

# PUPIL PREMIUM STRATEGY STATEMENT

## This is to be read in conjunction with the college's Pupil Premium Policy

This statement details our college's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged students. 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 college.

## College overview

Details	Data
College name	<b>De Salis Studio College</b>
Students in college	140
Proportion of disadvantaged students	31.4%
Academic year or years covered by this strategy	2022-2024
Publish date	01 September 2023
Review date	31 August 2024
Statement authorised by	Stewart Duguid, Chair of the Academy Board
Pupil premium lead	Heidi Faure, Principal
Governor lead	Stewart Duguid, Chair of the Academy Board

## Funding overview

Metric	Data
Pupil premium funding allocation this academic year	£45,540 (based on 44 eligible students)
Recovery premium funding allocation this academic year	£12,144
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£45,540

## Pupil Premium Strategy Plan

### Statement of intent

The 'Pupil Premium' is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families who are considered disadvantaged compared to their wealthier peers. Pupil Premium is spent within the context of the overall funding agreement between the Department for Education and Rosedale College. Funding is based on children who have been registered for free school meals at any time in the last six years, further reinforcing the importance of making sure all those who qualify are actually registered. Nationally one in four children comes into this category across the entire ability range. A large percentage of our students are eligible for Pupil Premium and we passionately believe that this is not a barrier to success, but rather that by improving outcomes for all in our community we benefit the most disadvantaged most of all. Many of the plans we put in place to support Pupil Premium students also support and raise the outcomes of other groups within the school such as those with Special Education Needs, and those identified as EAL. The College's statement of intent can be read in detail in its Pupil Premium Policy.

## Challenges

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

<b>In-college barriers (issues to be addressed at college level, such as poor literacy skills)</b>	
<b>A</b>	Low literacy and communication skills: a high number of PP students arrive with low language and communication skills.
<b>B</b>	Resilience for learning: a significant number of PP students lack concentration and stamina for learning, which can manifest in low disruption in class. These students require support for completion of their work.
<b>C</b>	Low social and emotional skills: we need to put in support for PP students who consistently show poor skills in maintaining friendships and demonstrate unacceptable levels of over reactions to incidents.
<b>External barriers (issues which also require action outside college, such as low attendance rates)</b>	
<b>D</b>	Attendance: attendance rates of PP students are typically lower than that of their peers.
<b>E</b>	Engagement of parents, guardians and carers: attendance at Academic Review and information evenings is low for PP. Many cannot or do not support their child with their homework.
<b>F</b>	Aspiration: some PP lack aspirational goals and disengage with education.
<b>Desired Outcomes</b>	
<b>A</b>	Close the literacy achievement gap between national all students and Pupil Premium.
<b>B</b>	Ensure PP students have ample time, space and resources to complete their work in class. Ensure PP students achieve or exceed their subject targets.
<b>C</b>	Reduce the number of behaviour incidents of PP students through pastoral support from the teacher and support staff.
<b>D</b>	Attendance of disadvantaged students to be better than national averages.
<b>E</b>	A greater number of parents, guardians and carers attend meetings and ensure their child has access to after college and holiday booster and activity programmes.
<b>F</b>	Improve students' wider involvement in college life so they can apply their knowledge in real life situations.

## 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	Target date
Progress 8	0.10	Sept 24
Attainment 8	53	Sept 24
% grade 5+ in English and mathematics	54%	Sept 24
EBacc entry	30%	Sept 24
Other	0	Sept 24

## 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 priorities for current academic year (inc CPD, recruitment and retention)

Measure	Activity	What is the evidence and rationale for this approach?
Priority 1	<p><b>Teachers to use data to be aware of disadvantage students, and to adapt teaching accordingly.</b></p> <p>Teachers will use prior attainment to chart a path on improving students current attainment, or adapt their teaching to support learners in making progress.</p>	<p><i>While evidence from research provides valuable insight into what has happened in classrooms in the past, it doesn't automatically mean that approach will be effective in the future. It's important to use careful judgement of the relevance and applicability of any source of evidence. <b>EEF Guide to Pupil Premium 2023</b></i></p>
Priority 2	<p><b>High quality homework for all students, with relevant links to learning in class.</b></p> <p>Use of appropriate and high quality platforms to deliver additional learning and support. For example, MathsWatch and Kerboodle.</p>	<p><i>The evidence shows that the impact of homework, on average, is five months' additional progress. However, beneath this average there is a wide variation in potential impact, suggesting that how homework is set is likely to be very important. There is some evidence that homework is most effective when used as a short and focused intervention. <b>EEF Teaching and Learning Toolkit October 2018.</b></i></p>
Priority 3	<p><b>Professional development, training and support.</b></p> <p>Focused CPD to improve quality of teaching and learning from good to outstanding.</p>	<p><i>Good teaching is the most important lever colleges have to improve outcomes for disadvantaged students. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.</i></p>

	Early Career Teacher support through the full delivered programme via UCL, and additional mentoring.	<b>EEF Guide to Pupil Premium.</b>
<b>Barriers to learning these priorities address:</b> Barrier A - Low literacy and communication skills. Barrier B - Resilience for learning.		
<b>Projected spending</b>	<b>£19,000</b>	

## Targeted academic support for current academic year (inc tutoring, one to one support, structured intervention)

Measure	Activity	What is the evidence and rationale for this approach?
<b>Priority 1</b>	<b>Additional interventions in literacy and numeracy for disadvantaged students.</b>	<p><i>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</i></p> <p><i>Programmes involving Teaching assistants or volunteers can have a valuable impact, but tend to be less effective than those using experienced and specifically trained teachers, which have nearly twice the effect on average. Overall, the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary colleges, and for subjects like reading and mathematics.</i></p> <p><b>EEF Teaching and Learning Toolkit October 2018.</b></p>

<b>Priority 2</b>	<b>Support and progress programme</b> This programme will provide academic and pastoral support and enrichment on a needs basis	<i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. <b>EEF Teaching and Learning Toolkit January 2024</b></i>
<b>Barriers to learning these priorities address:</b> Barrier C – Low social and emotional skills and Barrier A – Low literacy and communication skills		
<b>Projected spending</b>	£ 17,900	

## Wider strategies for current academic year (inc attendance, behaviour and wellbeing)

Measure	Activity	What is the evidence and rationale for this approach?
<b>Priority 1</b>	<b>PP students are equipped with metacognitive strategies which they can utilise to regulate their own feelings and emotions in college and at home.</b> All classes implement the Zones of Regulation and support students in improving their personal development skills.	<i>Metacognition and self-regulation approaches have consistently high levels of impact, with students making an average of seven months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older students. <b>EEF Teaching and Learning Toolkit October 2018.</b></i>

<p><b>Priority 2</b></p>	<p><b>PP students to receive extra support for their learning through small group tuition in after college boosters.</b> PP students will receive this extra support in areas of the curriculum where the gaps are as identified in baseline assessments.</p>	<p><i>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</i> <b>EEF Teaching and Learning Toolkit October 2018.</b></p>
<p><b>Priority 3</b></p>	<p><b>Improve attendance and reduce persistent absence for PP students.</b> Additional buy in from Participation Team to support disadvantaged students with poor attendance.</p>	<p><i>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.</i> <b>The Department for Education (DfE), 2016.</b></p>
<p><b>Priority 4</b></p>	<p><b>Increase parental engagement.</b> Personalised invitations to PP parents, guardians and carers to workshops and information events.</p>	<p><i>The EEF has tested a number of interventions designed to improve students' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</i> <b>EEF Teaching and Learning Toolkit October 2018.</b></p>
<p><b>Barriers to learning these priorities address:</b> Barrier B - Resilience for learning. Barrier C – Low social and emotional skills. Barrier D – attendance. Barrier E – parental engagement. Barrier F – pupil aspiration.</p>		
<p><b>Projected spending</b></p>	<p><b>£8,640</b></p>	



**Total budgeted cost: £45,540**

**Review of outcomes in the previous academic year**

**Pupil premium strategy outcomes** - student performance overview for last academic year

Measure	Performance
Progress 8	-0.20
EBacc entry	23%
Attainment 8	47
% grade 5+ in English and mathematics	46%

## Review: last year’s aims and outcomes (review of 2022/2023 spend)

Aim – desired outcome, and chosen action and approach	Outcome
<b>Teaching priorities for current academic year (inc CPD, recruitment and retention)</b>	
<p><b>High quality homework for all students, with relevant links to learning in class.</b> Use of appropriate and high quality platforms to deliver additional learning and support. For example, MathsWatch and Kerboodle.</p>	<p>Students were able access resources set by their teachers on Microsoft Teams and Kerboodle. Which also gave the students the opportunity to ask teachers subject related questions when not in classes.</p>
<p><b>Professional development, training and support.</b> Focused CPD to improve quality of teaching and learning from good to outstanding. Early Career Teacher support through the full delivered programme via UCL, and additional mentoring.</p>	<p>Teachers undertake fortnightly CPD sessions to improve their practice.</p>
<b>Targeted academic support for current academic year (inc tutoring, one to one support, structured intervention)</b>	
<p><b>Additional interventions in literacy and numeracy for disadvantaged students</b></p>	<p>Students work with a Academic and Patoral officer, that supports them with any gaps they might have in their knowledge base, and if there is any reasons that might be a hinderance to progress.</p>
<b>Wider strategies for current academic year (inc attendance, behaviour and wellbeing)</b>	
<p><b>PP students are equipped with metacognitive strategies which they can utilise to regulate their own feelings and emotions in college and at home.</b> All classes implement the Zones of Regulation and support students in improving their personal development skills.</p>	<p>Students are support through Rowensbrook to ensure these needs are met.</p>
<p><b>PP students to receive extra support for their learning through small group tuition in after college boosters.</b> PP students will receive this extra support in areas of the curriculum where the gaps are as identified in baseline assessments.</p>	<p>Learning mentors support students in class, or out of class on a one to one basis or in small groups.</p>

<p><b>Improve attendance and reduce persistent absence for PP students.</b> Additional buy in from Participation Team to support disadvantaged students with poor attendance.</p>	<p>There are stronger communication ties with parents to encourage attendance.</p>
<p><b>Increase parental engagement.</b> Personalised invitations to PP parents, guardians and carers to workshops and information events.</p>	<p>Parents are invited to meetings to support them in making the best decisions for their child.</p>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Protect CPD time every Tuesday. INSET time to be best used for focused activities.
Targeted support	Increased need but insufficient staff available to deliver in class support	Support has been provided for EAL and SEND students. Timetable intervention sessions with all subject teachers allows for small groups to be deployed to enhance the level of support provided.
Wider strategies	PP students and/or their parents, guardians and carers do not engage with the additional provisions	Make contact with home to encourage participation. Increase use of text messaging and other mediums. Increase the use of social media.