

## 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	(KS4)
Proportion (%) of pupil premium eligible pupils	
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	Siobhan Cole
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
<b>Total budget for this academic year</b> 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><b>Self-Deselection</b></p> <p>Self-evaluation suggests that our pupil premium students are more likely to opt out through non-attendance at school, and self-deselection in the classroom and with wider opportunities (benevolent childhood experiences). Student voice suggests that there is a fear of failure and measured risk taking.</p> <p>Attendance data (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	<p><b>Gaps in learning, keeping up and feeling success</b></p>

	<p>The effect of poor teaching on pupil premium students is greater than the effect on non- pupil premium students. We invest in 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><b>Self-Belief and Resilience</b></p> <p>Our pupil premium student voice shows that students do not always realise their own potential or how to navigate progression into apprenticeships, FE and HE. Students often have the ambition but not the steps and self-belief to make this a reality.</p>
4	<p><b>Literacy and Oracy</b></p> <p>Pupil premium students do not always have command of tier 2 and tier 3 vocabulary and lack confidence articulating and writing down their ideas. Reading comprehension data shows that the Year 11 Pupil Premium cohort are 1 year 7 months below their chronological reading age. Year 10 Pupil Premium cohort are 9 months below their chronological reading age.</p> <p>Quality assurance shows that some students are reluctant to talk in class and student voice activities suggest that students have a shallow language base when talking about their views.</p>

## 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><b>Quality teaching helps every child</b></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><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p>	<p>2 &amp; 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><b>Very high impact for very low cost based on extensive evidence</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>4</p>

<p>including working with Voice 21 directly to develop oracy.</p>	<p><b>Very high impact for very low cost based on extensive evidence</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a></p>	
<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"> <li>• Disadvantaged attainment / teaching and learning</li> <li>• Developing Oracy</li> <li>• Developing Belonging</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p>	<p>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><b>Moderate impact for low cost based on moderate evidence</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><b>Moderate impact for moderate cost based on moderate evidence</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	4
NGRT Reading Assessment Data	<p><b>Very high impact for very low cost based on extensive evidence</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	4

1-1 English	<p><b>High impact for moderate cost based on moderate evidence</b></p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	2 & 4
1-1 Maths	<p><b>High impact for moderate cost based on moderate evidence</b></p> <p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	2
Teacher led intervention	PP students are invited to these sessions for additional individual and small group support	2
Oracy Voice 21	<p><b>Very high impact for very low cost based on extensive evidence</b></p>	4

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	
Sparx Maths (formerly Hegarty maths) & Show my Homework Seneca	<b>High impact for very low cost based on very limited evidence</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	2
Live feedback	<b>Very high impact for very low cost based on extensive evidence</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	
Career advice and guidance  HAP PP Careers advice and guidance	<b>Unclear impact for very low cost based on insufficient evidence</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	1 & 3
Benevolent Childhood Experiences Clubs and enrichment	<b>Moderate impact for very low cost based on moderate evidence</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	1 & 3
Parental engagement	<b>Moderate impact for very low cost based on extensive evidence</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1 & 3
Mental Health and Wellbeing School Counsellor		1 & 3
Access to technology		1 2 3 4

Trauma Informed Behaviour Management	<b>Moderate impact for low cost based on limited evidence</b>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	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.

<b><u>Review of intended outcomes:</u></b>
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### 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*

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