

# Atrium Studio School

## Disadvantaged Student Strategy Statement 2018–19

(Also known as “Pupil Premium”)



Date	Version	Comment
12/9/2018	1	Document created
Date	2	Document updated

***At Atrium Studio School, we believe that every student should be supported to achieve success academically, socially and physically, no matter what their background. The targeted and strategic use of the Pupil Premium Grant supports us in achieving this aim.***

### Principles

The Pupil Premium Grant is additional money given to publicly funded schools in England to raise the attainment of disadvantaged students (DS) of all abilities and to close the gaps between them and their peers. In 2018–19, the money is available to schools to support students who are eligible for free school meals (or have been eligible in the past) and/or who have been ‘looked after’ by a local authority. Research has shown that children from these groups generally achieve less well than others. Ofsted’s school inspections report specifically on the attainment and progress of these students.

At Atrium Studio School we have based our spending on national research and other information that shows that the following strategies are effective in raising attainment:

1. We ensure that teaching and learning opportunities meet the needs of all the students.
2. We ensure that appropriate provision is made for students who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged students are adequately assessed and addressed.
3. In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged.
4. We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. We will support any student or groups of students that we identify as being socially disadvantaged.

The school priorities for 2018-19 that involve DS are improved literacy and being ready for work and life. The school is running a NEET (children not in education, employment or training) prevention programme, which will include, but not be limited to, disadvantaged students.

### 1. Summary Information

School	Atrium Studio				
Academic Year	2018-19	Total PP Budget	£13090	Date of most recent PP review	September 2018
Total Number of Students	99	Number of students eligible for Pupil Premium as of Sept 2018	14	Date for next review of this strategy	September 2019

### Note on the use of data within this document

The impact of actions taken within the school to support disadvantaged students is measured using a range of quantitative and qualitative judgements, including standardised data and attitudinal surveys for example. Where Progress 8 scores have been used, these are estimations based on teacher-based judgements of “current grades”, which are then projected (assuming students will make one full grade’s progress a year) to the end of year 11. Where “GL Progress Tests” are used, the scores represent the students’ Standard Age Score (SAS). From <https://www.gl-education.com/media/1757/guide-to-standardised-tests.pdf>: “A score of 100 at each test point shows that the level of attainment has been maintained; a lower score at the second point of testing does not necessarily mean that progress has not been made but a score that is lower by 8 standard score points or more is usually significant.”



2. Current attainment and GCSE results				
GCSE Results 2019				
	Non-DS	DS	Gap	Commentary
				To be completed upon 2018-19 GCSE Results

Average Attendance during each academic year				Commentary
Year of entry	Yr9	Yr10	Yr11	
2016	93.586	90.8	-	Attendance for our current Year 10 and Year 11 students is below the national average. It should be considered that these percentages are based on a small cohort of DS, and as a result an individual persistent absentee can significantly impact the percentages despite the remaining group of DS having a strong attendance. This year, coaching sessions have a particular focus on improving attendance, and communicating effectively with parents where attendance is becoming an issue.
2017	89.16	-	-	
2018				

2. Current Attainment (Year 9 2018-19)									
	September 2018				July 2019				
Data source	All	Non-DS	DS	Non-DS/DS Gap	All	Non-DS	DS	Non-DS/DS Gap	Commentary (July 2019)
GL Progress Test in English	98	99	93	-6					
GL Progress Test in Maths	100	101	100	-1					
GL Progress Test in Science	105	106	100	-6					
GL Single Word Spelling Test (SWST)									
GL New Group Reading Test (NGRT)									
Current Attainment (Year 10 2018-19)									
	September 2018				July 2019				
Data source	All	Non-DS	DS	Non-DS/DS Gap	All	Non-DS	DS	Non-DS/DS Gap	Commentary (July 2019)
GL Progress Test in English	94.1	95	88.4	-6.6					
GL Progress Test in Maths	98.61	99.59	92	-7.59					
GL Progress Test in Science	No test available for Year 10.								
GL Single Word Spelling Test (SWST)	96.76	96.7	97.25	0.553					
GL New Group Reading Test (NGRT)	106	108	92	-16					

**Overall commentary on standardised test data**  
To be completed in July 2019

Current Attainment (Year 10 and 11 2018-19)									
2016 Cohort	End of Year 10 (Summer 2018)				End of Year 11 (Summer 2019)				
Data source	All	Non-DS	DS	Non-DS/DS Gap	All	Non-DS	DS	Non-DS/DS Gap	Commentary
Projected Progress 8	+0.27	+0.45	-0.56	-1.01					The yr10 data identified a very significant gap in progress between DS and non-DS.
Projected Attainment 8	55.84	57.4	48.05	-9.35					As with P8 scores, there is a significant gap in attainment 8 for DS and non-DS.
2017 Cohort	End of Year 9 (Summer 2018)				Yr10 End of Year (Summer 2019)				
Data source	All	Non-DS	DS	Non-DS/DS Gap	All	Non-DS	DS	Non-DS/DS Gap	Commentary
Projected Progress 8	+0.13	+0.1	+0.33	+0.23					DS have made more progress than non-DS.
Projected Attainment 8	48.24	48.88	44	-4.88					DS' attainment is lower than non-DS, but progress is greater, so A8 is not such a worry currently.



3. Barriers to future attainment and employment (for students eligible for DS - including high ability)			
In-school barriers (issues to be addressed in school)			
A.	Below average literacy skills for 62.5% of DS (Yr9).		
B.	Below average numeracy skills for 62.5% of DS (Yr9).		
C.	Lack of IT access.		
D.	Less than satisfactory attitude to home learning, time management and 'preparation for learning' skills.		
E.	<u>DS developing fewer employability skills, leading to a higher proportion of students being NEET compared with non-DS.</u>		
External barriers (issues which also require action outside school, such as low attendance)			
FE.	Low attendance; possibly linked to the extended day, distance travelled, and out of catchment students not receiving DCC transport.		
FG.	Parents facing financial difficulties. This results in students not wearing the correct uniform or having the necessary equipment for all Atrium lessons – including those of a specialist nature - and work experience.		
HG.	Lack of parental engagement with school.		
H.	<u>DS developing fewer employability skills, leading to a higher proportion of students being NEET compared with non-DS.</u>		
4. Outcomes			
	Desired outcomes	Success Criteria	Evidence
A.	Improved literacy skills for all students, especially those who enter Year 9 with a significantly below average SAS, to help them make good progress.	<ul style="list-style-type: none"> <li>All students achieve at least average progress (i.e. no student makes below-average progress)</li> <li>All Year 9 students progress by at least one stanine score in the SWST.</li> </ul>	<ul style="list-style-type: none"> <li>July 2018-19 GL assessments in English (PTE).</li> <li>July 2018-19 GL assessments (NGRT and Year 9 SWST).</li> <li>P8 Scores for English</li> </ul>
B.	Improved numeracy skills for all students who enter Year 9 with a significantly below average SAS, to help them make good progress.	<ul style="list-style-type: none"> <li>All students achieve at least average progress (i.e. no student makes below-average progress)</li> <li>The two high ability students in Year 11 continue to make expected progress.</li> </ul>	<ul style="list-style-type: none"> <li>July 2018-19 comparison GL assessments in Maths (PTM).</li> <li>P8 Scores in Maths</li> </ul>
C.	All students are able to access a laptop in every lesson and in home learning.	<ul style="list-style-type: none"> <li>All students are able to access technology to enrich their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal monitors this.</li> <li>Student Questionnaire in April 2019 (to include Year 11 students).</li> </ul>
D.	Improved student attitudes to completing home learning. Students must organise their home learning time and attend all lessons with the required equipment.	<ul style="list-style-type: none"> <li>Students to show an improvement in the completion of their home-learning, year on year. Behaviour points recorded for incomplete home learning in 2018-19 to be lower than previous years (for current yr11/10 only).</li> <li>Identified students are better organised and prepared for lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Principal monitors this.</li> <li>Record of Behaviour Points.</li> <li>Positive recorded feedback from subject teachers and TAs.</li> </ul>
E.	<u>Increased percentage of DS going into education, employment or training. (Reducing number of NEET DS)</u>	<ul style="list-style-type: none"> <li><u>100% of DS entering education, employment or training</u></li> </ul>	<ul style="list-style-type: none"> <li><u>NEET percentage outcomes for 2018-19 leavers.</u></li> <li><u>Record of coaching sessions, support with work placements, CV writing, and logbooks.</u></li> </ul>
FE.	Improved attendance.	<ul style="list-style-type: none"> <li>Attendance improves for all students without certified reasons to meet school's target of 96%.</li> <li>Evidence for students with 'certified reasons for low absence' endorsed by EWO. All of these students improve their attendance from previous schools.</li> </ul>	<ul style="list-style-type: none"> <li>Collated attendance data.</li> </ul>
GF.	All students attend Atrium wearing correct uniform and having the necessary equipment for all lessons – including those of a specialist nature – and work experience.	<ul style="list-style-type: none"> <li>Students attend with the correct uniform or equipment.</li> <li>Feedback from employers is positive about students' presentation and readiness for work.</li> </ul>	<ul style="list-style-type: none"> <li>Observations: in school and during work experience monitoring.</li> <li>Feedback from employers.</li> <li>Work experience evaluation final report in July 2019.</li> </ul>
HG.	Improved parental engagement with school regarding students' progress, attitudes to learning and homework.	<ul style="list-style-type: none"> <li>Students' progress, attitudes to learning and home learning reflect increased parental engagement.</li> </ul>	Evidence to include: <ul style="list-style-type: none"> <li>termly meetings with Principal/Assistant Principal, detailing progress conversations.</li> <li>notes from 1:1 discussions with parents</li> </ul>
H.	<u>Increased percentage of DS going into education, employment or training. (Reducing number of NEET DS)</u>	<ul style="list-style-type: none"> <li><u>100% of DS entering education, employment or training</u></li> </ul>	<ul style="list-style-type: none"> <li><u>NEET percentage outcomes for 2018-19 leavers.</u></li> <li><u>Record of coaching sessions, support with work placements, CV writing, and logbooks.</u></li> </ul>

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## 5. Planned expenditure 2018-19

### i. Quality of teaching for all

Desired outcome	Chosen actions / approaches	Evidence / rationale for approaches	Implementation and monitoring	Staff lead	Costing	Impact Did this make a difference?
<b>A, B</b> Increased progress and attainment in literacy and numeracy skills	Continuing with policy of small class sizes (24 maximum).	EEF 'Teaching and Learning Toolkit' ( <a href="http://www.educationendowmentfoundation.org.uk">www.educationendowmentfoundation.org.uk</a> ) notes a 'moderate impact' for this approach. However, student and parent feedback evidences the success of this policy (website comments and documented comments on file).	Ensuring that DSs make at least expected progress in their subject is an appraisal target for core Subject Leaders (monitored by Principal).	Principal	None	
<b>A, B</b> Increase progress and attainment in literacy and numeracy skills	Continuing with policy of extended school day on Monday-Thursday (9am-5 pm)	Extended school day provides more time in the safe, nurturing environment that our school provides. Students are able to access resources, facilities and expertise from teaching staff for their independent study work.	-	Principal	None	
<b>A, B</b> Increased progress and attainment in literacy and numeracy skills	Classroom strategies (in line with the school policies; to include, for example, seating plans, behaviour expectations, positively greeting and praising DS)	Strategies adapted from 'A Pupil Premium Handbook for Cambridgeshire Schools', Cambridgeshire County Council (2012).	CPD during staff meetings, including INSET days. Monitored through observations.	Leadership Team	£500	
<b>A, B, D</b> Staff are able to utilise student data effectively, leading to improved teaching and learning, and ultimately to increased literacy and numeracy.	Teaching and non-teaching staff able to use student data effectively, to improve teaching practice and support in coaching/TA work.	'The pupil premium: an update' (Ofsted July 2014) notes good practice examples: schools using achievement data frequently to check on effectiveness of interventions and make adjustments accordingly (p.11); develop staff use of data (p.12). This approach will allow the Leadership Team – on a termly basis after reviews – to make informed choices of interventions that match the particular needs of each student.	Information collected and analysed at end of Term 1 and Term 2. Case studies are provided and shared with all teaching staff, and reviewed at staff briefings (monitored by Principal).	Data admin team. Principal	None	
<b>Quality of teaching for all – budgeted cost</b>					<b>£ 500</b>	

ii. Targeted support						
Desired outcome	Chosen actions / approaches	Evidence / rationale for approaches	Implementation and monitoring	Staff lead	Costing	Impact Did this make a difference?
A, B, D, E, FH	Coaching support	EEF 'Teaching and Learning Toolkit' ( <a href="http://www.educationendowmentfoundation.org.uk">www.educationendowmentfoundation.org.uk</a> ) notes a 'moderate impact for moderate cost' for small group tuition.	Since opening the school, coaching has been integral to its success. With thorough development of a coaching pathway, students' progress is considered and the need for support is identified on a weekly basis. The Principal and SENCO meet to discuss this. Coaching can be flagged based on student performance, behaviour, attendance, wellbeing, and professional ambitions. Extensive records kept digitally.	Principal	£4000	
A, B Improved literacy and numeracy	Study support sessions	Parents, student view, feedback from students, often in place of an optional extra GCSE.	Extra time provided for catch-up work and intervention work. It has shown to be particularly useful for students who struggle with organisation, who are then provided support and time to improve this skill.	Principal	None	.
A Improved literacy	Literacy-specialist HLTAs to provide one-to-one or small group intervention and support for students identified.	EEF 'Teaching and Learning Toolkit' ( <a href="http://www.educationendowmentfoundation.org.uk">www.educationendowmentfoundation.org.uk</a> ) notes a 'moderate impact for moderate cost' for this small group tuition.	HLTAs are providing support during enrichment time, working with students identified in class by teachers and referred by the "blue book". Specific intervention is then provided to help the student bridge any gaps in knowledge/understanding/skills.	TA coordinator as part of performance management	£1300	
B Improved numeracy	Numeracy-specialist HLTAs to provide one-to-one or small group intervention and support for students identified.	EEF 'Teaching and Learning Toolkit' ( <a href="http://www.educationendowmentfoundation.org.uk">www.educationendowmentfoundation.org.uk</a> ) notes a 'moderate impact for moderate cost' for this small group tuition.	HLTAs are providing support during enrichment time, working with students identified in class by teachers and referred by the "blue book". Specific intervention is then provided to help the student bridge any gaps in knowledge/understanding/skills.	Assistant Principal	£1500	
B Improved numeracy	"MathsWatch" subscription	MathsWatch is a web-based programme designed to formatively assess and provide feedback to students across the Maths curriculum. It is to be used in intervention, study support, and generally to support students in numeracy. As well as providing assessments, there are support sections, including informative videos.	Subscription for the year 2018-19, monitored by WDD and MSS	Subject Leader of Maths	£400	
FE Improved attendance	Engage parents of students who have previously been 'home educated' and work together to improve attendance.	Advice from the Education Welfare Officer	Percentage attendance figures monitored weekly by Assistant Principal.  Students and staff are provided support from counselling.  Students also gain support through the coaching pathways when flagged for attendance.	Assistant Principal	None	
GF Correct uniform and equipment	Provide financial assistance for uniform, school trips, transport and equipment.	Discussions with parents	Financial requirements from students will be met according to the Principal's discretion. This will include, but not be limited to, uniform, equipment, academic planners, transport, text books, sketchbooks.	Principal	£400	
A,B	Targeted use of examination questions in and out of class to further	EEF "Improving Secondary Science" ( <a href="http://www.educationendowmentfoundation.org.uk">www.educationendowmentfoundation.org.uk</a> ) notes the recommendation of "supporting pupils to develop their scientific writing skills" and "find out what your pupils understand", "providing feedback as comments rather than marks".	ExamPro will give access to genuine assessment questions to give as intervention/support work, to give opportunities for formative assessment and genuine feedback.	Principal	£ 200  <b>To include: ExamPro</b>	

	support DS in Science.					
D, EH	<p>DSs to get their preferred work experience placement in Year 10 (one week in each term), and have 1:1 coaching sessions to help them prepare for this.</p> <p>TA support during work placement process and purchase of PPE.</p>	<p>Ofsted report (24 November 2016) finds that poor coordination between schools and businesses is leaving large numbers of young people - particularly the disadvantaged - unprepared for the world of work.</p>	<p>1:1 discussions with DSs via personal coaches, placements arranged by Sarah Hunter, to include support with preparing letters of application and CV writing and more.</p> <p>Monitored by Sarah Hunter and Principal.</p> <p>This will include the organisation and management of training for students (e.g. Health-and-safety).</p>	Principal	£2990	
<b>Targeted support – budgeted cost</b>					<b>£10790.00</b>	



iii. Other approaches						
Desired outcome	Chosen actions / approaches	Evidence / rationale for approaches	Implementation and monitoring	Staff lead	Costing	Impact Did this make a difference?
<b>A,B,EH</b> Students engage positively with a range of challenging extra-curricular tasks	Opportunity for students to prepare for and enter competitions such as The Big Bang.	Extra-curricular work to focus on the idea of making the most of opportunities and encouraging lifelong, intrinsic interests, with the aim of boosting CVs and preventing DS becoming NEET.	Overseen by Principal, LON and the school technician. Briefs provided by teaching staff, overseen by science technician for material and technical support.	Principal, technician.	£500	
<b>A - HG</b> Robust evaluation of actions/ approaches to supporting DS.	Appointment of designated Co-ordinator for DS Strategy.	Strategy requires oversight, evaluation and data management to monitor current approaches and inform next steps.	Monitored by Principal.	Principal	£1300	
<b>Other approaches – budgeted cost</b>					<b>£ 1800</b>	
<b>Total allocated PP budget</b>					<b>£ 13,090</b>	