

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Walsall Studio School
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils KS4 KS5	41.02% 80 Students (Yr10-13) 43.43% 43 Students (Yr10-11) 38.54% 37 Students (Yr12-13)
Academic year/years that our current pupil premium strategy plan covers	2021 to 2024
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr Darren Perry
Pupil premium lead	Mrs Rian Holloway
Governor / Trustee lead	Mr David Lomax

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48265
Recovery premium funding allocation this academic year	£14210
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£62475

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium resourcing we consider all factors that may disadvantage a learner. We use contemporary evidence to inform our decision making, within the unique context of our school, to ensure that we always strive to achieve value for money spent.

Many of our learners may be faced with complex challenges that can provide barriers to their everyday lives. There is no one-size-fits-all approach to challenging these barriers. They require a collaborative and cohesive response that can adapt to challenges as they may occur.

School vision and ethos:

We have an excellent track record in enabling disadvantaged and vulnerable students to engage with education and the community around them. Our dedicated, experienced and highly skilled staff work closely with our students to ensure they make positive strides forward, a positive contribution to their families, local community and wider society.

The school's ethos and culture are embedded within the DNA of all aspects of school life.

- Transformation (attitudes, behaviours, futures)
- Personalised approach (teaching and coaching)
- Academic Rigour and Vocational Excellence
- Support and Wellbeing
- Making a positive contribution to community.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged learners.
- For all disadvantaged learners in school to make or exceed nationally expected progress rates.
- To support our learners health and wellbeing to enable them to access learning at an appropriate level.
- To improve our disadvantaged learners reading ages through our reading program.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the learners.
- Ensuring that appropriate provision is made for learners who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged learners are adequately assessed and addressed.
- When making provision for disadvantaged learners, we recognise that not all pupils who are disadvantaged may officially be identified as so. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Achieving our objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all learners is improved and their progress is accelerated.
- To allocate a bespoke member of staff to monitor the progress that disadvantaged pupils make and their participation in school life.
- Small group and 1-1 support.

- Support payment for additional resources and improving the social as well as academic capital of disadvantaged learners.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge no.	Detail of challenge
1	Assessments of cognitive ability suggest most lower attaining disadvantaged pupils have a lower ability profile compared to others learners. This is indicated in assessment feedback in curriculum areas particularly maths.
2	The attainment of disadvantaged pupils across English and Maths was lower than that of non-disadvantaged students. 2022 Yr11 GCSE combined attainment for disadvantaged students in Maths and English students was 44% in comparison to non-disadvantage learners which was 52%.
3	Our internal assessments, pupil surveys, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for non-disadvantaged pupils. These findings are referenced by several national studies conducted by organisations such as The Sutton Trust and Education Policy Institute. This has resulted in significant knowledge gaps, especially in Maths but also identified in English and Science.
4	Attendance data indicates that attendance among disadvantaged pupils has been persistently lower than non-disadvantaged pupils. Absenteeism has negatively impacted disadvantaged pupils' progress due to lost learning time.
5	Reading age data states that the reading ability of our disadvantaged pupils is incredibly lower in comparison to the mean percentage of our non-disadvantaged pupils. All students in year 10, on entry to the school have completed the GL NGRT reading assessment.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve cognitive strengths, in identified areas, of disadvantaged learners	Teaching staff to use the evidence from cognitive assessments and identified strategies to provide personalised learning opportunities that support knowledge acquisition, retention and recall.
Improve GCSE attainment in Maths	Disadvantaged students to achieve GCSE Maths outcomes at least in line with their non-disadvantaged peers.
Reduce any wellbeing barriers to learning	All disadvantaged pupils to report positively on all well-being markers on Bounce pupil survey. Survey will be undertaken for all students each term.

Improve attendance in school and in all lessons of disadvantage pupils	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for disadvantaged students being no more than the national average for all students</li> <li>• the percentage of disadvantaged pupils who are in attendance attending all lessons to be at least in line with non-disadvantaged students</li> </ul>
Improve reading ages of our disadvantage pupils	<p>All disadvantage pupils to receive specific support in targeting the improvement of their reading age. This will include:</p> <ul style="list-style-type: none"> <li>• Students taking part in the reading plus program</li> <li>• Specific focus within all lessons to develop literacy and reading</li> <li>• Whole school approach to literacy development/CPD program. and strategy</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10250.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supported purchase of CAT4, NGRT and Progress tests within each core subject. To provide the school with validated data in recognising the strengths and weaknesses of our learners.</p> <p>Teachers will be required to design key strategies to support students within each subject area.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1
Enhancement of maths and science	The EEF guidance for Maths teaching draws on evidence-based approaches:	2

<p>collaborative approach to teaching.</p> <p>Specific CPD sessions for maths and science departments to support consistency with the delivery of numeracy.</p>	<p><a href="#">EEF Teaching Mathematics</a></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models. Maths and Science are establishing a common approach to key concepts within their subjects based on the training below that both leads of departments attendance last academic year in support of improving outcomes.</p> <p><a href="https://www.stem.org.uk/cpd/ondemand/445551/developing-shared-approaches-maths-science-and-science-maths">https://www.stem.org.uk/cpd/ondemand/445551/developing-shared-approaches-maths-science-and-science-maths</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £34223.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specific disadvantaged students to be referred by each core subject to take part in one-to-one sessions. Sessions are led by the PP Academic Coach.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2 and 5</p>
<p>Improving metacognitive and self-regulation skills in all pupils.</p> <p>An academic coach will provide personalised pupil support based on their individual need.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
<p>25 Students within KS4 to take part in the reading plus program.</p>	<p>Targeted tuition to improve reading ages of disadvantaged pupils. Weekly sessions, either on a one to one or small group basis.</p> <p><a href="https://www.readingplus.com/">https://www.readingplus.com/</a></p>	<p>1,2 and 5</p>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £12078

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engagement with the Mercian Trust Multi-Disciplinary clinical team. This includes training for school staff, collaboration with local clinical services and pupil interventions.</p>	<p>There's strong evidence to suggest that early interventions can have a cumulatively positive impact on outcomes for young people with learning, social and emotional challenges</p> <p><a href="#">NSPCC   Early help</a>  <a href="#">Birmingham City Council   Early interventions</a></p>	<p>1,3 and 4</p>
<p>Pupils to undertake the Bounce Wellbeing Survey</p> <p>The survey will be completed three times per year</p>	<p>Involving students in decisions that impact on them can benefit their emotional health and wellbeing by helping them to feel part of the school and wider community and to have some control over their lives.</p> <p><a href="#">NASUWT   Pupil voice</a></p>	<p>3, 4</p>
<p>Improving attendance of all year groups</p> <p>Staff will get training time to develop and implement procedures.</p> <p>Attendance/support officer will improve attendance.</p>	<p>Embedding principles of good practice set out in the DfE advisory publication</p> <p><a href="#">Improving School Attendance</a></p>	<p>4</p>
<p>Contingency fund for acute issues.</p>	<p>We have identified a need to set a small amount of funding aside to respond quickly to unplanned needs that may arise.</p>	<p>1,2,3 and 4</p>

**Total budgeted cost: £56551**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our internal and external assessments during 2021/22 identified that the academic performance of disadvantaged pupils was lower than that of their non-disadvantaged peers in Maths, English and Science.

Our assessment of the reasons for these outcomes' points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure and the overriding commitment of our staff to our pupils.

Attendance of disadvantaged pupils was considerably low in 2021/22. It is clear that the Covid-19 pandemic had a significant impact on attendance in schools nationally. However, these gaps are larger than in previous years, which is why attendance is a focus of our current plan.

### Externally provided programmes

Programme	Provider
	None due to challenges with school closures.

### Service pupil premium funding (optional)

Measure	Details
	No students

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Effective use of feedback. [EEF evidence](#) informs that this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (a range of student leadership and production activities) will focus on building life skills such as confidence, resilience, and socialising.