



Studley High School Pupil Premium Strategy and review statement 2019-2020

Summary Information

Academic Year	2019-2020	Total PP budget	£110,696	Date of most recent PP review	September 2020
Total number of pupils on roll	784	Number of pupils eligible for PP	138	Date for next internal review	April 2021

Attainment from 2020

	Pupil Premium Cohort	All others not eligible for PP
PP Progress 8	0.15	0.54
PP Average Attainment 8 grade	4.84	5.24
PP % of pupils attaining 4+ English	80	90.2
PP % of pupils attaining 5+ English	48	73.2
PP % of pupils attaining 4+ Maths	72	84.6
PP % of pupils attaining 5+ Maths	56	68.3
PP % achieving EBacc (standard pass)	8	24.4

Attendance from 2020	
Pupil Premium Cohort	Whole School Attendance
93.2%	95.9%

Current context for pupils eligible for pupil premium
Our number of PP has increased slightly by 2% to 18.8% of the cohort as a whole but the whole cohort has increased
The number of LAC pupils has decreased by 0.6%; FSM has increased by 1.2% compared to last academic year.
PP Attainment 8 has increased from 3.93 (2019) to 4.84 (2020)
PP Progress 8 has increased from 0.01 (2019) to 0.15 (2020)
REVIEW:
<u>Upward trend in progress:</u> PP Progress 8 has continued with an upward trend and this is the fourth year in a row of improvement. PP Attainment 8 has increased by nearly a grade but has remained very close to 4 or above 4 in the last 4 years.

Actions to initiate/develop/embed	Why?	Cost	Impact
Staffing: Staff English, Maths and Science so that they have more teaching groups to create smaller class sizes. Run smaller than usual option groups to tailor KS4 provision, ensuring PP students get their first choice options wherever possible.	Smaller class sizes ensure teachers are able to offer more support in lesson time (wave 1/2 intervention). Being able to study subjects that interest you and prepare you for your future aspirations, increases motivation and engagement in school.	£75, 559.97	Smaller groups enabled core teachers to support year 11 students in achieving high outcomes. These groups could continue into tutor time. Smaller groups in KS3 allows for more intervention and catch-up strategies to take place during curriculum hours. Offering more subjects for students to

<p>Prioritise pastoral care through staffing a strong team of non-teaching Pastoral Managers who are well trained.</p>	<p>Pastoral care needs to be strong to allow students to access their education.</p>		<p>choose has resulted in more students being able to choose at least one vocational subject and ensuring their options prepare them for further study. Students' options and Careers Advice enabled all PP students to successfully gain a place on their chosen pathway. No PP students were recorded as NEET.</p> <p>Strong Pastoral Care helps the school to maintain strong relationships with pupils, parents and key external professionals/agencies.</p>
<p>Consistently improve middle and senior leadership to maintain a focus on sustained improvement, with particular focus on the most disadvantaged students.</p>	<p>The EEF recommends improving teaching by subject leaders & learning by improving the leadership and leadership qualifications via NPQML/NPQSL courses. The research projects around improving the performance of the disadvantaged will have an impact.</p>	<p>£1900</p>	<p>Successful completion of NPQ projects impacted positively on student progress and teaching and learning.</p>
<p>Develop the quality of teaching to ensure all students receive quality first teaching. Engage parents and students with the approaches being taken.</p>	<p>'Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds.'</p>	<p>£1000</p>	<p>INSET and after school CPD dedicated to focusing on retrieval and memorability. Pupil feedback suggested this approach had been successful and attendance at the after school sessions was positive. Teachers felt more confident and took active steps to embed these approaches into their day to day teaching.</p>
<p>English and maths tutor groups To enable focused support on year 11 (esp. PP students) rather than year 11s being part of a vertical group. Intervention to be delivered during these sessions to aid access for all.</p>	<p>25 pupils in year 11 (17% of the cohort) were eligible for PP funding. We wanted to continue the successful programme as it meant that all students could access intervention in school time, as transport and engagement after school</p>	<p>£500</p>	<p>Daily access to specialist support from core subject staff enabled an increased level of confidence from students. It also helped to foster better relationships with staff which actually enabled more meaningful intervention and greater</p>

	can be challenging.		attendance at after school revision.
Bespoke revision materials for Yr 11.	To ensure that all PP students have any recommended resources purchased for them and the correct equipment for successful revision sessions.	£1630.95	Following sessions on 'How to Revise', each year 11 PP student was provided with a pack of revision resources to help them get the best out of their revision. Each child was also allocated revision guides when they were advertised by subjects.
Allow all members of staff to make bespoke requests to support PP students in accessing their education. Requests range from basic equipment to uniform and specialist resources for GCSE options.	Each teacher must use ClassCharts to identify who the PP children are in their classes so that they can ensure they have the best opportunities available. Teachers are encouraged to look for bespoke ways of supporting and engaging students.	£3599.03	Every PP child received at least one individual request or year group request to allow equal access for all.
To purchase food ingredients for all PP students so that they can access this part of the curriculum.	To ensure equality for all and full access to the curriculum.	£871.12	Increased engagement in the subject with more students participating in extra-curricular provision.
Music lessons to be subsidised at KS3 and paid in full for GCSE music students.	To increase the cultural capital of PP students and help to foster talent and creativity.	£5386	An increased number of year 7 students have continued their music lessons into year 8.
1:1 tuition to target the most vulnerable students.	1:1 tuition is a proven strategy to aid progress.	£5219.50	Tuition in core subjects to tackle students at risk of disengaging and leaving school without the grades they need for the next stage.
To offer Lifespace to any PP child who needs it.	Sutton Trust report supports the use of trained professionals in accelerating academic progress and leads to improved outcomes for PP students. Successful in previous years.	£1920	6 pupil premium students received support during the academic year.
Increase the use of strategies and specialist support to improve	Attendance last academic year (18/19) was 3.8% below the whole school figure.	£2299	We introduced earlier intervention and used PP funding as appropriate. Through

attendance.			working with WAS, Governors and the Pastoral team, we reduced the difference to 2.7%. Where necessary, students are supported with transport to help them attend on time and regularly. There is still some more work to do here.
Continue the KS3 programme for identified pupils called Aspire. Launch with parents and staff to ensure pupils are tracked and motivated to succeed with three targets created from the 10 set by staff. Raised profile of PP pupils in KS3 and early identification of need and family circumstances. Surveys with both pupils and parents to identify barriers to learning.	<p>'Focus on high quality teaching first rather than on bolt-on strategies and on outcomes for individual pupils.'</p> <p>The programme sought to help students take advantage of what's on offer at SHS through rewarding their endeavours.</p>	£633.24	Aspire was completed by years 7 and 8. Targets around attendance, academic achievement and participation in school life were monitored. All participants were successful and were rewarded.
Develop enrichment and extra-curricular enrichment opportunities with activities being tracked and targeted at PP pupils first. Ensure a range of cultural experiences are offered to all.	<p>History English Performing Arts Year 9 Residential</p> <p>'Essential life skills (or 'character') are important in determining life chances and can be measured in a robust and comparable way'</p>	£2245.30	Pupil premium pupils are targeted first with all trips. We have moved to posting a letter home to the parents of PP first with the reduced price on and then opening up the trip at a later stage. This has ensured that pupil premium pupils have experienced a range of trips.
Continue to support parental engagement in parents' evenings with personal calls home to arrange appointments and embed systems to support pupils who attend alone. Ensure all part time staff attend parents' evening.	Proven success with increased attendance at parents' evenings. We wanted to continue focusing on this because of its valuable impact. It's proven that schools who engage with their parents are more successful.	£2995	Increased parental engagement has led to better outcomes for students as relationships between the school and parents are strengthened. This creates a more open dialogue of how best to support individuals.

<p>To continue to support students and families as best as possible over lockdown and ensure they have access to education.</p> <p>Ensure a smooth transition back to school.</p>	<p>The lockdown was only going to increase the gap between disadvantaged students and their peers.</p>	<p>£2758.89</p>	<p>Families of FSM students were provided with Tesco vouchers at the start of the lockdown period. Throughout lockdown, resources were delivered home, including laptops and dongles. All PP students received a summer pack to keep them motivated over the 6 week summer holiday. We also helped 18 students return to school with full uniform.</p>
<p>Increased Pastoral support during lockdown to ensure all students are safeguarded and supported whilst at home.</p>	<p>To ensure all PP students receive regular pastoral contact and support offered immediately.</p>	<p>£788</p>	<p>All PP students were phoned regularly and staff were kept updated by the Pastoral team, who were supported to work from home.</p>
<p>Warwick Scholars' programme for pupils in KS3</p>	<p>To increase the amount of opportunities.</p>	<p>£100</p>	<p>Three KS3 students are taking part in the programme. Staff supported the face to face events at weekend to increase motivation and support. The students are continuing with the programme in 2020/21.</p>
<p>Develop the reading buddies programme to support pupils with more detailed information from the new Lucid reading tests and extend the reading buddies scheme to include Year 8.</p>	<p>Proven success with reading buddies as a wave 2 intervention.</p>	<p>£600</p>	<p>All year 7 and 8 PP students were on a reading programme and received books and were given new ones on completion.</p>
<p>Embed reading lessons that explicitly teaches spelling, reading skills and sentence work using the data from Lucid to tailor it to the needs of PP pupils. Increase the reading ages of PP pupils to be in-line with peers and to their chronological age.</p>	<p>'Make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points.'</p>	<p>£690</p>	<p>All 138 pupil premium children across the school received a book (rather than just the voucher) for World Book Day. This has certainly raised the profile and accessibility of relevant reading material for these pupils. In addition, in years 7 and 8 all pupil premium pupils completed a 9 week reading challenge</p>

			to motivate pupils. Every 3 weeks they were rewarded with a book carefully chosen to accommodate the pupil's reading age and stretch to the next reading age. In a survey, 85% of year 7 said they enjoyed reading and 81% of year 8 students enjoyed reading. We aim to close the literacy gap before they enter KS4.
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Pupil Premium Strategy: 2020 - 2021

We have chosen to align our Pupil Premium strategy with the 'Catch-up Premium' strategy to enable us to focus our use of finances on the right students and the most effective provision.

Our strategy will focus on three key areas:

1. Teaching
 - High-quality teaching for all
 - Effective diagnostic assessment
 - Supporting remote learning
 - Focusing on professional development
2. Targeted academic support
 - High-quality one to one and small group tuition
 - Teaching Assistants and targeted support
 - Academic tutoring
 - Planning for pupils with Special Educational Needs and Disabilities (SEND)
3. Wider strategies
 - Supporting pupils' social, emotional and behavioural needs
 - Planning carefully for adopting a SEL curriculum
 - Communicating with and supporting parents
 - Supporting parents with pupils of different ages
 - Successful implementation in challenging times