

# 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   | Cheshire Studio School          |
| Number of pupils in school  | 44                              |
| Proportion (%) of pupil premium eligible pupils   | 27.3%                           |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/22/23                      |
| Date this statement was published   | December 2021                   |
| Date on which it will be reviewed   | July 2022                       |
| Statement authorised by   | Mr J Whittaker, Head Teacher    |
| Pupil premium lead  | Thatcher, Assistant Headteacher |
| Governor / Trustee lead   | Robert Taylor, Valerie Young    |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £11,460  |
| Recovery premium funding allocation this academic year  | £6, 000  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £17, 460 |

# Part A: Pupil premium strategy plan

## Statement of intent

*Our intention is that all students, irrespective of their background or the challenges they face, make good progress and have high levels of attainment across all areas of the curriculum.*

*The focus of our Pupil Premium strategy is to ensure that Cheshire Studio School is able to provide high quality teaching and learning, rigorous and effective assessment and an ambitious curriculum for all, to ensure that our students, especially those who are disadvantaged can make good progress and fulfil their potential.*

*We recognise that 'disadvantage' does not equate to a lower academic profile and that our strategy should also take into consideration prior attainment, challenges faced, barriers, raising aspirations of all and securing self-esteem and confidence to achieve continued success upon leaving Cheshire Studio School.*

*We will embrace research that has been carried out by the Education Endowment Foundation (EEF) and the Sutton Trust and therefore, we will adopt a tiered approach to PP (Pupil Premium) spending with the greatest focus being placed on high quality teaching and learning, then supported by targeted academic support and wider strategies.*

*Cheshire Studio School intends to have a whole school approach to securing the best outcomes for all our pupils, taking into the consideration the additional barriers faced by disadvantaged pupils. This will ensure that meeting the learning needs of our disadvantaged learners is a whole school priority and staff (teaching, support, non-teaching) recognise the significant role they must play in securing the best possible outcomes for these learners.*

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p>Progress data for 2020-21 indicated a P8 score for PP students of -0.44. 100% of PP students did not achieve 9-7 in Eng/Ma. 60% of PP students did not achieve a grade 9-5 in Eng/Ma.</p> <p>Average attainment 8 Eng score for PP students was 4.4 (target was 3.80) and in maths was 3.8 (target 4.60). Therefore, PP students performed less well in Maths than English.</p> <p>PP students performed less well than non-PP students in the following subjects (2020-21) - Eng Lang/Lit, combined science, BTEC PE and construction, LiFE finance</p> |

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| 2 | <p>National studies, observations and pupil discussions indicate that our disadvantaged learners have been impacted upon by partial school closures to a greater extent than other pupils.</p> <p>The school has seen an increase in the number of students who are reporting anxiety, depression and low self-esteem.</p> <p>Analysis of our resilience survey data indicates that the area of greatest concern affecting our student's resilience is their participation in school life and extra-curricular opportunities.</p> <p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> |
| 3 | <p>Pupil feedback (KS4) indicated pupils are facing challenges in accessing the Science curriculum.</p> <p>Average point score in Science for PP was 2.60 compared to 3.37 for non-PP based on results from 2020-21.</p> <p>December data set for 2021 indicates that PP students are –2.33 below target for average points in combined science.</p>  |
| 4 | <p>Attendance data of PP students – In 2020-21, attendance of PP students was 80.5% compared to the national target of 94.5%*. A gap of 14%.</p> <p>For Term 1 in 2021, attendance data of PP students is 79.3% compared to a national target of 94.3%*. A gap of 15%.</p> <p>However, it is important to acknowledge that the Covid-19 pandemic has impacted upon overall attendance.</p> <p>*The national target for attendance is based on Years 7-11, whereas the Studio figure is only representative of KS4 and KS5.</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   |
|---|--|
| <p>Improved attainment among disadvantaged pupils across the curriculum, at the end of KS4 and KS5.</p> | <ul style="list-style-type: none"> <li>• Reduce the gap between PP and non-PP students in progress and attainment data of Summer 2022.</li> <li>• QA measures in place including work sampling, lesson visits and pupil voice indicate that PP students are being appropriately challenged and monitored to secure good progress.</li> </ul> |

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|---|---|
|   | <ul style="list-style-type: none"> <li>• Analysis of impact of any interventions put in place to narrow any subject/faculty specific gaps.</li> </ul>   |
| <p>Improved assessment at Ks4 and KS5 to ensure that all students receive refined feedback which explicitly identifies what they know and remember to support future learning.</p>    | <ul style="list-style-type: none"> <li>• QA measures in place will evaluate the effectiveness of the assessments taking place across the curriculum. QA should determine if assessment is linked to intended learning across the curriculum and faculties should respond accordingly.</li> <li>• QA measures will ensure subject plans are clear about the 'important' knowledge that pupils should know and remember. This should form the basis for assessment.</li> <li>• Book sampling provides evidence for the assessment and feedback that has taken place.</li> </ul>                                     |
| <p>To achieve and sustain improved wellbeing for all, including those who are disadvantaged.</p>  | <ul style="list-style-type: none"> <li>• Future resilience surveys and pupil voice provide evidence for the fact that levels of anxiety, self-esteem and depression has decreased.</li> <li>• Resilience surveys and pupil voice indicate higher levels of confidence and independence.</li> <li>• Embedding character values of LORIC across the curriculum to develop qualities such as resilience.</li> <li>• Increased participation in enrichment activities – analysis of the impact of this participation.</li> <li>• Analysis of data from student counseling services such as 'Just Drop In'.</li> </ul> |
| <p>To achieve and sustain improved attendance for all, especially those who are disadvantaged.</p>  | <ul style="list-style-type: none"> <li>• The gap in attendance between PP and non-PP is reduced.</li> <li>• Analysis of attendance data intervention provides evidence of the impact.</li> </ul>  |
| <p>To improve and embed a work experience programme of work which provides pupils with meaningful work experience placements and the opportunity to develop employability skills.</p> | <ul style="list-style-type: none"> <li>• Analysis of attendance and engagement in work experience placement.</li> <li>• QA of the documentation completed by students and employers.</li> <li>• Pupil voice to determine learning and meaningfulness of work experience placement.</li> </ul>   |

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Assessment of employability skills to determine readiness for next education/career stages.</li></ul> |
|--|---|

## 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: £ 8, 730

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Bespoke CPD programme with a specific focus on 'The Knutsford Way'. A 3-part approach to teaching a lesson which includes a 'retrieval starter', acquiring new knowledge and production/task completion.</i> | 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'. EEF Toolkit 2019. 'great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children' EEF Guide to the Pupil Premium, 2020.   | 1, 3                          |
| <i>CPD to improve and embed assessment policies to reflect the 'important' knowledge that pupils need to know and remember.</i>   | Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a> | 1, 3                          |
| <i>Professional Development Programme implemented to provide further career support for staff.</i>  | Maintain ambition of staff and wellbeing.<br>Further training leads to more skilled/experienced staff.  | 1, 2, 3, 4                    |
| <i>Recruitment and retention of staff to lead work experience</i>   | According to UCAS a recent survey showed two thirds of employers look for graduates with relevant work  | 1, 2, 4                       |

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|---|--|--|
| <p><i>opportunities in CSS. To monitor and evaluate the work experience programme and provide increased opportunities to develop employability skills in curriculum time.</i></p> | <p>experience because it helps them prepare for work and develop general business awareness.</p> |  |
|---|--|--|

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

Budgeted cost: £ 4.365

| <b>Activity</b>  | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|--|---|--------------------------------------|
| <p><i>Tutoring/Intervention programme for under-achieving pupils</i></p>   | <p>EEF: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p> | <p>1, 3</p>                          |
| <p><i>‘Out of hours’ study support for KS4 and KS5 students. Providing all students, especially those who are disadvantaged the opportunity to complete homework/extra study at school with the support from specialist staff.</i></p> | <p>EEF – extending the school day = + 3 months progress.</p> <p>EEF - Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p>                 | <p>1, 3</p>                          |

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|   | <p>Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</p> <p>It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).</p>   |      |
| <i>Improved whole-school approach to home-learning.</i> | <p>Research external providers such as 'Show My homework'</p> <p>Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work (see Feedback).</p> | 1, 3 |

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

Budgeted cost: £ 4.365

| <b>Activity</b>   | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|---|--|--------------------------------------|
| <i>Increased opportunities to take part in enrichment activities to further support learning and life experiences.</i>              | EEF Toolkit – Social and emotional learning = +4 months progress.  | 1, 2, 3, 4                           |
| <i>Work with external agencies to provide support for students suffering from mental health issues including anxiety/depression</i> | ACE and mental health are key indicators of underachievement where progress gaps widen and pupils and families need support. | 2, 4                                 |



|   |   |            |
|---|---|------------|
| <i>Whole-school approach to improving standards of behaviour, attendance and punctuality to maximise learning opportunities and rewarding this behaviour accordingly.</i> | Higher standards of behaviour meaning more effective learning environments and supports quality first teaching. | 1, 2, 3, 4 |
|---|---|------------|

**Total budgeted cost: £** £17, 460

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is 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 purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme | Provider |
|-----------|----------|
| N/A       |          |
|           |          |