being made 2020/221.
IMPROVED ATTENDANCE	The overall whole school attendance percentage for last year prior to lock down was 72%.

	<p>Due to the appointment of the Assistant Director in charge of attendance this has improved in Autumn 1 where the attendance figures were whole school- 84% and PP 80%.</p>
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