

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	Logic Studio School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	37.2%
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	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	
Pupil premium lead	Alex Pett
Governor / Trustee lead	Cormac Bourne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,225
Recovery premium funding allocation this academic year	£9,660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£45,885

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, students' 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 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: £ 18,885

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: £ 13,000

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
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
Coaching to support improved attendance		2, 4, 5, 6
Coaching to engage with weekly effort data and engage with feedback from staff		2, 4, 5, 6
Extended 1-2-1 destination guidance and follow up support to ensure the destination is sustained.		7

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

Budgeted cost: £ 14,000

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: £ 45,885

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Data shows that 70% of pupil premium students achieve 4+ in English and Maths and 60% achieved a 5+ in English and Maths. This data is in line with our performance as a school.

Internal reading age assessment data for Year 10 shows that of those students identified as Pupil Premium, substantial gains of up to 3 years have been made over the course of the academic year. 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. Intervention classes focusing on the academic performance of our Pupil Premium students has shown positive impact in English and Maths. Data is strongest for Pupil Premium students in English.

Attendance of our Pupil Premium students is consistently above national average. Part of this is as a result of the coaching that is in place at the school. By working closely with dedicated members of staff, students are able to develop strategies for dealing with poor attendance. The simplest of these strategies is to support students to 'enjoy' coming to school. By building strong relationships with our pupils, especially Pupil Premium students, this barrier has been overcome.

Students are supported to sustain positive destinations through our coaching programme with data collated being used to further support students through transition to KS5. It has been used to create specific plans around a number of students.

Engagement in Personal Development activities and residential programmes has been universal from our Pupil Premium students. This has afforded them to take part in activities to support their personal growth.

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

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.