Pupil premium strategy statement

This statement details our school's use of pupil premium 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	126
Proportion (%) of pupil premium eligible pupils	24 pupils 27.9%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	September 2024 - July 2027
Date this statement was published	September 2024
Date this version was reviewed	July 2026
Date this statement will be reviewed	July 2027
Statement authorised by	S. Johnson-Scott (Principal)
Pupil premium lead	E. Myton
Governor / Trustee lead	M Lancey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,400
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	£26,400

Part A: Pupil premium strategy plan

Statement of intent

The intention of Space Studio West London is to all come together as a community to narrow the attainment, attendance and behaviour gaps. By supporting pupil well-being we create an environment wherein disadvantaged pupils can achieve their full potential. The use of additional funds allows the Academy to have additional resources, interventions and to provide opportunities for extending pupils cultural capital. This intent is to allow an inclusive and supportive environment where regardless of background every pupil feels valued, empowered and supported to succeed academically and personally.

Space Studio West London focuses on having quality first teaching with the use of adaptive teaching techniques to allow an inclusive learning environment to support our PP pupils raising attainment and academic achievement. Targeted intervention with data informed decisions with internal Academy data is used to reduce gaps and ensure maximum impact.

Monitoring the attendance of PP pupils and implementing strategies to improve it ensures that pupils benefit fully. Understanding and addressing the causes for any poor attendance enables us to provide targeted support and encourages a positive view to attendance at Space Studio West London.

Building positive relationships for our disadvantaged pupils to create a supportive and inclusive environment to create a nurturing and empowering ethos, which allows pupils to thrive academically, socially and emotionally.

Parental engagement when issues arise whether positive or negative, with letters , phone calls and parent meetings to gain support in fostering a strong home-school partnership.

Using enrichment opportunities to create an inclusive environment where every pupil feels valued, supported and motivated to engage in achieving their goals. This enhances their sense of belonging and self-confidence within Space Studio West London.

Challenges

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

Challenge number	Detail of challenge
1	Despite improvements last academic year, the average attendance rates for disadvantaged pupils is currently lower than that of non disadvantaged pupils, as is the persistent absence rate. This reduces learning time, access to staff who can support them and therefore impacts progress.
2	Gaps in pupil knowledge as a result of missing education during key stage 3. Most commonly, this is as a result of poor attendance at previous schools or pupils not being on roll at a school.
3	Motivation and aspirations among some disadvantaged pupils is low. This is partly due to some pupils coming from homes where education is not a priority. For some pupil premium pupils there are issues around regular positive learning habits which can lower aspiration and accessibility regarding ambitious long-term aspirations.
4	Some disadvantaged pupils need additional support to address barriers to progress and ensure behaviour and personal development are conducive to continued success. We understand the negative impact that suspensions can have on Pupil Premium pupils and the gaps in learning that can occur. We use these and internal suspensions as an absolute last resort, when all other interventions have not been successful.
5	Disadvantaged pupils are more likely to have lower literacy skills in comparison to their non disadvantaged peers. This is more likely if they have not attended school regularly during KS3.

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
To achieve a sustained increase in attendance for disadvantaged pupils.	● Overall attendance rate of disadvantaged pupils is higher than the national average for that group. ● To reduce the attendance gap between the disadvantaged and non disadvantaged to no more than 2%.

	● Persistent absenteeism is reduced and below the national average for that group.
To lower the gap between the progress and attainment of disadvantaged pupils, particularly in Maths and English To focus on key groups within the school community containing disadvantaged pupils to reduce the gaps of attainment.	. ● Improve progress and attainment for our disadvantaged pupils in English and Maths. ● Achieve at least national average for progress and attainment in E+M for disadvantaged pupils. ● Improve progress and attainment for disadvantaged pupils in KS5. ● Introduce two Year 11 English and Maths residentials to support pupils exam preparation.
To increase motivation, attitude towards learning and give aspirations to disadvantaged pupils.	● To further deliver a robust reward system in place that includes achievement points and reward trips based on those points. ● Continued delivery of a compliant careers programme which supports pupils in their choices at KS5 and beyond. ● Teacher reports and class observations suggest disadvantaged pupils are confident learners with positive attitudes to learning. As a result, they are better at regulating their own learning resulting in a reduction in disadvantaged pupil's negative behaviour points. ● Work in books shows a high level of challenge and resilience, where pupils are not afraid to make mistakes, and there is a culture of learning from mistakes.
To achieve sustained improvement in behaviour for all pupils, particularly leading to reducing incidents by disadvantaged pupils.	● Behaviour policy of CCC (chance choice and consequence) with restorative conversations, allowing pupils to build relationships with peers and staff. This should allow socialisation back into the academy and create a positive environment. ● To further reduce the disadvantaged pupil suspension rate by re-engaging pupils in the

	enjoyment of learning and Academy life leading to excellent attitudes to learning (clear routines, positive behaviours, high attendance and punctuality).
High levels of literacy enabling pupils to fully access the curriculum. By this we mean accessing all content as set out in exam specifications.	• Key words are shared with pupils at the start of lessons and definitions shared with pupils. • Internal quality assurance and work in books will demonstrate extended writing which is well structured, 'word rich' and uses subject specific vocabulary appropriately. • Pupils will have the skills to tackle challenging texts suitable for their chronological reading ages and in summative assessments. • Summative assessment data will demonstrate that disadvantaged pupils are able to access and are successful in extended writing tasks.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using CPD/INSETs and staff briefing to inform staff and encourage a growth mind set to support our pupil premium pupils with effective strategies. Such as: pedagogical skills, adaptive teaching, feedback techniques and building positive relationships. Development of knowledge-rich curriculum as research indicates well structured curriculum can lead to improved understanding and retention of knowledge. Having whole school diagnostics in key disadvantaged groups. Professional development to support improving behaviour in the classroom and around the school with various and effective techniques. ITT and ECT programme with a specific focus on supporting disadvantaged pupils. In school mentoring where experienced teachers support those new to teaching.	Training with staff on supporting the pupils with their metacognition and self-regulation to support pupils to understand their own learning styles. Staff using quality first teaching and adaptive teaching such as modelling (+7 months of progress).Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF Providing **feedback** is well-evidenced and has a high impact on learning outcome. Feedback redirects or refocuses the learners' to achieve a goal, by aligning effort and activity with an outcome, Feedback can be verbal, written or can be given through tests via digital technology. Studies of verbal feedback show a slightly higher impact overall (+7 months). Feedback | Toolkit Strand | Education Endowment Foundation | EEF "Mastery learning", "teaching for mastery" aims to support all pupils to achieve deep understanding and competence in the relevant topic, including common lesson content for all pupils; and use of manipulatives and representations. Mastery learning | Toolkit Strand | Education Endowment Foundation | EEF	2,3,5,6

Member of senior staff given responsibility for Pupil Premium pupils. Members of staff given responsibility for Pupil Premium in Year 11 including K30. To support data analysis of diagnostics, the sharing of good practice, targeting areas of improvements. Lead Practitioners within subjects to develop CPD / Pedagogy. Member of staff given responsibility for supporting ITT and ECT staff.		

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention and extra support. Having a member of staff having responsibility with the Key 30 who are the disadvantaged pupils. Increasing extra support opportunities for Year 11 offering after school intervention. Holiday/Weekend interventions. Residential intervention for English and Maths in Year 11 (two placements). Academic Mentors support attendance and behaviour issues.	Improving outcomes by disadvantaged pupils in English & Maths so that greater numbers of pupils achieve their target grades 9-4 and 9-5. To increase the likelihood of additional school time benefitting disadvantaged pupils, school leaders should consider how to secure engagement and attendance among those from disadvantaged backgrounds. Extending school time| Toolkit Strand | Education Endowment Foundation | EEF	3,4

Meeting with SENDCo to identify and highlight key pupils and put in place targeted intervention with extra support with Maths and English. Targeted review of the pupils during subject diagnostics. Sharing pupil profiles and effective teaching strategies with teaching staff. Targeting disadvantaged pupils for extra tutoring support in Maths, English and Science.	Using Teaching Assistants with intervention to small groups or individuals shows a positive impact on learner outcomes. Also using high quality teaching has been noted from research as the most important lever schools have to improve outcomes for their pupils. Teaching Assistant interventions | Toolkit Strand | Education Endowment Foundation | EEF	
The use of teaching assistants to support to give personalised support Having additional support across some of the key subjects to work with PP pupils. (Key Sponsors) Members of staff are given responsibility for mentoring Pupil Premium in Year 11 including K30.	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Small group tuition has an average impact of four months of additional progress over the course of the year. Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	

Support students to improve the quality of their independent study. Increased use of remote learning to complete independent study.	The EEF guide to pupil premium. https://educationendowmentfoundation.org.uk/using-pupil-premium	1, 2, 3, 4

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

Budgeted cost: £3,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving the attendance rates for disadvantaged pupils by the use of data tracking on Arbor. PP Reward/support Plan focusing on the group of PP pupils to support them to increase their attendance (trips/rewards) .	There is large variation in the strategies that have been researched with the aim of improving pupil attendance. Attendance Interventions | Rapid Evidence Assessment | Education Endowment Foundation | EEF	1,6
Support for pupil premium students at attend Space Camp residential	The EEF guide to pupil premium tier 3 approach. https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	

Tracking of behaviour points to support behaviour intervention to improve attainment to allow a positive school ethos, improve classroom behaviour and targeted pupils. Sponsored pupils are a group of the academy's high profile and disadvantaged pupils where SLT , heads of departments and the lead practitioners have weekly check-ins for support or a point of contact for any issues. Wellbeing support through targeted one to one pastoral support across year groups which include a focus on attendance, referral to internal & external agencies and increased parental contact to reduce barriers to learning.	Both targeted interventions and universal approaches (whole school policy) have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. Behaviour Interventions | Toolkit Strand | Education Endowment Foundation | EEF Wellbeing surveys and attendance data support that an individualised approach has a positive impact on achievement and learning behaviours	2,3,5
Having a member of staff that oversees Careers. Career advice and talks from outside agencies. The use of UNIFROG which is to support pupils with universities and finding their future in their career.	To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. Aspiration Interventions | Toolkit Strand | Education Endowment Foundation | EEF	4

Visits to colleges/universities Guest speakers / external workshops Apprenticeships UNIFROG		

Total budgeted cost: 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 2024 to 2025 academic year.

Previous Pupil Pupil Premium Strategy Outcomes

The overall average attendance of PP pupils during 2025-26 was 85.49% and this was over a 2% increase from from 2024-25. However, there is still a significant amount of work to do to ensure this figure is at least in line with the national average. The overall attendance of non PP pupils during 2025-26 was 94.38%. In 2025-26 the gap between PP and non PP attendance was 8.89%.

The % of PP pupils persistently absent in 2025-26 was 26.34%, which was a 27.83% improvement compared to 2024-25. However the PA figure is higher than the national average and this remains a priority for 2026-27.

We realise there is still much work to do to ensure that average attendance rates for disadvantaged pupils are no lower than that of other pupils.

Several strategies have been put in place to support increasing the attendance of our Pupil Premium pupils.

- Clear attendance processes have been established.
- All students who do not attend receive contact home on day 1 of absence.
- The new Campus behaviour policy places an enhanced emphasis to attend school on time, to support punctuality of pupils.
- Extra incentives have been introduced this year to encourage pupils to attend school such as reward trips, vouchers and extra praise (weekly achievement points).

- During Academic Mentoring there is designated time each week to reward attendance and also for the Academic Mentor to catch up with pupils who have been absent.
- Pupil Premium pupils will be placed on attendance rewards reports and extra incentives given to them to encourage them to attend school (canteen passes)
- Increased communication with home and better early engagement with parents/carers
- Breakfast club to support early arrival.

Attainment 8 Score

	2024	**2025**	**2026**
PP	21.80	34.50	31.92
Non-PP	42.02	44.52	47.3
Gap	20.22	10.02	15.38

Although the attainment 8 score for disadvantaged pupils decreased in 2026, it remains over 10 points above that from 2024. The gap between disadvantaged and non disadvantaged pupils in part due to non disadvantaged pupils improving their attainment 8 score. Achievement of all pupils, especially those who are disadvantaged remains a priority for the academy.

PP/NON PP GAP	**2024**	**2025**	**2026**
% E&M 4+	24 PP 46 Non PP	35 PP 69 Non PP	42PP 67 Non PP
% E&M 5+	15 PP 39 Non PP	30 PP 51.7 Non PP	17 PP 52 Non PP

Disadvantaged pupils improved their outcomes in the 4+ E&M measure in 2026 and closed the gap in achievement with their non disadvantaged peers. However, the gap at the 5+ measure has widened for disadvantaged pupils. Although achievement rates have declined at this measure in 2026, it is above that achieved in 2024.

KS5 Disadvantaged pupils:

KS5 Space Studio West London	2023-24 APS at A-Level	2024-25 APS at A-Level	2025-26 APS at A-Level
Disadvantaged pupils	21.50	20.00	22.67
Non disadvantaged pupils	27.50	23.10	26.72

The achievement of disadvantaged pupils across A-Level subjects has improved since 2024-25 and is the highest that it has been across a 3 year trend. There remains more work to do to ensure that the achievement of all pupils continues to improve and this remains an academy priority.

PP % Trips

100% of PP pupils attend trips as Space Studio West London supports them in attending.

PP behaviour

The behaviour of disadvantaged pupils is strong and compared to their non disadvantaged peers, disadvantaged pupils are:

- Less likely to have received 1 fixed term suspension
- Less likely to have received more than 1 fixed term suspension

There were no permanent exclusions in 2025-26.

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	