

## Pupil Premium Statement for 2018-19

### Section 1: Summary Information

Total PP budget for 18-19	£493,337
Total PP budget for 19-20	£476,410
Total number of pupils on roll in 18-19	1016
Total number of pupils on roll in 19-20	992
Number of pupils eligible for PP support 18-19	463 (45% of cohort)
Number of pupils eligible for PP support 19-20	436 (44% of cohort)

### Section 2: Outcomes

#### KS4

Measure	2018-2019				
	PP Cohort	Non-PP cohort	Internal Gap	National Other (National 2018)	Gap to national other (National 2018)
Progress 8	-2.10	-1.39	-0.61	-1.76 (-0.44)	-1.52 (0.13)
Progress English	-1.19	-0.39	-0.80	n/a	n/a
Progress Maths	-2.03	-1.46	-0.57	n/a	n/a
Attainment 8	17.3	26.4	-9.1	-19.4 (36.7)	-23.7 (50.1)
%4-9 English and Maths	9.7	21.2	-11.6	-34.8 (44.5)	-50.3 (71.5)
%5-9 English and Maths	0	5.9	-5.9	-24.9 (24.9)	-44.2 (50.1)
%4-9 English	41.9	62.4	-20.5	n/a	n/a
%5-9 English	22.6	42.4	-19.8	n/a	n/a
%4-9 Maths	12.9	23.5	-11.6	n/a	n/a
%5-9 Maths	3.2	8.2	-5	n/a	n/a

**Note:**

Progress 8 scores will be significantly lower than national because as part of our curriculum offer we do not expect students to maximise all the Progress 8 buckets and offer a significant range of the level 2 qualification in the creative arts which are not recognised by the Progress 8 measures but are recognised qualifications nationally. This also affected the Attainment 8 figures as these are based on qualifications which count towards the progress 8 measures.

There is significant underperformance for both non-PP and PP cohorts, especially in Maths where both attainment and progress has affected the %4+ and %5+ for English and Maths combined. English is below the national standard but this is not as significant. Quality first teaching remains the priority in the studio and also providing the differentiation and scaffolding to meet the range of complex needs. In Year 11, 50% of students had some form of SEN support and we had 11 students with an EHCP in the Year 11 cohort (10% of cohort).

Taking account of the subject areas which do not count toward the progress measures, PSCA is still on average a grade down to what is expected nationally. PSCA needs converts the significant number of grade 3's to grade 4's and the grade 4's to 5's.

**KS1/KS2**

Measure	2018-2019				
	PP Cohort	Non-PP cohort	Internal Gap	National Other	Gap to national other
Phonics Check					
Year 1 - Phonics Screening Check	47%	80%	-33%	72%	
Year 2 - Phonics Re-check:	68%	72%	-4%	85%	
Key Stage 1: Attainment					
% achieving 'expected' in Reading	50	68	-18	62	-12
% achieving 'expected' in Writing	23	38	-15	55	-32
% achieving 'expected' in Maths	59	71	-12	63	-4
% achieving 'expected' in Maths, Reading and Writing	23	38	-15		
% achieving 'greater depth' in Reading	14	21	-7	14	-7
% achieving 'greater depth' in Writing	0	0	0	8	-8
% achieving 'greater depth' in Maths	18	12	+6	12	+6
% achieving 'greater depth' in Maths, Reading and Writing	0	0	0		
Key Stage 2:Attainment					
% achieving 'expected' in Reading	32	62	-30	64	-30

% achieving 'expected' in Writing	50	78	-28	67	-28
% achieving 'expected' in Maths	18	57	-39	64	-39
% achieving 'expected' in Reading, Writing and Maths	14	41	-27	51	-37
% achieving 'expected' in GPS	35	54	-19	67	-32
% achieving 'greater depth' in Reading	0	19	-19	18	-18
% achieving 'greater depth' in Writing	0	16	-16	11	-11
% achieving 'greater depth' in Maths	0	16	-16	14	-14
% achieving 'greater depth' in Reading, Writing and Maths	0	8	-8	4	-4
% achieving 'greater depth' in GPS	0	20.5	-20.5	24	-24
Key Stage 2: Progress					
Progress in reading	-6.3	-4.5	-1.8	-0.6	-5.7
Progress in writing	-0.7	0.9	-1.6	-0.4	-0.3
Progress in maths	-5.6	-4.2	-1.4	-0.6	-5.0

**Note:**

In Year 1 Phonics student mobility has had significant impact. The addition of 5 new children who were unable to pass the phonics screening due to lack of previous schooling or other significant issues equates to 9%. Two of these students are PP.

In Year 2 there was a high mobility of students - 9 new starters (8 of which were identified with additional needs) and of the 6 leavers (3 were expected for both writing, reading and maths and 1 was GDS). This means with the cohort we had for HT4 would have achieved 71% and 77.5% in Reading and Maths respectively. This would have pushed nearer the national expectation except in Writing which would have still been significantly below national. Intervention and resources was put into Maths which was at 24% and 0% respectively for expected and greater depth in December 2018 and this progress was significant for both PP and non PP students (PP students are in line with national for both expected and greater depth). There were concerns over accuracy of the GLD data from reception (this academic year after moderation we achieved 55% GLD from previous cohorts achieving 70%+). We had 8 students disappled from SATs due to significant needs (2 students in this cohort had achieved GLD) . Five of these students were PP (63% of the cohort).

In Year 6 there has been significant improvement for both expected standard and greater depth for Reading, Writing and Maths from +11% and +5% from last academic year. These are still significantly below national but are moving forward. In the PP cohort there were 4 students who had expected standard in two of the areas and missed the other by a couple of marks this equates to another 7%. 4 students were disappled from the SAT examinations and 3 of these students were PP. In Maths there was significant intervention put in place and this moved both the scaled scores and progress from 93.2 and -10.6 in January to 99.5 and -4.7 respectively. Those children targeted for intervention added on average **22** marks to their scores, with those targeted for Easter revision sessions adding on average **27** marks to their scores when compared with HT3 compared with an average of 18 marks improvement overall across the whole cohort.

**Other Year groups (internal assessment HT6 2018-2019)**

**KS1/KS2**

Year (% PP cohort)	Reading 2018/2019			Writing 2018/2019			Maths 2018/2019		
	%EXP PP	%EXP Non PP	Internal Gap	%EXP PP	%EXP Non PP	Internal Gap	%EXP PP	%EXP Non PP	Internal Gap
1 (30%)	53	83	-30	53	83	-30	65	85	-20
3 (25%)	31	62	-31	31	69	-38	31	78	-47
4 (38%)	38	56	-18	19	44	-25	35	68	-33
5 (45%)	56	63	-7	32	42	-12	38	37	+1

**Note:**

Year 1 are making good progress with non PP but the gap for the PP students is widening across Reading, Writing and Maths. Need to look at this cohort carefully and provide some targeted interventions to a significant cohort.

Year 3 are significantly improving the non PP attainment especially in Maths but again we are not closing the gap for the PP students and the gap is widening. The gap is reducing in Maths but this is because the attainment for non PP students is reducing not the attainment of the PP students. Writing for PP students seems consistently lower particularly in Year 4. Progress for PP students in reading in Year 5 is moving in line with national expectations.

**KS3/KS4**

Year (% PP cohort)	English 2018/2019			Maths 2018/2019		
	%4+ PP	%4+ Non PP	Internal Gap	%4+ PP	%4+ Non PP	Internal Gap
7 (52%)	25	43	-18	38	58	-20
8 (74%)	41	38	+3	66	64	+2
9 (55%)	44	68	-24	42	86	-44
10 (44%)	44	72	-28	49	71	-22

**Note:**

Year 8 has a significant cohort of PP students and the gaps internally are reduced between the PP and non PP. In English the gap between non PP and PP is widening as they move through the years and we need to do a full moderation of the Maths assessments especially the non PP in Year 10. Most PP cohorts are performing below national expectations and this is part of the high mobility of students in the school in Phase 3 and 4. Also the significant increase in students who have significant needs, SEND has increased from 12% to 25% of the whole school cohort.

**Section 3: Review of Expenditure**

Desired outcome	Chosen Action	Cost	Impact	Lessons Learnt
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Improve the quality first teaching within the studio	Employ TA's within the studio to support within subject areas to support access to teaching in the studio.	£255000 Phase 1 (4TA's) - £68000 Phase 2 (3TA's) - £51000 Phase 3/4 (8TA's) - £136000	Mixed Impact. Where positive impact on learning there is a consistency of teaching assistant with the specific students but the impact is minimal when the TA is inconsistent and lack of clarity of role. In PP review, it stated that TA's work hard to support students but need to have more consistent relationships to be effective.	Teaching assistant are now centralised through the SEND AHT and the teaching assistant will be focusing on the students not just the subject areas. Greater consistency for disadvantaged and SEND students. Teaching assistants CPD and support will be organised through the SEND team and focused on scaffolding resources especially supporting literacy.
	Purchase of EAL and SEND resources	£3000	Positive Impact. Resources within the SEND hub have supported the SEND students but this will be more effective with the increasing capacity in the SEND hub.	Continue to use appropriate resources for SEND students. For example writing desks etc.
	Purchase of specific digital software and hardware.	£3000	Positive impact. Especially the Bedrock Vocabulary used in English within phase 3 and 4 to develop the students range and scope.	Continue to use this within the reading strategy across to support the literacy of students. Looking at using SPARX and HegartyMaths to support this within Maths.
Improve learning for students needing additional support	Employ 2x HLTA for English	£50000	Mixed Impact. HLTA in English has had significant impact with Phase 4 English and especially the low ability students studying the Welsh board. This impact was not so significant in Phase 3 as there was a lack of consistency.	Employing 1 HLTA in English to support particularly Phase 4 English.
	Employ 2x HLTA for Maths	£50000	Mixed impact. As with English but greater impact observed since February with low ability Year 11 students studying functional skills.	Employing 1 HLTA in Maths to support across Maths.
	Provide a SEND hub with extra support for specific intervention	£30000	Positive impact. Supported vulnerable students and has been able to focus specific guided groups for Maths, English and Science especially for Phase 3.	To improve the quality of teaching and learning through clear intervention programmes and precision teaching with the extra capacity within the SEND hub.
	Provide a nurturing space in Phase 1 and 2.	£30000	Positive impact. This has significant impact on some vulnerable students especially with their behaviour for learning in Phase 1 and 2.	To improve the quality of teaching and learning through clear intervention programmes and precision teaching with the extra capacity within the nurture spaces.
Improve GCSE outcomes	Purchase of specific GCSE support materials for English.	£3000	Positive impact especially the GCSE revision guides. See above notes and outcomes but did not convert the 2's and 3's to the 4's as expected.	Continue as necessary
	Purchase of specific GCSE support materials for Maths	£3000	Positive impact especially the GCSE revision guides - significant improvement in Maths from February mocks in Year 11. See above notes and outcomes but did not convert the 2's and 3's to the 4's as expected.	Continue as necessary
	GCSE support tuition for English	£2000	Positive impact. See above notes and outcome. but did not convert the 2's and 3's to the 4's as expected.	Continue as necessary

	GCSE support tuition for Maths	£2000	Positive impact. See above notes and outcomes but did not convert the 2's and 3's to the 4's as expected.	Continue as necessary
	Extra support with Maths teacher in last term to work with specific targeted groups.	£7000	No real impact as the person employed was absent a significant amount of the time so there was a lack of consistency.	Not continuing for 2019/2020
Improve KS2 outcomes	Provide Maths Easter booster sessions for targeted students.	£600	Positive impact. Significant improvement from 18/19. See above notes and outcomes	Continue as necessary
	Employ an extra Maths teacher to support Maths for GDS from February 2019	£7000	Positive impact. Significant improvement from 18/19. See above notes and outcomes	Continue as necessary
	Purchase of specific Maths resources	£2000	Positive impact. Significant improvement from 18/19. See above notes and outcomes	Continue as necessary
Improve KS1 outcomes	Employ 2 additional teaching assistants from February 2019	£10000	Positive impact. Significant improvement from February especially in Reading and Maths. See above notes and outcomes.	Investing through the SEND hub and supporting the quality first teaching.
	Purchase support materials for English and Maths	£500	Positive impact. Significant improvement from February especially in Reading and Maths. See above notes and outcomes.	Continue as necessary
Improve the leadership of learning throughout the school	Strengthen leadership of learning through internal secondment	£6000	Mixed impact. DHT was absent for a significant amount of time and was leading PP strategy across the school. SEND AHT was given extra responsibility to lead and backfill this but there was insufficient capacity to be effective.	Not continuing for 2019/20 have restructured the leadership team with extra capacity of another AHT to lead Phase 4 behaviour and clarity of roles and responsibility across the school.
	Strengthen leadership of learning through external support	£10000	Mixed Impact. Support was not directed effectively and as a result had very little impact on teaching and learning.	Not continuing for 2019/2020
Improve mental health and well being	Provide support for student well being.	£10000	Mixed Impact. Where students are engaging fully with the support we have noticed improvements in behaviour for learning and progress.	Continue as necessary
Support PP students broadly within the life of the school.	Provide support with school trips	£20000	Positive impact. This has supported a number of experiences for disadvantaged students from attending the theatre, visiting France to order breakfast, various residentials and various trips within the PBL approach in Phase 2 and 3 such as Tate exchange etc	Maintain into 2019/2020
	Provide support with general equipment	£2000	Positive impact. Students who have been school refusers have improved levels of attendance. Supporting students and families in this manner removes a potential barrier to progress.	Maintain into 2019/2020
	Provide support with school uniform	£2000	Positive impact. Students who have been school	Maintain into 2019/2020

			refusers have improved levels of attendance. Supporting students and families in this manner removes a potential barrier to progress.	
		<b>£508100</b>		

#### Section 4: Barriers to closing the gap

The school had a full PP review carried out in April 2019 . The barriers are identified from this review, the termly SEPS and also from the OFSTED report in March 2019. These are areas we have been focusing on within our school improvement plan particularly the post OFSTED improvement plan.

Ref No	Identified barriers to closing the gap
1	High Mobility rates of students across the school particularly in phase 3 and 4.
2	High numbers of supply staff in the school with no prior knowledge of the pupils.
3	Low expectations of students, especially in developing a culture of challenge and hard work.
4	Inconsistent quality first approach to learning across the school particularly in secondary phase.
5	Deployment of the staff across the school to support the complexity of the need consistently.
6	Social and emotional difficulties/ poor mental health of disadvantaged students.
7	Poor behaviour for learning attributes of disadvantaged students
8	Poor attendance and lateness of disadvantaged students
9	Lack of parental engagement and support for learning at home for disadvantaged students
10	Timetabling and space to work with 120 students as a year group in Year 7 and 8
11	Learning environment and sound attenuation issues across the school.
12	Lack of stretch for the high ability students in the studio
13	Lack of differentiation and scaffolding in the studio to meet the increasing complex needs
14	Lack of appropriate training and support for the teaching and teaching assistants across the school especially with differentiation and scaffolding to support the access to the studio.
15	Ineffective use of external support

**Section 5: Planned expenditure for 19-20**

Desired Outcome	Chosen Action	Cost	Reason for choosing the strategy
Develop a clear whole school ethos for attainment for all.	<ol style="list-style-type: none"> <li>Increase parental engagement through parental and community involvement programmes.</li> <li>Increase student engagement through student voice and student councils.</li> </ol>	<ol style="list-style-type: none"> <li>£2000</li> <li>£1000</li> </ol> <p><b>Total - £3000</b></p>	From the PP review we need to set high expectations for all skate holders and a culture of challenge and hard work. This is vital as how we behave can in itself be transformative and it has never been so important for the school to achieve this transformation as it is changing now. We need to develop the learning village where our community works collectively to raise young people.
High expectations for behaviour and attendance within the school	<ol style="list-style-type: none"> <li>Tracker to focus particularly on attendance of disadvantaged students.</li> <li>Behaviour interventions with more specialised programmes to target students with specific behavioural issues.</li> <li>Employ a Home Liaison Officer to target persistent absence.</li> </ol>	<ol style="list-style-type: none"> <li>£1000</li> <li>£10000</li> <li>£15000</li> </ol> <p><b>Total - £26000</b></p>	<p>From the PP review we need to give greater structure and consistency especially the disadvantaged students who home lives can be chaotic and unstructured.</p> <p>We need to close the gaps in attendance between disadvantaged and non disadvantaged and the number of fixed term exclusions for the disadvantaged students.</p> <p>We need to improve the students behaviour for learning so they have a thirst for learning.</p>
High Quality Teaching for all	<ol style="list-style-type: none"> <li>Focused support of TA to support differentiation and scaffolding within the school including HLTA's in English and Maths.</li> <li>Curriculum experience and aspiration through arts participation (Extra curricular), effective use of digital technology to engage students in more effective learning. home learning club support, curriculum visits and activities through the PBL approach.</li> <li>Developing a range of reading comprehension strategies alongside the whole school approach to reading.</li> <li>Develop clear early years intervention strategies.</li> </ol>	<ol style="list-style-type: none"> <li>£238000</li> <li>£20000</li> <li>£4000</li> <li>£1000</li> </ol> <p><b>Total - £273000</b></p>	<p>From the PP review we need to improve the quality first approach to teaching and maximising the learning experience in the studio so more of the disadvantaged students are accessing a consistent quality of teaching and learning.</p> <ul style="list-style-type: none"> <li>- Teaching assistants are centralised through the SEND hubs and are focusing on targeted students so they can access the curriculum.</li> <li>- Increase student engagement and challenge in the studio</li> <li>- Improve effective feedback in the studio</li> <li>- Deploying staff effectively so teaching assistants and teachers are consistent for students so using year based TA's deployed through the SEND AHT.</li> <li>- Increase direct contact and teaching with students.</li> <li>- Decrease the number of supply staff used and have cover supervisors so staff know the students.</li> </ul>
Meet effectively the individual learning needs of an increasingly complex cohort.	<ol style="list-style-type: none"> <li>Increase student aspirations through rewards to increase engagement in learning.</li> <li>SEND hubs effectively in place for effective interventions and precision teaching</li> <li>Capacity for administration of applications and targeting of EHCP students</li> <li>Develop SEL interventions to improve targeted students to improve pupils interactions with others and self-management of emotions.</li> </ol>	<ol style="list-style-type: none"> <li>£1500</li> <li>£100000</li> <li>£8000</li> <li>£4000</li> </ol> <p><b>Total - £113500</b></p>	Clear evidence here to support learners effectively out of the studio particularly in primary school to support subjects like reading and mathematics especially from disadvantaged backgrounds. These interventions and increasing the student aspirations will support them accessing the studio effectively by giving strategies to access the quality first teaching effectively.
Effective CPD for teachers and teaching assistants.	<ol style="list-style-type: none"> <li>Attendance CPD to track attendance gaps effectively and support tutors to engage with targeted students.</li> <li>Behaviour CPD particularly the use of MAPA training</li> </ol>	<ol style="list-style-type: none"> <li>£2000</li> <li>£4000</li> <li>£20000</li> </ol>	It is important that we invest in approaches for both teachers and teaching assistants to support targeted disadvantaged students through a range of practical engagement and implementation activities,

	<p>across the school to support conflict resolution and supporting the behaviour policy and consistency of approach.</p> <p>3. T&amp;L CPD to focus on collaborative learning, effective feedback strategies, developing metacognition and self regulation, differentiation and peer tutoring.</p>	<p><b>Total - £26000</b></p>	<p>including, training workshops, action planning activities, evidence-based interventions and school-to-school support especially closing the attendance gap and behaviour strategies.</p> <p>The approaches for point 3 have come from the teaching and learning toolkit which measures the international evidence for 5-16 year-olds which measures the impact on closing the gap for disadvantaged students.</p>
Clear and focused leadership of PP students across the school.	<p>1. Middle leadership support and training</p> <p>2. SENCO appointment to support the capacity of the leadership of SEND within the school</p>	<p>1. £10000</p> <p>2. £25000</p> <p><b>Total - £35000</b></p>	As part of developing and embedding the new leadership structures within the academic, pastoral and SEND teams to support the new roles and responsibilities. Extra capacity needed in the SEND team to meet the increasing complexity of need.
Support PP students broadly within the life of the school.	<p>1. To support with Music tuition</p> <p>2. To support with School Uniform</p> <p>3. To support with School equipment</p>	<p>1. £2000</p> <p>2. £2000</p> <p>3. £2000</p> <p><b>Total - £6000</b></p>	To support students where needed to support them and their aspirations and remove any potential barrier to progress.
		<b>Overall Total - £482500</b>	