

Pupil premium strategy statement – Digitech Studio School 2026-2027

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	176
Proportion (%) of pupil premium eligible pupils	33%
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Principal and Academy Council
Pupil premium lead	Simon Jones
Governor / Trustee lead	Rob Gillman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72, 217

Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£72, 217

Part A: Pupil premium strategy plan

Statement of intent

At Digitech Studio School Bristol (DSSB), our strategic goals for students facing disadvantage strictly align with the core values and objectives of the Cabot Learning Federation. Our absolute priority is to understand, confront, and mitigate the profound impact of socio-economic disadvantage on our students' academic progress, achievements, and therefore, future life chances. Entering the 2026/27 academic year, we are acutely aware of our current baselines, which present significant challenges: attendance for disadvantaged pupils in 2025/26 stood at a disappointing 73.7%, and the proportion of these students achieving basics at grade 4 or above was just 18%.

Confronting these baselines directly, our school prioritises supporting students experiencing disadvantage above all other groups. We aim to rapidly elevate academic standards through targeted, ongoing professional development and robust leadership, ultimately transforming outcomes and upgrading the quality of education to promote equity. DSSB remains firmly dedicated to evidence-based intervention, heavily incorporating high-impact research to inform our decision-making and enhance classroom teaching strategies (Sutton Trust Toolkit, NASEN & EEF).

The primary focus of this 2026 strategy is to implement a pupil premium plan that yields sharp, measurable improvements in both attendance and academic attainment, reflecting our Academy Improvement Plan. This requires careful, daily consideration of the specific obstacles encountered by our most vulnerable cohorts, including individuals under the care of a social worker or family support worker, young carers, students facing acute mental health challenges, or those impacted by adverse childhood experiences (ACEs). Every operational and financial decision is made with the unique circumstances of these students in mind, ensuring rigorous implementation and quality assurance to embed sustainable, positive habits.

Ultimately, our goal is to radically enhance the educational journey and tangible achievements of disadvantaged students. We do this by securing a granular understanding of their needs and prioritising pupil premium funding to meet them.

Moving forward, the attendance rates and academic performance outcomes of our pupil premium students will serve as the primary indicators of our success. Put simply, our measures will be:

- Attend school more regularly
- Attain more highly across the curriculum
- Attain in line or higher with their peers
- Attend extra – curricular activity in line with their peers

- Self-report a positive sense of belonging (as per last academic year)
- Avoid suspension from school

Guided by strong, strategic leadership, our absolute priority is ensuring consistently high-quality teaching practice in every classroom, recognising it as the single most powerful lever to rapidly raise academic outcomes for our pupil premium students, whilst simultaneously driving the robust engagement required to overcome our current attendance barriers.

Challenges

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

Challenge number	Detail of challenge
1	Self-Deselection 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. Attendance data shows that pupil premium cohort attendance (73.7% for the academic year 2025-26) is below that of its non- pupil premium counterparts and below the national average for pupil premium students. 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 (across 2025 – 26).
2	Gaps in learning, keeping up and feeling success The effect of poor teaching on pupil premium students is greater than the effect on non- pupil premium students. We invest in improving teaching and learning that focuses on evidence-based strategies for addressing disadvantage.
3	Self-Belief and Resilience 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.

4	Literacy and Oracy Pupil premium students do not always have command of tier 2 and tier 3 vocabulary and lack confidence articulating and writing down their ideas. Quality assurance (through our 'refine and reflect' process, 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.
5	ACHIEVEMENT (particularly attainment) Analysis of internal and external data shows that disadvantaged students (PP) arrive with prior 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 (particularly at grade 4 and above).

Intended outcomes

Intended outcome	Success criteria for pupil premium students
<u>Students feel a sense of belonging at Digitech</u> ○ Students attend school because they feel a sense of success. ○ Students are supported to engage with intervention. ○ Teachers use strategies to mitigate self-deselection such as low stakes testing and live feedback. ○ Our trauma informed approach to behaviour builds a culture where students are supported by calm consistent adults ○ 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	○ Attendance is above 85% ○ Identified pupil premium students attend intervention ○ Missed learning decreases (as a result of any behaviour systems) ○ Children will report a stronger sense of belonging as a result of intentional work to increase benevolent childhood experiences

<u>Evidence Informed Practice – Teaching and Learning</u> • Consistent and organised teaching that is well planned and sequenced so that the student builds knowledge and skills and feels success. • Live feedback and modelling are features of the classroom. • Supported intervention and remote learning resources allow the students to keep up rather than catch up.	○ Students achieve grade 4/Pass or above in every option subject ○ 70% of pupil premium students achieve a Grade 4 or above in core subjects
<u>Specialist Support</u> • 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. • Through a premium employability offer, disadvantaged students have and can articulate progression routes and aspirational goals. • Disadvantaged students have a premium offer at Digitech and the impact of this is evidenced in positive student voice around belonging and self-belief.	○ 70% of students achieve grade 5/Merit or above in options subjects ○ 0% NEET Students (from PP cohort). ○ Destination data and trends show that students are making positive destination choices ○ 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
<u>Literacy and Oracy</u> • 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.	○ 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

• 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.	achievement and attainment of PP students to increase NGRT comparison data ○ Intervention data
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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
HLTA <i>The growing academy has a significant number of students with ECHP and complex learning needs.</i> <i>The HLTA (perhaps 2) will support the SENCO in tracking and intervening on students, including PP students who are non-moving and not achieving expected and good progress. Ensuring a range of strategies are used in subjects and with individuals to track, intervene and accurate progress.</i> <i>The HLTA will also support the SENCO with how TA are deployed, interventions, and providing staff with CPD to support quality first teaching.</i>	High impact for low cost on extensive evidence <u>Teaching Assistant interventions (+4 months)</u> 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. 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. The tracking of these interventions will be a key feature in 2025-26.	1, 2, 4, 5 Key evidence: - - Intervention impact data - Pupil, staff and family voice - Learning walks - Outcomes 50% funding: £13, 783.

	Parental engagement (+4 months) 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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement?utm_source=/education-evidence/evidence-reviews/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=Parenta	
Literacy and Oracy (Voice 21) Literacy and Oracy CPD for all teaching staff and TA's . <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> <i>The focus and work completed throughout the Academy will directly impact classroom teachers and their practice.</i>	High Impact, Low Cost based on extensive evidence: Oral Language Interventions (+6 months) 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. 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. When planning lessons, staff consider and build in opportunities for Oracy. This will be led by the Literacy Co-Ordinator. https://voice21.org/wp-content/uploads/2024/01/Voice21-Impact-Report-2024-web.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2, 4, 5 Key evidence: - Reading data -Pupil and family voice - Intervention outcomes £1,700

Quality First Teaching Whole school focus on raising attainment for disadvantaged students ‘even over’ other student groups. This will be enacted through: Quality assurance rooted in improving the quality of education for the pupil premium cohort. Improving teaching through coaching focussed on pupil premium students’ experience in individual classes. Line management, CPD and coaching is focussed on pupil premium students in the cohort.	High Impact, Low Cost based on extensive evidence: Quality teaching helps every child 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’ https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.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 Great Teaching Toolkit - Evidence Review June 2020 https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf	1 - 5 Key Evidence - Outcomes - Learning Walks and Lesson Drop ins - Student voice and book looks - Staff Voice - Parent Voice

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group Literacy intervention <i>TAs provided targeted interventions for students who require literacy and numeracy interventions.</i>	Moderate impact for low cost based on moderate evidence. Small Group Tuition (+4 months) 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	4 Key evidence: - Pupil and family voice - Intervention outcomes £20881

Reading Interventions GL Assessment and NGRT Assessment Data <i>Reading is crucial to ensuring students develop a wide range of vocabulary and access more complex learning opportunities.</i> <i>Within this, includes specific tasks that target and develop reading comprehension.</i> <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>	High impact for low cost based on moderate evidence. <u>Reading Comprehension Strategies (+6 months)</u> 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. 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. All reading ages of students are accessible to staff and are a feature on Bromcom when taking the register. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	2, 4, 5 Key Evidence - Reading data - Pupil Voice and Parent Voice - Intervention outcomes - That Reading Thing £1,750
1-1 English	High impact for moderate cost based on moderate evidence 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2 & 4 Key Evidence - Intervention outcomes - Online intervention

		£1000
1-1 Maths	High impact for moderate cost based on moderate evidence 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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2 Key Evidence - Intervention outcomes - Online intervention £1000
Sparx Maths & Sparx Science High standard and completion rate of homework for all students: - Disadvantaged students failing to regularly complete homework to be reduced to no more than 10% above non-disadvantaged peers.	High impact for very low cost based on very limited evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2 Key Evidence - Outcomes - Weekly/termly completion rate figures £500

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Career advice and guidance	Unclear impact for very low cost based on insufficient evidence	1 & 3

HAP PP Careers advice and guidance	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	Key Evidence - Careers Lead prioritises PP and Disadvantaged students. £12,418
Benevolent Childhood Experiences Clubs and enrichment	Moderate impact for very low cost based on moderate evidence Evidence suggests that extracurricular activities may increase engagement in learning and a sense of belonging within the academy. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation £500	1 & 3
Parental engagement We will continue to enhance our proactive strategies for engaging, communicating with, and supporting parents through a range of initiatives, including: • Termly newsletters to keep families informed and involved. • Priority access to parents' evening bookings for disadvantaged families,	Moderate impact for very low cost based on extensive evidence A review of the available evidence on parental engagement undertaken in 2011 by the NFER and the DfE found that: • a combined approach focusing on both academic outcomes and parenting skills is more effective than addressing either in isolation • 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 • 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 • supporting the development of the home-learning environment can increase parental confidence in supporting children's literacy The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year.	1 & 3

opening one day early and followed by a personal phone call to encourage participation. • Parent information evenings focused on topics such as “How to Support Your Child with Revision and Homework,” designed to empower families with practical guidance. • Utilisation of the MCAS app to provide timely and accessible updates to parents. • UCAS Application and Apprenticeship Evenings	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement 92% of parents are currently signed up to and use the ‘My Child At School’ App for 2026-27	
Mental Health and Wellbeing School Counsellor Safeguarding Lead	High impact for very low cost based on very limited evidence School Counsellors provide 1:1 therapy for students that find the demands of school/life challenging. Improve of pupil wellbeing EEF: Social and Emotional Wellbeing +4 months Individualised instruction +3 months 1:1 tuition +5 months	1 & 3 £4619
Access to technology	Moderate impact for high cost based on moderate evidence	1 2 3 4

All PP KS4 students to have access to a laptop and/or WiFi at home	All PP KS4 students have the ICT barrier totally removed. https://www.goodthingsfoundation.org/our-services/national-databank EEF: Digital Technology +4 months	
Trauma Informed Behaviour Management - 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.	Moderate impact for low cost based on limited evidence 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. EEF_Social_and_Emotional_Learning.pdf https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_SEL_Summary_of_recommendations_poster.pdf?v=1761122084 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 https://www.gov.uk/government/publications/character-education-framework https://www.gov.uk/government/publications/character-education-framework https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1 & 3
Provision of revision guides for Year 10 and Year 11	Provision of revision guides for PP students in Year 11.	

	Students are well resourced and class teachers can ensure use as part of Quality First Teaching.	£2000
Attendance Team	High impact for medium cost The attendance team plays a vital role in improving outcomes for Pupil Premium (PP) students by ensuring they attend school regularly and are fully engaged in learning. Strong attendance is closely linked to academic success, wellbeing, and positive life chances. Through early intervention, careful monitoring, and effective communication with families, the attendance team helps to remove barriers that may prevent PP students from attending school consistently. Their work supports vulnerable learners to access high-quality teaching, build positive relationships, and maximise their potential, helping to narrow attainment gaps and promote equitable outcomes for all students.	Key Evidence - Attendance tracking - Precise tracking for PP students 30% of attendance team £14, 484

Total budgeted cost: £76, 634

Total budget: £72, 217

Funding required: £4417

Part B: Review of the previous academic year 2025 – 26

Outcomes

The performance of our Pupil Premium students this year did not hold from the previous year, across basics, and attainment 8.

Academy:		Digitech Studio School				Date:		Aug-26		
								Results		
		2023		2024		2025		2026		Nat Av 2025
		No.	A8	No.	A8	No.	A8	No.	A8	
Attainment <i>Y11 Disadvantaged</i> <i>Attainment 8</i>	PP	28	2.98	26	2.63	23	2.60	31	1.81	3.49
	Non PP	60	3.43	54	3.99	56	3.33	55	3.11	5.04
	Gap		-0.46		-1.36		-0.73		-1.30	-1.55

Reading ages have developed following the introduction of the NGRT reading tests, which have been a positive introduction. Our literacy interventions (such as the 'That Reading Thing' programme have been positive, as have the small group work introduced (with individuals performing well across the curriculum).

Attendance

		2022-23 Y11		2023-24 Y11		2024-25 Y11		2025-26 Y11		Nat Av 2025
		No.	Att %	No.	Att %	No.	Att %	No.	Att %	
Attendance <i>Attendance of</i> <i>Disadvantaged Children</i>	PP	24	76.6%	29	75.0%	23	77.1%	31	74.5%	86.8%
	Non PP	64	87.4%	56	85.0%	57	89.5%	56	81.9%	93.6%
	Gap		-10.8%		-10.1%		-12.4%		-7.5%	-6.8%

The attendance gap remains a concern, with the headline figures for disadvantaged pupils slipping slightly from the previous year.

With the information above, our academy improvement planning centres around attainment and attendance, and will form the basis of this year's plan.

Careers

Our CEIAG programme is designed to ensure that disadvantaged students receive targeted support, personalised guidance, and meaningful opportunities to explore future education, employment, and training pathways. Provision begins in Year 10, with a strong focus on work experience and employer engagement, and continues throughout Year 11 and Post-16, where aspirations, destinations, and progression routes remain key priorities. Careers education is embedded across the DP curriculum at both Key Stages, supporting students to make informed decisions and develop the knowledge, skills, and confidence required for successful transitions. This year, we will continue to evaluate the impact of our careers provision on disadvantaged students and strengthen our use of destination and engagement data to inform future planning.

Enrichment

The establishment of dedicated leadership capacity has significantly increased the breadth and quality of enrichment opportunities available to students. While participation rates have grown, further work is required to strengthen the monitoring and evaluation of engagement, particularly among disadvantaged students. Recognising that students from disadvantaged backgrounds are less likely to participate in extracurricular activities, clubs, and educational visits, we take a proactive approach to identifying and promoting suitable opportunities, reducing barriers to participation where possible. We know that enrichment activities can contribute positively to attendance, engagement, confidence, and a sense of belonging within the academy. During this review period, a key priority will be the systematic tracking of participation and impact to ensure that disadvantaged students access and benefit from the full range of opportunities available.

Parental Engagement

92% of parents are currently signed up to and use the 'My Child At School' App for 2026-27

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.

Programme	Provider
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1-1 English	Aspire to Achieve tutoring
Sparx Maths	Sparx
That Reading Thing	That Reading Thing