

# Pupil premium strategy statement – Digitech Studio School 2025-2026

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	178
Proportion (%) of pupil premium eligible pupils	34.8%
1	2024-27
Date this statement was published	September 2024
Date on which it will be reviewed	September 2027
Statement authorised by	Principal and Academy Council
Pupil premium lead	Colleen Litchfield
Governor / Trustee lead	Rob Gillman

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,900

Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£61,900

## Part A: Pupil premium strategy plan

### Statement of intent

At Digitech Studio School Bristol (DSSB), our goals for students facing challenges align with the values and objectives of the Cabot Learning Federation. Our focus is on understanding and addressing the impact of disadvantage on students' academic progress, achievements, and future success. We prioritise supporting students who are currently experiencing disadvantage above other groups or areas. We aim to enhance academic standards through ongoing professional development and effective leadership, ultimately improving outcomes and the quality of education for disadvantaged students to promote greater equity. Our school is dedicated to using evidence-based practices, incorporating research to inform decision-making and enhance teaching and learning strategies (Sutton Trust Toolkit & EEF).

The primary focus of the plan is to implement a pupil premium strategy that yields measurable results, with careful consideration given to the obstacles encountered by vulnerable students. These may include individuals under the care of a social worker or family support worker, young caregivers, individuals facing mental health challenges, or those impacted by adverse childhood experiences. Decisions will be made with the unique circumstances of these students in mind, ensuring effective implementation and quality assurance to promote sustainable practices.

Our goal is to enhance the educational journey and achievements of economically disadvantaged students through a comprehensive understanding of their needs, prioritizing these needs whenever possible using pupil premium funding.

The performance and attendance of students eligible for pupil premium funding serve as key indicators of our success in providing necessary support. We understand that these students excel when provided with effective teaching, and we are committed to prioritizing teaching methods that are most beneficial, especially for those facing disadvantages. Our quality assurance and assessment processes are designed to pose rigorous questions about the support provided to pupils who qualify for pupil premium funding.

The success criteria - pupil premium at students will:

- Attend school more regularly
- Attain more highly across the curriculum
- Attain in line or higher than their peers
- Self-report a greater sense of belonging
- Gain recognition with more regularity and intensity

- Avoid exclusion from school
- Notice the difference that their education is making to their lives

Effective leadership is essential for improving teaching standards, and all leaders within our organization are dedicated to ensuring that teaching practices have the greatest impact on students eligible for pupil premium funding.

The key principle of the plan is to deliver a pupil premium strategy that has demonstrable impact, ensuring that the strategies associated will consider the challenges faced by vulnerable students, such as those who have a social worker or family support worker, are young carers, are experiencing mental health challenges and those experiencing other adverse childhood experiences, when making decisions and that they are effectively implemented and quality assured so that practice becomes embedded.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Self-Deselection</b></p> <p>Self-evaluation suggests that our pupil premium students are more likely to opt out through non-attendance at school, and self-deselection in the classroom and with wider opportunities (benevolent childhood experiences). Student voice suggests that there is a fear of failure and measured risk taking.</p> <p>Attendance data shows that pupil premium cohort attendance (YTD81.8) is below that of its non- pupil premium counterparts and below the national average for pupil premium students (86% YTD)</p> <p>Self-deselection also refers to the number of students who have self-deselected in the classroom and are removed for the remainder of that lesson. The pupil premium cohort account for 19% of these referrals. Whilst this is significantly lower than for the non-pupil premium cohort it still means that pupil premium students are missing valuable learning time.</p>
2	<p><b>Gaps in learning, keeping up and feeling success</b></p> <p>The effect of poor teaching on pupil premium students is greater than the effect on non- pupil premium students. We invest in</p>

	improving teaching and learning that focuses on evidence-based strategies for addressing disadvantage.
3	<p><b>Self-Belief and Resilience</b></p> <p>Our pupil premium student voice shows that students do not always realise their own potential or how to navigate progression into apprenticeships, FE and HE. Students often have the ambition but not the steps and self-belief to make this a reality.</p>
4	<p><b>Literacy and Oracy</b></p> <p>Pupil premium students do not always have command of tier 2 and tier 3 vocabulary and lack confidence articulating and writing down their ideas. Reading comprehension data shows that the Year 11 Pupil Premium cohort are 1 year 7 months below their chronological reading age. Year 10 Pupil Premium cohort are 9 months below their chronological reading age.</p> <p>Quality assurance shows that some students are reluctant to talk in class and student voice activities suggest that students have a shallow language base when talking about their views.</p>
5	<p><b>ACHIEVEMENT</b> (particularly attainment)</p> <p>Analysis of internal and external data shows that disadvantaged students (PP) arrive with KS2 data that shows lower attainment, and they go on to achieve a lower level of attainment and progress in their Y11 outcomes compared to non-disadvantaged students. Attainment is the key that unlocks future pathways.</p>

### 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 for pupil premium students
<p><b><u>Students feel a sense of belonging at Digitech</u></b></p> <ul style="list-style-type: none"> <li>○ Students attend school because they feel a sense of success.</li> <li>○ Students are supported to engage with intervention.</li> <li>○ Teachers use strategies to mitigate self-deselection such as low stakes testing and live feedback.</li> <li>○ Our trauma informed approach to behaviour builds a culture where</li> </ul>	<ul style="list-style-type: none"> <li>○ Attendance is above 94%</li> <li>○ Identified pupil premium students attend intervention</li> <li>○ Missed learning decreases (as a result of any behaviour systems)</li> <li>○ Children will report a stronger sense of belonging as a result of intentional work to increase benevolent childhood</li> </ul>

<p>students are supported by calm consistent adults</p> <ul style="list-style-type: none"> <li>○ We will intentionally create more quality opportunities for children experiencing disadvantage to experience joy-filled learning through the taught curriculum and beyond, and children's own perspectives on the extent of their 'belongingness' will inform significant change</li> </ul>	<p>experiences</p>
<p><b><u>Evidence Informed Practice – Teaching and Learning</u></b></p> <ul style="list-style-type: none"> <li>● Consistent and organised teaching that is well planned and sequenced so that the student builds knowledge and skills and feels success.</li> <li>● Live feedback and modelling are features of the classroom.</li> <li>● Supported intervention and remote learning resources allow the students to keep up rather than catch up.</li> </ul>	<ul style="list-style-type: none"> <li>○ Students achieve grade 4/Pass or above in every option subject</li> <li>○ 80% of pupil premium students achieve a Grade 4 or above in core subjects</li> </ul>
<p><b><u>Specialist Support</u></b></p> <ul style="list-style-type: none"> <li>● Disadvantaged students achieve high grades in specialist subject areas so that they have the grades and qualifications to progress onto relevant and often specialist destinations, supported by secure qualifications in the core subject areas.</li> <li>● Through a premium employability offer, disadvantaged students have and can articulate progression routes and aspirational goals.</li> <li>● Disadvantaged students have a premium offer at Digitech and the impact of this is evidenced in positive student voice around belonging and self-belief.</li> </ul>	<ul style="list-style-type: none"> <li>○ 50% of students achieve grade 5/Merit or above in options subjects</li> <li>○ 0% NEET Students</li> <li>○ Destination data and trends show that students are making positive destination choices</li> <li>○ Students will report a stronger sense of belonging as a result of intentional work to increase benevolent childhood experiences in both academic and pastoral terms</li> </ul>

### **Literacy and Oracy**

- To secure literacy skills across oracy, writing and reading in order to improve access and performance across all areas of the curriculum.
  - We will continue our focus on development of oracy as a priority, using last year's involvement with Voice 21 as a springboard for this.
  - Oracy will be developed through more precise teaching and modelling, coupled with more and better opportunities to perform, to influence, to explore through spoken language.
  - Our classroom practice will be to prepare students for writing through talk.
  - The use of keywords and Tier 2 words to reduce the impact of any language deficit. This is taught explicitly and modelled by the teacher both verbally and in written form.
- Children's writing and development of ideas will significantly improve.
  - Students are able to articulate their ideas orally.
  - Greater rates of progress in English.
  - Learning walks show a high standard, and explicit and consistent, of teaching literacy across the curriculum. Reading ages improve at an accelerated rate. Both achievement and attainment of PP students to increase NGRT comparison data
  - Intervention data

## 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: £1,700

Activity	Evidence that supports this approach (taken directly from the EEF)	Challenge number(s) addressed
<p><b>Assistant SENCO</b></p> <p><i>The growing academy has a significant number of students with ECHP and complex learning needs.</i></p> <p><i>The Assistant SENCO will support the SENCO in tracking and intervening on students, including PP students who are non-moving and not achieving expected and good progress.</i></p> <p><i>Ensuring a range of strategies are used in subjects and with individuals to track, intervene and accurate progress.</i></p> <p><i>Assistant SENCO will also support the SENCO with how TA are deployed, interventions, and providing staff with CPD to support quality first teaching.</i></p>	<p><b>High impact for low cost on extensive evidence</b></p> <p><b><u>Teaching Assistant interventions (+4 months)</u></b></p> <p>Schools should carefully consider the role of teaching assistants in supporting learners from disadvantaged backgrounds. Research shows that when teaching assistants are assigned to specific students on a regular basis, the teacher may have less interaction with those students, resulting in a lack of necessary monitoring and support. Therefore, it is important for teachers to be mindful of how they utilise teaching assistants and who they are assisting, especially for students who have previously struggled academically or come from disadvantaged backgrounds.</p> <p>Evidence-based interventions by teaching assistants can be effective in providing targeted support to students in need, helping low-achieving students to overcome learning obstacles and catch up to their peers. Schools should closely monitor teaching assistant interventions to ensure they are implemented effectively, maximising the benefits for students through structured support rather than a more generalized approach.</p> <p>The tracking of these interventions will be a key feature in 2025-26.</p>	<p>1, 2, 4, 5</p> <p><u>Key evidence:</u> -</p> <ul style="list-style-type: none"> <li>- Intervention impact data</li> <li>- Pupil, staff and family voice</li> <li>- Learning walks</li> <li>- Outcomes</li> </ul>

	<p><b>Parental engagement (+4 months)</b>  By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement?utm_source=/education-evidence/evidence-reviews/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Parenta">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement?utm_source=/education-evidence/evidence-reviews/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Parenta</a></p>	
<p><b>Literacy and Oracy (Voice 21)</b>  Literacy and Oracy CPD for all teaching staff and TA’s .</p> <p><i>Teaching staff CPD this academic year focusses on enacting our literacy strategy that continues the excellent work of Voice 21 from the last academic year, to develop oracy and explicitly and consistently teaching reading, writing and oracy will be implemented.</i></p> <p><i>The focus and work completed throughout the Academy will directly impact classroom teachers and their practice.</i></p>	<p><b>High Impact, Low Cost based on extensive evidence:</b></p> <p><b>Oral Language Interventions (+6 months)</b>  Utilising oral language interventions can offer supplemental assistance to students who may lag behind in oral language development compared to their peers. This research shows students can make an additional 6 months progress through this intervention.</p> <p>By implementing targeted approaches, disadvantaged students may have the opportunity to narrow the gap and catch up with their peers, especially when delivered in a one-on-one setting.</p> <p>When planning lessons, staff consider and build in opportunities for Oracy.</p> <p>This will be led by the Literacy Co-Ordinator.</p> <p><a href="https://voice21.org/wp-content/uploads/2024/01/Voice21-Impact-Report-2024-web.pdf">https://voice21.org/wp-content/uploads/2024/01/Voice21-Impact-Report-2024-web.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>2, 4, 5</p> <p>Key evidence: -  Reading data -Pupil and family voice -  Intervention outcomes</p> <p>£1,700</p>

<p><b>Quality First Teaching</b> Whole school focus on raising attainment for disadvantaged students 'even over' other student groups. This will be enacted through:</p> <p>Quality assurance rooted in improving the quality of education for the pupil premium cohort.</p> <p>Improving teaching through coaching focussed on pupil premium students' experience in individual classes.</p> <p>Line management, CPD and coaching is focussed on pupil premium students in the cohort.</p>	<p><b>High Impact, Low Cost based on extensive evidence:</b></p> <p><b>Quality teaching helps every child</b> Leaders of more successful schools emphasise the importance of 'quality first teaching'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds'</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</a></p> <p><a href="#">Great Teaching Toolkit - Evidence Review June 2020</a></p> <p><a href="https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf">https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf</a></p>	<p>1 - 5</p> <p>Key Evidence</p> <ul style="list-style-type: none"> <li>- Outcomes</li> <li>- Learning Walks and Lesson Drop ins</li> <li>- Student voice and book looks</li> <li>- Staff Voice</li> <li>- Parent Voice</li> </ul>

**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Small group Literacy intervention</b>  <i>TAs provided targeted interventions for students who require literacy and numeracy interventions.</i></p>	<p><b>Moderate impact for low cost based on moderate evidence.</b></p> <p><b>Small Group Tuition (+4 months)</b>            Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.            Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>4</p> <p>Key evidence:</p> <ul style="list-style-type: none"> <li>- Pupil and family voice</li> <li>- Intervention outcomes</li> </ul>
<p><b>Reading Interventions</b>            GL Assessment and            NGRT Assessment Data</p> <p><i>Reading is crucial to ensuring students develop a wide range of vocabulary</i></p>	<p><b>High impact for low cost based on moderate evidence.</b></p> <p><b>Reading Comprehension Strategies (+6 months)</b>            Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils.</p>	<p>2, 4, 5</p> <p>Key Evidence</p> <ul style="list-style-type: none"> <li>- Reading data</li> <li>- Pupil Voice and Parent Voice</li> </ul>

<p><i>and access more complex learning opportunities.</i></p> <p><i>Within this, includes specific tasks that target and develop reading comprehension.</i></p> <p><i>The EEF toolkit highlights this specific strand of reading intervention to add in 6 months of impact. The use of GL assessment will be used as a tool to benchmark, monitor and review progress of students reading ages.</i></p>	<p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to 3, 2.</p> <p>All reading ages of students are accessible to staff and are a feature on Bromcom when taking the register.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a></p>	<ul style="list-style-type: none"> <li>- Intervention outcomes</li> <li>- That Reading Thing</li> </ul> <p>£1,750 £775 (Asdan)</p>
<p>1-1 English</p>	<p><b>High impact for moderate cost based on moderate evidence</b></p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>2 &amp; 4</p> <p>Key Evidence</p> <ul style="list-style-type: none"> <li>- Intervention outcomes</li> <li>- Online intervention</li> </ul> <p>£11,500</p>
<p>1-1 Maths</p>	<p><b>High impact for moderate cost based on moderate evidence</b></p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition.</p> <p>Low attaining pupils are particularly likely to benefit</p>	<p>2</p> <p>Key Evidence</p> <ul style="list-style-type: none"> <li>- Intervention outcomes</li> <li>- Online intervention</li> <li>- £11,500</li> </ul>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	
1-2 Teacher led intervention	<p><b>High impact for moderate cost based on moderate evidence</b></p> <p>Disadvantaged pupils are less likely to have access to a space to conduct home learning, or to formal and informal learning activities outside of school. This may make it more difficult for some disadvantaged pupils to learn outside of school. This might explain why attainment levels regress during the summer holidays for some disadvantaged pupils. Therefore, PP students are invited to these sessions for additional individual and small group support.</p>	<p>2</p> <p>Key Evidence</p> <ul style="list-style-type: none"> <li>- Intervention outcomes</li> <li>- After school catch up club attendance</li> </ul> <p>£ Unknown</p>
<p>Sparx Maths &amp; Sparx Science</p> <p>High standard and completion rate of homework for all students:</p> <ul style="list-style-type: none"> <li>- Disadvantaged students failing to regularly complete homework to be reduced to no more than 10% above non-disadvantaged peers.</li> </ul>	<p><b>High impact for very low cost based on very limited evidence</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	<p>2</p> <p>Key Evidence</p> <ul style="list-style-type: none"> <li>- Outcomes</li> <li>- Weekly/termly completion rate figures</li> </ul> <p>£500</p>

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

Budgeted cost: £ 20,500

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Career advice and guidance</p> <p>HAP PP Careers advice and guidance</p>	<p><b>Unclear impact for very low cost based on insufficient evidence</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	<p>1 &amp; 3</p> <p>Key Evidence</p> <ul style="list-style-type: none"> <li>- Careers Lead prioritises PP and Disadvantaged students.</li> </ul> <p>£12,000</p>
<p>Benevolent Childhood Experiences Clubs and enrichment</p>	<p><b>Moderate impact for very low cost based on moderate evidence</b></p> <p>Evidence suggests that extracurricular activities may increase engagement in learning and a sense of belonging within the academy.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>1 &amp; 3</p> <p>£500</p>
<p>Parental engagement</p> <p>We will continue to enhance our proactive strategies for engaging, communicating with, and supporting parents through a range of initiatives, including:</p> <ul style="list-style-type: none"> <li>• <b>Termly newsletters</b> to keep families informed and involved.</li> <li>• <b>Priority access to parents' evening bookings</b> for disadvantaged families,</li> </ul>	<p><b>Moderate impact for very low cost based on extensive evidence</b></p> <p>A review of the available evidence on parental engagement undertaken in 2011 by the NFER and the DfE found that:</p> <ul style="list-style-type: none"> <li>• a combined approach focusing on both academic outcomes and parenting skills is more effective than addressing either in isolation</li> <li>• there is a statistical association between children's levels of achievement and parental promotion of reading and learning, parental interactions with their children and disciplinary practices</li> <li>• support and training for parents, for example in managing behaviour, can increase their confidence and have a knock-on effect on the child's learning</li> <li>• supporting the development of the home-learning environment can increase parental confidence in supporting children's literacy</li> </ul> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year.</p>	<p>1 &amp; 3</p>

<p>opening one day early and followed by a personal phone call to encourage participation.</p> <ul style="list-style-type: none"> <li>• <b>Parent information evenings</b> focused on topics such as “How to Support Your Child with Revision and Homework,” designed to empower families with practical guidance.</li> <li>• <b>Utilisation of the MCAS app</b> to provide timely and accessible updates to parents.</li> <li>• UCAS Application and Apprenticeship Evenings</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>80% of parents are currently signed up to and use the ‘My Child At School’ App for 2025-26.</p>	
<p>Mental Health and Wellbeing School Counsellor Safeguarding Lead</p>	<p><b>High impact for very low cost based on very limited evidence</b></p> <p>School Counsellors provide 1:1 therapy for students that find the demands of school/life challenging.</p> <p>Improve of pupil wellbeing EEF: Social and Emotional Wellbeing +4 months Individualised instruction +3 months 1:1 tuition +5 months</p>	<p>1 &amp; 3</p> <p>£32,000</p>
<p>Access to technology</p>	<p><b>Moderate impact for high cost based on moderate evidence</b></p> <p>All PP KS4 students have the ICT barrier totally removed.</p>	<p>1 2 3 4</p>

<p>All PP KS4 students to have access to a laptop and/or WiFi at home</p>	<p><a href="https://www.goodthingsfoundation.org/our-services/national-databank">https://www.goodthingsfoundation.org/our-services/national-databank</a></p> <p>EEF: Digital Technology +4 months</p>	
<p>Trauma Informed Behaviour Management</p> <ul style="list-style-type: none"> <li>- Improve the quality of social and emotional learning by further embedding our approaches to routine educational practices supported by professional development and training for staff.</li> </ul>	<p><b>Moderate impact for low cost based on limited evidence</b></p> <p>Extensive evidence associates childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) through DP Curriculum.</p> <p>EEF_Social_and_Emotional_Learning.pdf</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1761122084">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1761122084</a></p> <p>Schools have an important role in the fostering of mental wellbeing among young people so that they can fulfil their potential at school and beyond. Ofsted recommendation <a href="https://www.gov.uk/government/publications/character-education-framework">https://www.gov.uk/government/publications/character-education-framework</a></p> <p><a href="https://www.gov.uk/government/publications/character-education-framework">https://www.gov.uk/government/publications/character-education-framework</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>1 &amp; 3</p>
<p>Provision of revision guides for Year 10 and Year 11</p>	<p>Provision of revision guides for PP students in Year 11.</p>	

	Students are well resourced and class teachers can ensure use as part of Quality First Teaching.	
Provision of Art resource parks for PP Students in Year 10 and Year 11	Students are well resourced and class teachers can ensure use as part of Quality First Teaching	

**Total budgeted cost: £ 72,225**

## **Part B: Review of the previous academic year 2024-25**

## Outcomes for disadvantaged pupils

### Outcomes

		Results								Nat Av 2024
		2022		2023		2024		2025		
		No.	A8	No.	A8	No.	A8	No.	A8	
<b>Attainment</b>	PP	31	2.75	28	2.98	26	2.63	21	2.93	3.46
<i>Y11 Disadvantaged</i>	Non PP	102	4.54	60	3.43	54	3.99	55	3.43	5.00
<i>Attainment 8</i>	Gap		-1.79		-0.46		-1.36		-0.50	-1.54

Last academic year saw a marked improvement in the outcomes of our disadvantaged students, with Pupil Premium (PP) students outperforming their non-PP peers in the Basics 9–4 measure. Despite this progress, overall attainment for disadvantaged students remains below that of their non-disadvantaged counterparts, although, disadvantaged students do attain higher and make more progress than the national disadvantaged cohort. In response, we have made significant investments in staff continuing professional development (CPD), with a particular emphasis on trauma-informed practices and strategies that address barriers to learning, including improving students' reading ages.

At Digitech, reading ages are assessed using the NGRT (New Group Reading Test), which was introduced for the first time during the 2024–25 academic year. Following its implementation, targeted strategies were developed and embedded throughout the year to ensure the programme's effective delivery. One key initiative has been the integration of tutor-led reading within tutor time.

### Attendance

		2021-22 Y11		2022-23 Y11		2023-24 Y11		2024-25 Y11		Nat Av 2024
		No.	Att %	No.	Att %	No.	Att %	No.	Att %	
<b>Attendance</b>	PP	19	85.1%	24	76.6%	29	75.0%	23	77.1%	86.0%
<i>Attendance of</i>	Non PP	54	82.1%	64	87.4%	56	85.0%	57	89.5%	92.7%
<i>Disadvantaged Children</i>	Gap		3.0%		-10.8%		-10.1%		-12.4%	-6.7%

The attendance gap between pupils eligible for Pupil Premium and their non-Pupil Premium peers remains at approximately 10%. In collaboration with the attendance and pastoral teams, targeted interventions have been implemented to specifically address this issue.

Efforts to engage parents—particularly through home visits for our more difficult-to-reach Pupil Premium students—continue to show improvement. However, suspension data indicates that further work is required with a select group of students, and this remains a key area of focus.

### Careers

Our CEIAG programme is strategically designed to prioritise support for our most disadvantaged students, ensuring they receive tailored guidance and dedicated time to explore available opportunities and make informed decisions about their future pathways. Engagement begins in Year 10, with a strong emphasis on work experience, and continues through Year 11 and Post-16, where destinations and progression routes remain a central focus. CEIAGs is firmly embedded within the DP curriculum at both Key Stages.

### Enrichment

Having dedicated leadership capacity within this area of the school community has enabled a significant expansion in the range of enrichment activities offered. The tracking of the uptake of this by students still needs developing and will be a focus of this year. Recognising that students from disadvantaged backgrounds are statistically less likely to opt into extracurricular clubs, activities, and trips, we have adopted a proactive approach. Staff actively identify and select opportunities on behalf of these students to ensure equitable access and participation. Evidence suggests that extracurricular activities may increase engagement in learning and a sense of belonging within the academy.

### Parental Engagement

80% of parents are currently signed up to and use the 'My Child At School' App for 2025-26.

Educational Welfare Consultant – recruitment of staff, no longer needed.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
1-1 English	Aspire to Achieve tutoring
Sparx Maths	
That Reading Thing	