

Pupil Premium spending Mendip Studio School 2019-20

Mendip Studio School Pupil Premium Profile 2019-20	
Total number of pupils on roll	116
Number of PP-eligible pupils:	21 pupils in DfE report for financial year April 2019 to March 2020. Deprivation 20 (2 of which also LAC) and 1 Service Child
Amount per pupil:	£935
Total number of LAC/PP+ on roll:	17 (16 deprivation, 1 LAC)
Total Pupil Premium income:	£16,830
Additional amount per LAC/PP+ pupil:	£2300 available for each child
Total LAC/PP+ budget:	£ Available This funding is applied for through the Virtual School on a case by case basis through students' PEP meetings. The funding will be used to provide 1:1 tuition or mentoring, access to sports facilities including horse riding, art and drama therapy, revision guides and other learning resources, access to school trips with an educational value etc.

<p>School's pupil premium statement:</p>	<p><i>The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure that they benefit from the same opportunities as students from less deprived families. From September 2015, the Pupil Premium is worth £935 and goes to students who are in receipt of free school meals or have been in receipt of free school meals in the last 6 years (Ever 6). Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority and Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order qualify for a £2300 grant. Students whose parents are currently serving in the Armed Forces also qualify (albeit at a lower rate).</i></p> <p><i>The way in which the Pupil Premium is spent is closely monitored and all schools are held to account for the impact of the money spent. At Mendip Studio School, the Pupil Premium is used in order to enhance the life chances of those students who are more disadvantaged by focussing on student progress in literacy, numeracy, engagement in learning and wellbeing. The following documents show how the money is spent and also the impact of that spending. We have identified 3 key priorities for the next three years that we confidently expect to lead to increased success for our most disadvantaged pupils, these are</i></p> <ol style="list-style-type: none"> <i>1. Attendance, behaviour and readiness to learn</i> <i>2. High quality teaching through CPD</i> <i>3. Evidence-based intervention when students aren't making progress in line with non PP students</i> <p><i>These three priority areas will be addressed by our focus on the following three areas that are key to raising their attainment</i></p> <ul style="list-style-type: none"> <i>• Aspiration</i> <i>• Access</i> <i>• Achievement</i>
<p>Barriers faced by eligible pupils at Mendip Studio School:</p>	<p>One or more of the following:</p> <ul style="list-style-type: none"> • Low levels of Literacy on entry • Middle and High ability students not progressing at the same rate as their peers • Limited Parental engagement • Disengagement • Low aspiration and community pressure • Attendance • History of underachievement • Leadership at classroom level (teacher awareness)
<p>Planned Provision</p>	<p>Aspiration: Transition, raising aspiration, tackling disengagement, parental engagement, careers guidance</p> <p>Access: Literacy support, Numeracy support, Attendance, equipment and extra-curricular</p> <p>Achievement: Quality first teaching, SEND provision</p>

ASPIRATION	ACCESS	ACHIEVEMENT
<ul style="list-style-type: none"> ● All, LAC and PP students receive transition support from the school to aid transition. ● All students visit Mendip Studio School with parents prior to starting. ● IAG and careers guidance is given from year 10, with PP students targeted for support. ● Improved parental engagement for PP students through a community engagement program. ● Consideration is made for PP students when trips, visits, extra- and super-curricular clubs are offered to encourage pupils to engage. ● PP students are supported through key stage changes to ensure maximum take up for 6th form. ● Peer and staff mentoring for PP students to help create a wider support network for PP students. 	<ul style="list-style-type: none"> ● Small group targeted intervention for PP students identified as having low reading and spelling ages (KS4) ● Students who are SEN and PP will receive support through SEN department evidence-based interventions. ● Reading support through TAs and 6th form mentors for KS4 students with low reading ages and or low VB ● Small group targeted intervention for PP students identified as having low QB maths scores. ● Maths intervention groups for PP students identified as underperforming based on progress data and teacher referrals. ● Attendance officer weekly tracking of PP students and early intervention when falls below 95% in consultation with Pastoral Leader to ensure support is put in place where needed. ● PP students have access to support for uniform, equipment and trips on request and to the value of half the cost. ● All PP students are provided with a digital device 	<ul style="list-style-type: none"> ● Pupil Premium champion tracks all PP students, allocates them to a group relevant to their ability so they receive targeted strategies and evidence-based interventions are put in place where necessary. ● All PP students are identified on lesson and seating plans. ● PP students' are given priority in lessons by <ul style="list-style-type: none"> ○ Targeted questioning ○ checking their understanding ○ praise and reward ○ Developing their literacy ○ High expectation that they can achieve as well as anyone ○ Ensuring they catch up on missed work ● All Subject Leaders track PP students' progress and report to SLT line fortnightly ● PP students are a priority for mentoring initiatives, data tracking, in-class and extraction evidence-based interventions both in the SEND department and across subjects. ● Small group targeted evidence-based interventions in Year 11 for students who are identified as underperforming in relation to their targets in English, maths and science. ● Careful monitoring of curriculum planning across subjects to ensure all PP students are secure in all necessary skills, knowledge and understanding ● Monitoring and evaluation system for Teaching and Learning to ensure that the needs of all learners are met.

ASPIRATION

Provision	Linked barrier	Success Criteria	Cost	Evaluation of impact (Summer 2020)
Improved parental engagement and specific individual pastoral care for disadvantaged pupils - administration time to liaise regularly and actively with PP Parents/ Carers	Student disengagement Lack of parental engagement	Parental attendance at Parents'/Carers' evenings attains 80%+. Closure of gap for Year 11 PP cohort for P8 to at least 0.0 Gap between nPPI and PPI boys decreases to at least in line with national	£1,500	
Transition Pastoral Leader and Careers Guidance role	Low levels of literacy on entry Student and Parental engagement	95% satisfaction of transition processes from induction to 10 and from 11 to 12 through parental survey and student voice.	£1,000	
IAG and Careers Advice Individual careers and direction interviews with all year 10 and 11 students - appointment of careers advisor IAG from year 10 onwards	Student disengagement Lack of aspiration Family background Community pressure	Improve % of PPI students staying on to 6th form by a further 5% Improved delivery and engagement in PSHE and IAG strategies in the school leading to enhanced cultural capital	£2,000	
Improving the support network for disadvantaged pupils. Peer mentoring	Student disengagement Lack of peer support	Increased participation of disadvantaged pupils both in and outside of school across the curriculum. Increased engagement in lessons.	£150	

ACCESS

Focus	Linked barrier	Success Criteria	Cost	Evaluation of impact (Summer 2020)
Access to digital resources for enhanced learning and progress through uses of digital devices and educational software is hindered for Pupil Premium students	Internet access at home Lack of funds for relevant apps etc	Access to and usage statistics of school specific educational software including SAM Learning, Mymaths, Rapid Readers	£1,500	
Raising attendance of Pupil Premium students	Student disengagement Transport issues Lack of parental support	PP attendance is improved from 2018-19 and their attendance is in line with nPP students	£3,000	
PP students have basic equipment provided, where necessary.	Lack of funds Students disengagement	100% of students will have their ingredients provided for them across KS3 and KS4	£1,000	
Reducing the number of exclusions by disadvantaged students	Student disengagement Lack of parental support	Decreased percentage of exclusions by a further 5% (relative) and no significant difference between PPI and NPPI students.	£800	
Provision of essential resources for all disadvantaged pupils (including transport) Improving the access to extra-curricular trips and curriculum enrichment.	Disengagement; inability to access revision material and essential equipment	Closure of gap for Year 11 PP cohort for P8 to at least 0 Percentage of disadvantaged pupils taking up school trips in line with others.	£800	

ACHIEVEMENT

Focus	Linked Barrier	Success Criteria	Cost	Evaluation of impact (Summer 2020)
Improving levels of progress in English and Maths for disadvantaged pupils in Year 11: Small group evidence-based intervention	Student disengagement SEND Middle and High ability students not progressing at the rate of their peers	Closure of gap for Year 11 PP cohort for P8 to at least 0 Closure of gap for Year 11 PP cohort for MP8 to at least 0 Closure of gap for Year 11 PP cohort for E8 to at least 0	£2000	
Targeted TA support for PP/SEND students	Literacy and Numeracy Student engagement	Closing in-school variation in performance of PP students in all subjects at KS4 and 5 Reduction of gap in absence for PP vs nPP Sustained 0.0 or better gap for repeat exclusions	£2,500	
Professional development in curriculum planning to ensure all disadvantaged pupils are secure in all necessary skills, knowledge and understanding	Student disengagement Tackling low literacy and numeracy Leadership at classroom level	Closure of gap for Year 11 PP cohort for P8 to approaching 0.0 Gap between nPP and PP boys decreases to at least in line with national	£1,000	
Monitoring and Evaluation of teaching and learning Quality first teaching	Student disengagement Leadership at classroom level	All disadvantaged pupils achieve at least expected progress in all subjects (in line with national averages) Quality first teaching for all	£2,500	
Pupil Premium Co-ordinator; identification and tracking	Improved tracking of students	Tracks all PP students and ensures evidence-based interventions are put in place where necessary to reduce the gap between PP and nPP students.	UPS3 role (1/7th of role)	