

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Space Studio West London
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 -2024/25
Date this statement was published	9/2021
Date on which it will be reviewed	1/2023 6/2023 9/2023
Statement authorised by	Regional CEO
Pupil premium lead	David Booth Vice Principal
Governor / Trustee lead	Mandy Lancy (RCEO)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 37870
Recovery premium funding allocation this academic year	£ 13732
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	£ 51602

## Part A: Pupil premium strategy plan

### Statement of intent

Our Intention is for all students to Achieve positive progress 8 this is irrespective of the students starting points within the academy or they challenges they face.

To enable all students to achieve the maximum progress we will ensure high quality first teaching. To achieve this we will Ensure all ECT teachers are supported and reach the expected levels ensuring all mentors are trained and time is allocated for support .

We will be responsive to staff needs through providing high quality CPD including the use of IRIS

Our approach will be responsive to student needs providing feedback that drives student progress and targeted tutoring in Maths, English and Science for underachieving Pupil premium students.

### Challenges

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

Challenge number	Detail of challenge
1	Lack of personal resilience for some pupil premium students as demonstrated by the behaviour logs of some PP students on joining the school
2	Lack of engagement in education for some pupil premium students as demonstrated by a two % point gap in attendance in 2020/2021
3	Gaps in knowledge due to missing education or disengagement as demonstrated by the average progress of PP students being -0.4 below NPP students.
4	Lack of progress in English and Maths GCSE demonstrated by the average progress of PP students being -0.4 below NPP students.

### 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><i>To achieve and sustain improved wellbeing and resilience for all pupils, including those who are disadvantaged.</i></p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>· qualitative data from student voice, student and parent surveys and teacher observations</li> <li>· A reduction in the number of behaviour incidents for disadvantaged students by 50%</li> <li>· A reduction in exclusions for disadvantaged students by 50%</li> </ul> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p>To Improve progress and attainment for disadvantaged students across the curriculum at the end of KS4</p>	<p>by 2022/23, disadvantaged pupils will achieve positive progress 8  Achieve at least in line with FFT 50 estimates  Grade 9-5 %English &amp; Maths: 33%</p> <p>EBacc APS: 4.2</p> <p>Attainment 8:4.2</p>
<p>To Improve progress and attainment for disadvantaged students in English and Maths at the end of KS4</p>	<p>Achieve at least in line with FFT 50 estimates for English and Maths  %Maths grade 5-9: 33%  % English grade 5 -9: 33%</p>
<p>To close the GAP between disadvantaged students and non disadvantaged students attendance</p>	<p>Improve attendance to at least National average and</p> <p>By the end of 2024/25 the attendance gap is reduced by between disadvantaged students and non-disadvantaged students is reduced to &lt;2%</p> <p>Disadvantaged students' persistent absence to be not more than 2% lower than non-disadvantaged pupils.</p>

### 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: £ 18602

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all ECT teachers are supported to reach the expected levels ensuring all mentors are trained and time is allocated for support	<p>The EEF guide to pupil premium tier 1 approach 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school'</p> <p>EEF evidence reviews: What happens in the classroom makes the biggest difference.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p>	1,2,3,4

<p>Embedding the school's feedback policy to ensure student progress; providing high quality CPD including the use of IRIS</p>	<p>The EEF guide to pupil premium tier 1 approach 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school'</p> <p>EEF evidence reviews: 'What happens in the classroom makes the biggest difference'</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p>Evidence from Schools within the Trust and success they have had in driving standards</p> <p><a href="https://www.quagliainstitute.org/library/voice-aspirations-briefs">https://www.quagliainstitute.org/library/voice-aspirations-briefs</a></p>	<p>1,3,4</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 23000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage in tutoring in Maths, English and Science for underachieving disadvantaged students	<p>The EEF guide to pupil premium tier 2 approach</p> <p>'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.'</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p>Evidence from Schools within the Trust and success they have had in driving standards</p>	1,2,3,4
<p>Support students to Improve the quality of their Independent study</p> <p>Increased use of remote learning to complete Independent study</p>	<p>The EEF guide to pupil premium tier 2 approach</p> <p>'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.'</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p>Evidence from Schools within the Trust and success they have had in driving standards</p>	1,2,3,4

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

Budgeted cost: £ 10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities targeted at disadvantaged students	<p>The EEF guide to pupil premium tier 3 approach</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p>Evidence based on the Aspirations guiding principles about the importance of Self Worth, Engagement and Purpose Based on the work of the Quaglia Institute</p> <p><a href="https://www.quagliainstitute.org/library/voice-aspirations-briefs">https://www.quagliainstitute.org/library/voice-aspirations-briefs</a></p>	1,2,
Support for PP students to attend Space camp residential	<p>The EEF guide to pupil premium tier 3 approach</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a></p> <p>Evidence based on the Aspirations guiding principles about the importance of Self Worth, Engagement and Purpose Based on the work of the Quaglia Institute</p> <p><a href="https://www.quagliainstitute.org/library/voice-aspirations-briefs">https://www.quagliainstitute.org/library/voice-aspirations-briefs</a></p>	1,2

Embed attendance monitoring system to track disadvantaged students	<p>Evidence based on the Aspirations guiding principles about the importance of Self Worth, Engagement and Purpose</p> <p>Based on the work of the Quaglia Institute</p> <p><a href="https://www.quagliainstitute.org/library/voice-aspirations-briefs">https://www.quagliainstitute.org/library/voice-aspirations-briefs</a></p>	1,2
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**Total budgeted cost: £ 51602**



## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

### **Disadvantaged pupil performance overview for last academic year**

#### **Strategy aims for disadvantaged pupils -**

##### **Student Wellbeing**

Sustained high levels of wellbeing from 2021/22 demonstrated by:

Student voice data very positive

83% of students agree with the statements that support belonging

80% agree they enjoy being at the academy

82% believe they can be successful

100% of parental survey respondents say their child enjoys being at the school

##### **Student engagement**

PP attendance 2021/2022 84.0% (Large impact of covid and a very small year 10 cohort with a large number complex issues around attendance)

PP attendance 2020/2021 92.0%

PP attendance 2019/2020 92.2%

PP attendance at extra curricular has increased by 62% on average from term 1 for non PP student this increase was 40%. 71% of students attend an extracurricular activity

##### **Student behaviour 2021/2022**

Behaviour log show PP students incidents are in line with or lower than the percentage number of PP students. 25% of incidents of defiance 33% of incidents of disruptions

##### **Student behaviour 2020/2021**

There were no Fixed term exclusion or Permanent exclusions for PP students in 2020/2021. This compares with 16 FTE and 1 PEX in 2019/2020 and 25 FTE and 1 PEX in 2018/19. The target was for a 20% reduction so this reduction of 100% is exceptional.

##### **Student outcomes 2021/2022**

AP3 Data for PP students

Grade 9-5 %English & Maths: 40% EBacc APS: 4.0

Attainment 8:5.1

##### **Student outcomes 2020/2021**

PP student progress in 2020/21. Students were tested on return from the Lockdown in September 2020 to see what gaps they had in their learning. This formed the basis of interventions and grouping for the students. The data showed that students were on average 2.08 grades below where target data would place them. By the end of the year this had been reduced to -0.4 grades, progress of 1.68 grades in the year. The Percentage of Grade 5+ in English and maths increased by 19%.

## 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	