

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Logic Studio School |
| Number of pupils in school | 83 |
| Proportion (%) of pupil premium eligible pupils | 29% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 – 2024/5 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | October 2022 |
| Statement authorised by | |
| Pupil premium lead | Alex Pett |
| Governor / Trustee lead | Cormac Bourne |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £35,335 |
| Recovery premium funding allocation this academic year | £6,000 |
| 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 | £41,335 |

Part A: Pupil premium strategy plan

Statement of intent

No child's education should be adversely impacted by their background. All students must be afforded equal access to high quality education and experiences that will support their development and secure aspirant destinations.

We recognise that, on entry, student's experiences of education and their access to broader enrichment activities will vary. We ensure the following:

- All students receive high quality teaching, every lesson, every day.
- Those students that have not made expected academic progress on entry be supported to make accelerated learning gains.
- Those students that have not accessed broad and enriching educational experiences outside of school are supported to do so.
- All students have a clear focus on an aspirant destination.

Above all, students must be exposed to opportunity and experience that will enable them to reach further than they perceive is possible.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Low reading ages |
| 2 | Mental health |
| 3 | Access to technology |
| 4 | Access to cultural capital |
| 5 | Social skills |
| 6 | Academic attainment |
| 7 | Knowledge of a range of aspirant destinations |
| 8 | Complex family history |
| 9 | Vulnerability in the local area (gang/ drug related activity) |

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 |
|---|---|
| Literacy of students is improved. | Students identified to have reading ages below 10 are supported to make accelerated progress during Year 10. |
| Students identified as Pupil Premium make accelerated progress across 5 terms. | Assessment data shows these students making accelerated progress. |
| Staff are aware and implement the most effective strategies to support students in making accelerated progress. | Quality assurance Deep Dives report that teachers make specific provision for the most disadvantaged. |
| Students have access to a broad range of enriching experiences, both in and out of school. | Student voice indicates that enrichment experiences have a positive impact. Students are able to cite how experiences have developed key skills during mock interviews. |
| Students are aware of a range of aspirant destinations. | 100% of Year 11 students transition to destinations that support their future career goals. |

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: £ 14,335

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Compulsory guided reading lesson 50 mins per week in family sized groups in Year 10. This requires additional staffing. | Reading and reading for pleasure is key to education and mental health and well-being. This programme has been shown to increase students reading ages by 1 year in 6 months. | 1, 4, 5 |
| Continue to provide high level teaching and learning CPD for all staff focusing on pedagogies that have most impact (as identified by the EEF Toolkit). For example marking & feedback and self-regulation | Internal quality assurance of teaching shows a greater awareness of literacy intervention strategies to support pupil premium students. | 6 |
| Staffing of additional Prep groups (maximum 16) at KS4 to support students at risk of not making progress. | Internal quality assurance student voice and staff voice identify Prep as a positive space in which students can be productive. | 5, 6 |
| CPD provided to support staff in dealing with students that are vulnerable to exploitation from criminal gangs. | Staff feedback from training provided by external agencies in 2020-21 identifies the direct support this given in delivering elements of PSHE. | 9 |
| Staffing to ensure class sizes are limited to no more than 24 students. | | 3, 6 |

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

Budgeted cost: £ 15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Personal coaching sessions to support most vulnerable and PP students. | | 2, 5, 7, 8, 9 |
| 1-2-1 maths tuition provided by Third Space Learning | This company are part of the National Tutoring Programme | 6 |
| 1-2-1 English tuition provided by TLC Live | This company are part of the National Tutoring Programme | 6 |
| Onsite counselling provision | | 2, 8, 9 |
| Educational Psychologist | | 2, 6 |
| A dedicated Employer Engagement lead is employed by the school to form meaningful relationships based on careers and destinations. This person works with staff on the delivery of CEIAG materials where appropriate. | | 7 |
| Future Frontiers Programme | Impact report from 2020-21 shows that all students involved gained greater knowledge and skills relating to transition and careers. | 7 |

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

Budgeted cost: £ 12,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--------------------------------------|-------------------------------|
| Continue to offer full range of educational visits and activities across all year groups through our PBL provision. At KS4 trips include field work trips for Geography and History, MFL trips, University trips. | | 4, 5 |
| Subsidise Revision Boot Camp Easter residential to support student's final preparation for exams. Also offers wider outward-bound opportunities. | | 2, 4, 5, 6 |
| Continue to provide uniform and equipment as needed by families. Identify students that would benefit from having revision guides and other resources prior to GCSEs | | 8, 9 |
| Attendance rewards are issued every two weeks to randomly selected students that have demonstrated full attendance. | | 5, 6, 8 |
| Provision of extensive IT facilities both on site and readily available for those in need of support outside of school. This ensures all students have equitable access to technology. | | 3 |

Total budgeted cost: £ 41, 335

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Internal reading age assessment data for Year 10 shows an average progression of 1 year over 6 months. Informal feedback from students shows good engagement and enjoyment from guided reading sessions.

Planned reduction in class sizes at Year 11 allowed for a greater tailoring of teaching to meet individual needs. Question level analysis from assessments on return from Lockdown were used to assemble groups. Data from these classes shows positive progress for all students.

Internal quality assurance of coaching shows that there was a huge increase in the level of need from our students as a direct result of issues experienced during Lockdown. Support work involving staff within the school and external agencies saw students prioritised by level of need. Data collated from our coaching team is being used to further support students through transition to KS5. It has been used to create specific plans around a number of students.

Though we were unable to run our revision residential for Year 11 as planned we were able to pull together an offsite residential experience for students in Year 10. This combined elements of intense catch-up work with social experiences that students had not had as a result of restrictions from COVID. Informal feedback from students is highly positive regarding their experience. It has had a positive impact on re-engaging these students with education (and our staff).

The impact report from Future Frontiers outlines that this programme had a significant impact on students' knowledge, skills and belief. Bespoke careers coaching led to all involved having a clear idea of their future career path and what education looked like for them in the immediate future.

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 |
|--|------------------|
| Taking part in Future Frontiers mentoring programme, targeted at PP students (6 week programme in summer term £1500) | Future Frontiers |

Service pupil premium funding (optional)

There is one student identified and additional funding has been allocated. This funding had been incorporated in spending on Wider Development and Enrichment activities to support this individual.