

Pupil premium strategy statement

This statement details our school's use of pupil 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 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	166
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
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	£48,840
Recovery premium funding allocation this academic year	12,144

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	£60984

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	<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 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%)</p> <p>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.</p>
2	Gaps in learning, keeping up and feeling success

	<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> <p>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.</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>

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>Students attend school because they feel a sense of success.</p> <p>Students are supported to engage with intervention.</p> <p>Teachers use strategies to mitigate self-deselection such as low stakes testing and live feedback.</p> <p>Our trauma informed approach to behaviour builds a culture where students are supported by calm consistent adults</p> <p>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</p>	<p>Attendance is above 94%</p> <p>Identified pupil premium students attend intervention</p> <p>Missed learning decreases (as a result of any behaviour systems)</p> <p>Children will report a stronger sense of belonging as a result of intentional work to increase benevolent childhood experiences</p>
<p>Consistent and organised teaching that is well planned and sequenced so that the student builds knowledge and</p>	<p>Students achieve grade 4 or above in every option subject</p>

<p>skills and feels success.</p> <p>Live feedback and modelling are features of the classroom.</p> <p>Supported intervention and remote learning resources allow the students to keep up rather than catch up.</p>	<p>70% of pupil premium students achieve a grade 4 or above in core subjects</p>
<p>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.</p> <p>Through a premium employability offer, disadvantaged students have and can articulate progression routes and aspirational goals.</p> <p>Disadvantaged students have a premium offer at Digitech and the impact of this is evidenced in positive student voice around belonging and self-belief.</p>	<p>50% of students achieve grade 5 or above in options subjects</p> <p>0% NEET Students</p> <p>Destination data and trends show that students are making positive destination choices</p> <p>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>
<p>We will focus on development of oracy as a priority, using Voice 21 as a partner.</p> <p>Oracy will be developed through more precise teaching and modelling, coupled with more and better</p>	<p>Children's writing and development of ideas will significantly improve.</p> <p>Students are able to articulate their ideas orally.</p>

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 **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45,677

Activity	Evidence that supports this approach	Challenge number (s) addressed
<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>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</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	<p>2 & 4</p>
<p>Literacy and Oracy CPD for all teaching staff and TA's</p> <p>Teaching staff CPD this academic year focusses on enacting our literacy strategy</p>	<p>Very high impact for very low cost based on extensive evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>4</p>

<p>including working with Voice 21 directly to develop oracy.</p>	<p>Very high impact for very low cost based on extensive evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p>	
<p>Professional Development Actions</p> <p>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:</p> <ul style="list-style-type: none"> • Disadvantaged attainment / teaching and learning • Developing Oracy • Developing Belonging 	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	<p>1 2 3 4</p>

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

Budgeted cost: £8,421

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

1-1 English	<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>	2 & 4
1-1 Maths	<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>	2
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	
Sparx Maths (formerly 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: £6886

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	1 & 3

	families to support students back into school and to remove barriers. 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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1 & 3
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Total budgeted cost: £60984

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 2023 to 2024 academic year.

Review of intended outcomes:

Attendance:

	DSSB	Nat Av.
PP	74.90%	85.60%
Non PP	87.00%	92.70%

The attendance figure for 2023-24 fell below national expectations, indicating that there is still room for improvement in this area. Our cohort attendance was 74.9% compared to 84.2% the previous year. It is worth noting that pupil premium attendance is currently lower than that of non-pupil premium pupils by approximately 9.3%. Efforts are being made to support all students, especially those who are pupil premium, through interventions such as home visits and multiple support opportunities by the Educational Welfare Officer (EWO). Additionally, we have appointed an Assistant Principal to strategically lead and oversee attendance. It is important to recognise that we engage with students on an individual basis, and this cohort is distinctive. We had 166 students enrolled in KS4, 54 of whom were from a disadvantaged background. In Year 11, there were 26 PP students. As a result, our statistics are swayed significantly due to small cohort size compared to much larger mainstreams secondary provisions.

Nevertheless, we are committed to effectively supporting our students in their educational journey and ensuring they are present and engaged in their learning.

In conjunction with the attendance officer to improve overall PP attendance rates. Lastly, all teachers are required to post classwork on our online platform, show my homework (SMHW), to ensure that students can access their work even when they are not in school, PP students were prioritised and provided with a free device and internet access via a dongle where applicable to eliminate barriers and ensure they

could successfully complete their work online and make good progress over time. This additional support will be continued into the 2024-25 academic school year. Moving forward, we have additional capacity to the attendance team by leading and managing attendance processes, safeguarding and working with Education Welfare Officers to ensure our PP students are attending regularly gaining good outcomes over time.



Identified pupil premium students attend intervention:

All pupil premium students were invited to the variety of after school sessions that ran throughout the year. PP students were prioritised using data from previous mock data. This will be developed further into mastering the other subject and we used our tutor programme to embed additional 50 minutes of English and Maths

Missed learning decreases (as a result of any behaviour systems). Our updated behaviour management system revolves around fostering positive relationships and has resulted in a decrease in the frequency of students being removed from the classroom. The instances of register code 5s and 4s (students being removed from lessons) have significantly decreased for our Pupil Premium students, leading to a reduction in missed learning opportunities by 5% compared to the previous year.

Teaching:

Y11 Data - Attainment of our PP:

		2021		2022		2023		2024		Nat Av 2023	
		No.	A8	No.	A8	No.	A8	No.	A8		
	Attainment	PP	34	3.73	31	2.75	28	2.98	26	2.63	3.50
	<i>Y11 Disadvantaged</i>	Non PP	60	4.09	102	4.54	60	3.43	54	3.99	5.03
	<i>Attainment 8</i>	Gap		-0.36		-1.79		-0.46		-1.36	-1.53
Results											
		2021		2022		2023		2024		Nat Av 2023	
		No.	P8	No.	P8	No.	P8	No.	P8		
	Progress	PP	34	-0.55	30	-0.86	27	-1.05	24	-0.98	-0.57
	<i>Y11 Disadvantaged</i>	Non PP	57	-0.34	98	-0.30	57	-0.94	51	-0.31	0.17
	<i>Progress 8</i>	Gap		-0.21		-0.56		-0.12		-0.67	-0.74

On entry, the average score for all students is 101.5, while the national average stands at 104.0. This indicates that student attainment upon entry is lower than that of other academies within our federation. In Year 11, we had 26 students who are eligible for the Pupil Premium (PP) funding. This cohort has a combined average score of 99.2, which is significantly below the national average. To better support students, PP students had dedicated tutoring sessions in English, Maths to support students achieving their basics in English and Maths (9-4).

The Year 11 cohort consisted of 88 students, of which 24 are pupil premium (PP) recipients, a figure that is notably smaller than typical secondary school groups. Consequently, each student accounts for approximately 1.14% of the overall performance data, which can accentuate their results compared to other schools with a similar number of PP students. As such, it may appear that a lower number of students are achieving the required grades of 9-4 in their core subjects; however, this trend aligns with in other secondary schools.

The data from the academic outcomes of our disadvantaged students in 2024 demonstrates a positive trend over time; however, their performance still below our non-disadvantaged students. This year's results indicate a slight decline compared to previous years, with a gap of -1.36 in attainment and 0.67 in progress. It is clear from the data that there is a gap between pupil premium students and non-pupil

premium students, but it is important to acknowledge our cohorts vary each year, therefore, we will continue our commitment to Teaching and Learning by implementing effective strategies to support Pupil Premium students in the classroom.

In the upcoming academic year, we will focus on Cognition and Learning. We are developing a new Digitech Teaching and Learning framework, based on EEF and NASEN research and evidence, to further assist Pupil Premium students. Teachers will engage in regular training sessions every two weeks during morning briefings, focusing on active strategies to enhance support for our disadvantaged students, including Checking for Understanding, skill development, feedback, and clarification. As a senior team, we meet regularly to discuss best practices and how to effectively integrate these approaches into Digitech.

Literacy and Oracy CPD:

Professional development for staff has been centred around Voice 21 training to improve and enhance their oracy skills. There has been a focus on explicitly teaching reading strategies in all department areas. A Literacy lead has been designated to assist teachers with incorporating literacy into the curriculum and teaching practices. So far, colleagues have participated in three CPD sessions on reading and have been provided with extra resources for their lessons. As a result, 86% of staff now feel confident in delivering oracy in their lessons.

Careers and Guidance:

Our careers education information and guidance prioritise support for students facing disadvantages, ensuring they receive ample time to explore available opportunities and make informed decisions about their future pathways. This assistance begins in Year 10 and continues throughout the following years, with a particular emphasis on Year 11. Pupil premium students have access to additional sessions led by our Careers lead, resulting in a decrease in the percentage of NEET individuals compared to the previous year.

English and Maths Interventions:

	2022	2023	2024 Results		
	Grade	No.	Grade.	No.	Grade.
PP Basics (9-4)	42%	28	25.0%	26	23.1%

Year 11 students who may require additional support in English are promptly identified and provided with assistance, specifically in English and Mathematics. Similarly, Year 10 students are also identified through data analysis, and interventions are implemented by subject teachers to address any gaps and improve student outcomes. Additionally, students from PP are selected to join additional support sessions held Tuesdays and Thursdays in school, as a small group with a specialist teacher. As illustrated in the figure above, the number of students achieving their 9-4 Basics in the 2024 results decreased slightly by 2%.

Further analysis of the data below shows the number of Pupil Premium students achieving Grade 4 and above in Maths and English. Notably, English Grade 5 achievement increased by 13.6% from the previous year, which is commendable, and we take pride in this progress, while Grade 4 achievement in Maths rose by 2%.

	2022	2023		2024 Results	
	Grade	No.	Grade.	No.	Grade.
PP Maths(9-4)	63%	28	32.1%	26	34.6%
PP Maths(9-5)	21%	28	17.9%	26	23.1%
PP English (9-4)	58%	28	46.4%	26	42.3%
PP English (9-5)	37%	28	21.4%	26	34.6%

This is something we will work on next year and the new strategy will reflect alternative strategies to support our PP cohort to achieve their (9-4) Basics. It is worth saying that due to the small cohort size, each student represents a larger percentage than in a larger secondary school.

The data shows that our PP students achieve either English or Maths, however, not as many achieve both at Grade 4. Further strategies will be implemented in the next academic year to ensure.

NGRT Reading Assessment - Reading Assessment Data

All PP students have completed NGRT tests. Any PP students that required additional support as they were not in line with their chronological reading ages have had intervention. This year's Year 11 PP students have made half a grade more progress up to the final mock compared to their compatriots in the year before.

All students who receive pupil premium funding have successfully completed the NGRT tests. Those students requiring additional support due to discrepancies in their chronological reading ages have received appropriate intervention. The Year 11 pupil premium students this year have shown an improvement in progress, achieving half a grade higher in comparison to their peers from the previous year.

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
Sparx Maths	
That Reading Thing	

