Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Digitech Studio School Bristol
Number of pupils in school	154 (KS4)
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan cove	2021-24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Principal and Academy Council
Pupil premium lead	Lis Jolley
Governor / Trustee lead	Rob Gillman

Funding overview

Detail	Amount

Pupil premium funding allocation this academic year	£53,000
Recovery premium funding allocation this academic year	£6,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£61,500

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to improve the educational experience and outcomes for students experiencing economic disadvantage through deeper understanding of their needs and privileging these at every opportunity.

Our focus is on those presently experiencing disadvantage even over other groups or areas. We will improve standards through professional development and effective leadership to improve outcomes and the quality of provision for those presently experiencing disadvantage to achieve greater equity through education.

The key principle of the plan is to deliver a pupil premium strategy that has demonstrable impact, ensuring that the strategies associated with effective teaching, effective teaching of oracy, increased sense of belonging and Benevolent Childhood Experiences are effectively implemented and quality assured so that practice becomes embedded.

Ultimately the attainment and attendance of pupil premium students is the key measure for the Academy as an indicator of the effectiveness of provision for those who most need it. We also know that pupil premium students thrive when teaching is effective. We will have stronger preferences and opinions on the teaching and pedagogy that matters, particularly for those presently disadvantaged. We will use our quality assurance and assessment approaches to ask more challenging questions about provision for the pupil premium cohort. Leadership is the enabler that will improve standards of teaching. Leaders at every level will strive to secure teaching and learning that has the most impact on the pupil premium cohort.

The success criteria - pupil premium 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

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 (YTD 2021-22) shows that pupil premium cohort attendance is below that of its non- pupil premium counterparts and below the national average for pupil premium students (91.8%) Self-deselection (YTD 2021-22) 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 26% 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.
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. Teacher Assessed Grades from Summer 2021 show that our pupil premium students are attaining in line with the non-pupil premium cohort at grade 4. The gap widens at grade 5 or above in maths.
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. 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. 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.

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
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 94% 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
Consistent and organised teaching that is well planned and sequenced so that the student builds knowledge and	Students achieve grade 4 or above in every option subject

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.	70% of pupil premium students achieve a grade 4 or above in core subjects
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.	50% of students achieve grade 5 or above in options subjects 0% NEET Students 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
We will focus on development of oracy as a priority, using Voice 21 as a partner. Oracy will be developed through more precise teaching and modelling, coupled with more and better	Children's writing and development of ideas will significantly improve. Students are able to articulate their ideas orally.

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.	

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: £44,952

Activity	Evidence that supports this approach	Challenge number (s) addressed
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 and coaching is focussed on pupil premium students in the cohort.	**Quality teaching helps every child** Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	2 & 4
Literacy and Oracy CPD for all teaching staff and TA's	Very high impact for very low cost based on extensive evidence	4

Teaching staff CPD this academic year focusses on enacting our literacy strategy including working with Voice 21 directly to develop oracy.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Very high impact for very low cost based on extensive evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	
Professional Development Actions Professional development actions have replaced traditional performance management. All staff work on professional development that has an impact on pupil premium students. New actions are set three times a year. Actions must feed into the academy improvement plan which sets out to improve the provision specifically for the pupil premium cohort. The three strands are: - Disadvantaged attainment / teaching and learning - Developing Oracy - Developing Belonging	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	1 2 3 4

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

Budgeted cost: £11,398

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group Lexia Literacy intervention	Moderate impact for low cost based on moderate evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Moderate impact for moderate cost based on moderate evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	4
NGRT Reading Assessment Data	Very high impact for very low cost based on extensive evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	4
1-1 English	High impact for moderate cost based on moderate evidence	2 & 4

	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	
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
Further maths for PP HAP	High impact for very low cost based on limited evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2 & 3
Teacher led intervention	PP students are invited to these sessions for additional individual and small group support	2
Oracy Voice 21	Very high impact for very low cost based on extensive evidence	4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Hegarty Maths & Show my Homework Seneca	High impact for very low cost based on very limited evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	2
Live feedback	Very high impact for very low cost based on extensive evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2 & 3

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

Budgeted cost: £7,494

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuity of education where students are absent.	All teachers mirror the work set in class on show my homework so that where a pupil premium student is absent from schoolwork and continuity of education can still be done. Internal data shows that students who are absent but not ill engage with the platform.	2
Educational Welfare Officer	Pupil Premium students are picked up by the EWO at the first sign of reduced attendance, the EWO works with families to support students back into school and to remove barriers.	1 & 3

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	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Career advice and guidance HAP PP Careers advice and guidance	Unclear impact for very low cost based on insufficient evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	1 & 3
Benevolent Childhood Experiences Clubs and enrichment	Moderate impact for very low cost based on moderate evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1 & 3
Parental engagement	Moderate impact for very low cost based on extensive evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1 & 3
Mental Health and Wellbeing School Counsellor		1 & 3
Access to technology		1 2 3 4
Trauma Informed Behaviour Management	Moderate impact for low cost based on limited evidence	1 & 3

| | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions | |

Total budgeted cost: £63,844

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.

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Review of intended outcomes:

1. **Attendance is above 94%** The 2021-22 attendance figure was below this showing that there is still work to do in this area, however pupil premium attendance was above that of their non–pupil premium peers. All students are supported by the EWC when there is a concern about attendance including multiple opportunities for support and home visiting. Work was available online for students to access if not in school. This support will continue into 2022-23.
2. **Identified pupil premium students attend intervention.** All pupil premium students were invited to the variety of after school sessions that ran throughout the year. This will be developed further into 2022-23.
3. **Missed learning decreases (as a result of any behaviour systems).** Our refreshed behaviour system is built around positive relationships and has limited the number of students being sent out of class. The number of register code 5s and 4s (sent out of lesson) has reduced and missed learning has decreased.

4/5/6 Academic outcomes of pupil premium students. Outcomes for pupil premium students were variable in 2022. The quality of education for pupil premium students was the focus of quality assurance of teaching and learning. For example any drop ins, student voice or work scrutiny had a pupil premium focus as did line management, coaching and staff professional development actions. This strategy of disadvantaged even over will continue into 2022-23 in order to further improve academic outcomes of pupil premium students.

- **Students achieve grade 4 or above in every option subject.** 2022 results show that 50% of PP students achieved grade 4 in every option subject. In Art every pupil premium student achieved at least grade 4.
- **70% of pupil premium students achieve a grade 4 or above in core subjects**. 2022 results show an improvement in the percentage of pupil premium students achieving at least a grade 4 for all core subjects. Science was above 70% grade 4 for pupil premium students (75% achieved grade 4 or higher). Grade 4 or above in English and maths were both 60%.

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- o **50% of students achieve grade 5 or above in options subjects.** Art, Graphics and Photography achieved this target, other options subjects will need further work on this area in 2022-23.

7. **0% NEET Students.** Destinations data notes that there are low numbers of NEET students (1.8% PP).
8. **Destination data and trends show that students are making positive destination choices**. 64% of PP students went on to study at level 3, every student was offered 2 careers interviews across the academic year.
9. **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.** Students from a disadvantage background articulated in student voice that they feel safer from the pastoral support offered. A new enrichment timetable has been put together, and the involvement of pupil premium students in this is an area of focus for 2022-23.
10. **Children's writing and development of ideas will significantly improve.** The focus on improving student oracy should translate into an improvement in writing and development of ideas, however more time is needed for this to be seen in student work and assessments.
11. **Students are able to articulate their ideas orally.** All teaching staff have had significant professional development around oracy in the classroom this year due to training from Voice21. Lesson drop-ins indicate that this training has been taken up well by teaching staff and classrooms. Oracy will continue to be a focus into 2022-23, including providing opportunities to develop students' oracy skills outside of the classroom.

Outcome Data

PP student's grades improved in 2022 compared with the last set of exams in 2019, with A8 rising from 2.95 to 3.65, now just 0.02 behind the national average for PP students. Digitech PP students achieved above the national average for all students in the following subjects (at grade 4): Combined Science, Art, Graphics and Photography.

Subject	No of entries	(9-5) All	(9-5) PP	(9-4) ALL	(9-4) PP	National Ave 9-4
Best English	67	47.8%	36.8%	65.7%	60.0%	
English Language	67	44.8%	36.8%	64.2%	60.0%	71.0%
English Literature	64	42.2%	27.8%	53.1%	35.0%	73.8%
Maths	65	30.8%	31.6%	66.2%	60.0%	71.7%
Combined Science	65	43.1%	45.0%	66.2%	75.0%	55.7%
Computer Science	9	11.1%	0.0%	22.2%	25.0%	62.8%
Art & Design	33	51.5%	60.0%	90.9%	100.0%	
Graphics	33	78.8%	55.6%	87.9%	78.0%	64.5%
Photography	36	69.4%	80.0%	86.1%	80.0%	75.8%
3D Design	19	42.1%	28.6%	63.2%	50.0%	72.7%
Vocational Business	34	35.3%	40.0%	76.5%	70.0%	87.2%
Vocational ICT	10	40.0%	0.0%	80.0%	33.0%	99.8%
Sport	10	30.0%	0.0%	70.0%	0.0%	87.6%
RSL Games Media Certificate	8	62.5%	33.3%	100.0%	100.0%	
RSL Social Media	20	55.0%	0.0%	100.0%	100.0%	

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach which we will restart this academic year to secure better outcomes for pupil premium students over time.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
1-1 English	Aspire to Achieve tutoring
Hegarty Maths	
Lexia	