

Pupil premium strategy statement – Digitech Studio School

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	173
Proportion (%) of pupil premium eligible pupils	29.4%
Academic year/years that our current pupil premium strategy plan covers	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	Joshua Sterling
Governor / Trustee lead	Rob Gillman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,451

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
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>	£53,451

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>Self-Deselection</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 (YTD 2023-24) shows that pupil premium cohort attendance is below that of its non- pupil premium counterparts and below the national average for pupil premium students (74.1%)</p> <p>Self-deselection (YTD 2023-24) 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>Gaps in learning, keeping up and feeling success</p> <p>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.</p>
3	<p>Self-Belief and Resilience</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>Literacy and Oracy</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>ACHIEVEMENT (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><u>Students feel a sense of belonging at Digitech</u></p> <ul style="list-style-type: none"> ○ Students attend school because they feel a sense of success. ○ Students are supported to engage with intervention. 	<ul style="list-style-type: none"> ○ Attendance is above 94% ○ Identified pupil premium students attend intervention ○ Missed learning decreases (as a result of any behaviour systems)

<ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ○ Children will report a stronger sense of belonging as a result of intentional work to increase benevolent childhood experiences
<p><u>Evidence Informed Practice – Teaching and Learning</u></p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ○ Students achieve grade 4/Pass or above in every option subject ○ 80% of pupil premium students achieve a Grade 4 or above in core subjects
<p><u>Specialist Support</u></p> <ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ○ 50% of students achieve grade 5/Merit 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

<p>belonging and self-belief.</p>	
<p><u>Literacy and Oracy</u></p> <ul style="list-style-type: none"> • 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 Voice 21 as a partner. • 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. 	<ul style="list-style-type: none"> ○ 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: £ *[insert amount]*

Activity	Evidence that supports this approach (taken directly from the EEF)	Challenge number(s) addressed
<p>Assistant SENCO</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>High impact for low cost on extensive evidence</p> <p><u>Teaching Assistant interventions (+4 months)</u></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>1, 2, 4, 5</p> <p><u>Key evidence:</u> -</p> <ul style="list-style-type: none"> - Intervention impact data - Pupil, staff and family voice - Learning walks - Outcomes

	<p>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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>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</p>	
<p>Literacy and Oracy (Voice 21) 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 including working with Voice 21 directly to develop oracy and explicitly and consistently teaching reading, writing and oracy will be implemented.</i></p>	<p>High Impact, Low Cost based on extensive evidence:</p> <p>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.</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>https://voice21.org/wp-content/uploads/2024/01/Voice21-Impact-Report-2024-web.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>2, 4, 5</p> <p>Key evidence: - Reading data -Pupil and family voice - Intervention outcomes</p>
<p>Quality First Teaching</p>	<p>High Impact, Low Cost based on extensive evidence:</p>	<p>1 - 5</p>

<p>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 and coaching is focussed on pupil premium students in the cohort.</p>	<p>Quality teaching helps every child</p> <p>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>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>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</p> <p>Great Teaching Toolkit - Evidence Review June 2020</p> <p>https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impact-report-final.pdf</p>	<p>Key Evidence</p> <ul style="list-style-type: none"> - Outcomes - Learning Walks and Lesson Drop ins - Student voice and book looks - Staff Voice - Parent Voice
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group Literacy intervention	Moderate impact for low cost based on moderate evidence. Small Group Tuition (+4 months)	4

<p><i>TAs provided targeted interventions for students who require literacy and numeracy interventions.</i></p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>Key evidence:</p> <ul style="list-style-type: none"> - Pupil and family voice - Intervention outcomes
<p>Reading Interventions GL Assessment and NGRT Assessment Data</p> <p><i>Reading is crucial to ensuring students develop a wide range of vocabulary and access more complex learning opportunities.</i></p> <p><i>Within this, includes specific tasks that target and develop reading comprehension.</i></p>	<p>High impact for low cost based on moderate evidence.</p> <p><u>Reading Comprehension Strategies (+6 months)</u></p> <p>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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>2, 4, 5</p> <p>Key Evidence</p> <ul style="list-style-type: none"> - Reading data - Pupil Voice and Parent Voice - Intervention outcomes

<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>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p>	
<p>1-1 English</p>	<p>High impact for moderate cost based on moderate evidence</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>2 & 4</p> <p>Key Evidence</p> <ul style="list-style-type: none"> - Intervention outcomes
<p>1-1 Maths</p>	<p>High impact for moderate cost based on moderate evidence</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>2</p> <p>Key Evidence</p> <ul style="list-style-type: none"> - Intervention outcomes
<p>1-2 Teacher led intervention</p>	<p>High impact for moderate cost based on moderate evidence</p> <p>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"> - Intervention outcomes

Oracy Voice 21	Very high impact for very low cost based on extensive evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4 Key Evidence - Outcomes - Learning Walks and Lesson Drop ins
Sparx Maths & Sachel One Seneca ○	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

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

Budgeted cost: £ *[insert amount]*

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 Consultant	Pupil Premium students are picked up by the EWC at the first sign of reduced attendance, the EWC works with families to support students back into school and to remove barriers.	1 & 3

	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	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
Access to technology All PP KS4 students have a laptop and WIFI at home	Moderate impact for high cost based on moderate evidence All PP KS4 students have the ICT barrier totally removed. EEF: Digital Technology +4 months	1 2 3 4

Trauma Informed Behaviour Management	<p>Moderate impact for low cost based on limited evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1 & 3
Provision of revision guides for Year 10 and Year 11	<p>Provision of revision guides for PP students in Year 11.</p> <p>Students are well resourced and class teachers can ensure use as part of Quality First Teaching.</p>	
Provision of Art resource parks for PP Students in Year 10 and Year 11	<p>Students are well resourced and class teachers can ensure use as part of Quality First Teaching</p>	

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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