



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 (3 year plans are recommended) | 2023 -2024/25 |
| Date this statement was published | 7/2023 |
| Date on which it will be reviewed | 1/2024 6/2024 9/2024 |
| 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 | £48,128 |
| Recovery premium funding allocation this academic year | 0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £48,128 |



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 the 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 with a focus on question to drive student progress

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 large gap between PP persistent absence and NPP |
| 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 |
|--|---|
| <i>To achieve and sustain improved wellbeing and resilience for all pupils, including those who are disadvantaged.</i> | <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none">· qualitative data from student voice, student and parent surveys and teacher observations· A reduction in the number of behaviour incidents for disadvantaged students by 50%· A reduction in exclusions for disadvantaged students by 50% <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> |
| To Improve progress and attainment for disadvantaged students across the curriculum at the end of KS4 | <p>by 2023/24, disadvantaged pupils will achieve positive progress 8</p> <p>Achieve at least in line with FFT 50 estimates</p> <p>Grade 9-5 % English & Maths: 33%</p> <p>EBacc APS: 4.2</p> <p>Attainment 8:4.2</p> |
| To Improve progress and attainment for disadvantaged students in English and Maths at the end of KS4 | <p>Achieve at least in line with FFT 50 estimates for English and Maths</p> <p>%Maths grade 5-9: 33%</p> <p>% English grade 5 -9: 33%</p> |
| To close the GAP between disadvantaged students and non disadvantaged students attendance | <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 <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: £ 35000



| 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>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> | 1,2,3,4 |
| Embedding the school's feedback policy to ensure student progress; providing high quality CPD including the use of IRIS with a focus on in class questioning | <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>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>Evidence from Schools within the Trust and success they have had in driving standards</p> <p>https://www.quagliainstitute.org/library/voice-aspirations-briefs</p> | 1,3,4 |

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



Budgeted cost: £ 5000

| 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>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>Evidence from Schools within the Trust and success they have had in driving standards</p> | 1,2,3,4 |
| Support students to Improve the quality of their Independent study | <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>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>Evidence from Schools within the Trust and success they have had in driving standards</p> | 1,2,3,4 |
| Increased use of remote learning to complete Independent study | | |

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

Budgeted cost: £ 8128



| 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>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <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>https://www.quagliainstitute.org/library/voice-aspirations-briefs</p> | 1,2, |
| Support for PP students to attend Space camp residential | <p>The EEF guide to pupil premium tier 3 approach</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <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>https://www.quagliainstitute.org/library/voice-aspirations-briefs</p> | 1,2 |



| | | |
|--|--|-----|
| Embed attendance monitoring system to track disadvantaged students | Evidence based on the Aspirations guiding principles about the importance of Self Worth, Engagement and Purpose Based on the work of the Quaglia Institute https://www.quagliainstitute.org/library/voice-aspirations-briefs | 1,2 |
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Total budgeted cost: £ 48,128



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 2022 to 2023 academic year.



Disadvantaged pupil performance overview for last academic year

Strategy aims for disadvantaged pupils -

Student Wellbeing

Sustained high levels of wellbeing from 2022/23 demonstrated by:

Student voice data very positive

81% of students agree with the statement my school is a welcoming and friendly space

67% agree they enjoy being at the academy

89% believe they can be successful

Student engagement

PP attendance 2022/2023 88% for year 10 from 75.0% for last year (cohort with a large number complex issues around attendance)

PP attendance 2020/2021 92.0%

PP attendance 2019/2020 92.2%

Student behaviour 2022/2023

Behaviour log show PP students incidents are in line with or lower than the percentage number of PP students. 20% of incidents of defiance 31% of incidents of disruptions

Compared with 21/22 where 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 2022/2023

There were 4 FTE and no permanent exclusions for PP students in 22/23

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 is exceptional.

Student outcomes 2022/2023

This was a challenging year group where the results were impacted heavily by attendance

GCSE Results for PP students

Grade 9-5 %English & Maths: 9% this was below FFT 50

EBacc APS: 1.8

Attainment 8: 23.15 FFT 50 38.0

Internal Analysis shows a 25% gap between those PP students who had 90%+ attendance and those who were persistently absent.

Student outcomes 2021/2022

GCSE Results for PP students

Grade 9-5 %English & Maths: 60% In line with FFT 5

EBacc APS: 4.06

Attainment 8:49.03 in line with FFT 20

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%.



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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

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