

Walsall Studio School Pupil premium strategy statement



1. Summary information						
School		Walsall Studio School				
Academic Year		2018/19	Total PP budget	£67,500	Date of most recent PP Review	AUT 2018
Total number of pupils		Number eligible for PP	% eligible for PP		Date for next internal review of this strategy	SUM / AUT 2019
YR10	51	33	64.71%			
YR11	58	30	52.54%			

2. Current attainment Summer 2018		
<p>Context: Walsall Studio School is a 14-19 academy. 39% of students are in KS4 (Y10 & 11) and 61% of students are in the sixth form (KS5). Students who join the school at the start of Y10 engage with a curriculum designed to facilitate a 4-year <i>transformational journey</i> from school student to young creative professional. By the end of KS5 the attainment gap for disadvantaged students closes and they progress onto university and directly into work.</p>	Pupils eligible for PP (Walsall Studio School)	National Average / Comparison
YEAR 11 (2016-2018 cohort)		
Destinations: Progression onto FT 16-18 Study Programmes	100%	
Destinations: Progression onto Sixth form within Studio School	69%	
% achieving (9-4) in both ENG & MATH (end of Y11)	16%	43% (71.2% for NPP)
P8 score for those students eligible for Pupil Premium	-1.26	-0.4 (0.11 for NPP)
YEAR 13 (2016-18 cohort who were PP in 2014-16)		
General Applied APS Grade	Distinction	Distinction -
Tech Level APS Grade	Distinction -	Merit +
MA Progress Score (GCSE Re-sit Maths)	+0.08	-0.13
EN Progress Score (GCSE Re-sit English)	+0.54	-0.10

Current attainment Summer 2018 (Compared to Summer 2017) End of KS4

Measure (KS4)	2017 (Legacy & Reformed Quals)	2018 (Reformed Quals)	DIR
Students at the End of KS4	55	53	
Disadvantaged Students	30 (55%)	34 (64%)	
Progress 8	-1.43	-1.14	↑
P8 Disadvantaged Students	-2.01	-1.26	↑
<i>Difference</i>	0.58	0.12	
Attainment 8 score for English element	6.47	7.25	↑
A8 English element Disadvantaged Students	4.67	6.47	↑
<i>Difference</i>	1.8	0.78	
Progress 8 score for English element	-1.5	-1.07	↑
P8 English element Disadvantaged Students	-2.06	-1.23	↑
<i>Difference</i>	0.56	0.16	
Attainment 8 score for maths element	5.38	5.74	↑
A8 maths element Disadvantaged Students	3.53	5.06	↑
<i>Difference</i>	1.85	0.68	
Progress 8 score for maths element	-1.26	-1.23	=↑
P8 maths element Disadvantaged Students	-1.81	-1.31	↑
<i>Difference</i>	0.55	0.08	
Attainment 8 score for EBacc element (Science)	4.42	6.07	↑
A8 Ebacc element Disadvantaged Students	2.88	5.54	↑
<i>Difference</i>	1.54	0.53	
Attainment 8 score for Open element	11.90	11.69	↓
A8 Open element Disadvantaged Students	8.07	10.13	↑
<i>Difference</i>	3.83	1.56	
Progress 8 score for Open element	-0.59	-0.53	↑
P8 Open element Disadvantaged Students	-1.80	-0.85	↑
<i>Difference</i>	1.21	0.32	

Compared to last year (2017):

Within the context of improvement (for all students) in each of the P8 elements both the in-school progress gap and in-school attainment gap is closing.

Current attainment Summer 2018 (Compared to Summer 2017) End of KS5

Measure (KS5)	2017 (Legacy Quals)	2018 (Reformed Quals)	DIR
Students completing General Applied	49	44	↓
Disadvantaged Students	22	19	↓
APS Grade	Distinction +	Distinction	↓
APS Grade Disadvantaged Students	Distinction	Distinction	=
APS	36.96	35.05	
APS Disadvantaged Students	35.80	35.89	↑
Progress Value Added	+ 0.63	+ 0.48	↓
Progress Value Added Disadvantaged Students	+ 0.55	+ 0.73	↑
English and Maths Progress Measure (Re-sit GCSEs)			
English	+ 0.71	+ 0.54	↓
English Disadvantaged Students	+ 0.89	+ 0.71	↓
Maths	- 0.04	+ 0.08	↑
Maths Disadvantaged Students	- 0.07	+ 0.25	↑

Context:

Most students in Walsall Studio School are in the sixth form (61%). All students are enrolled on study programmes with a vocational core aim. As a result of combining experiential, project-based learning with the embedded teaching and learning practices that prioritise disadvantaged students in 2018 disadvantaged students out-performed non-disadvantaged students (in both attainment and progress value added).

Compared to last year (2017):

In 2017 Walsall Studio School was the Top Performing Studio School or UTC in the country for End of KS5. Within the context of introducing reformed vocational qualifications – with increased external assessment and end of course exams – the school has maintained APS average grades above national average. Additionally, English and Maths Progress scores are above both local and national averages, again Disadvantaged students have out-performed non-disadvantaged students.

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	LITERACY: Baseline assessments at the start of Y10 identify low level literacy skills and gaps in prior attainment from KS3 (73% PP students working below standard pass grade in English in AUT1 teacher assessments for Y10). Too few PP students make accelerated progress and are continuing to work below a standard pass grade in English at the start of Y11.	
B.	MATHS: Although the in-school gap between PP and non-PP students has closed significantly (0.17%), outcomes for all students (including PP) are low. Gaps in knowledge and understanding from KS3 learning (in their previous school) is typically characterised by students' low confidence in working with number and using mathematical terminology. These gaps in knowledge and understanding, coupled with an absence of confidence in the subject, results in students' low expectations of their own ability and likely outcomes in maths.	
C.	SEMH: A high percentage (34.5%) of Y11 students have SEMH needs, 68.4% of those students are eligible for PP. SEMH needs are impacting some student's in class and are distracting students from accessing learning.	
D.	CONFIDENCE & MOTIVATION: 40.6% of students eligible for PP in Yr11 lack confidence and motivation (69.3% of these students are GIRLS) which is having a significant impact on their academic and vocational progress (particularly in Maths and Performing Arts).	
Contextual barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	ENVIRONMENT: Some students eligible for PP, including most able students, lack access to resources, study support, equipment, guidance, and/or cultural experiences at home. This reduces their ability to engage with lessons, homework, or revision, or extracurricular activities which extend breadth of understanding & cultural exposure. <i>Strategies for this particular contextual barrier can be found in <u>additional information at the end of this document</u>.</i>	
F.	ABSENCE: Absence rates for students eligible for Pupil Premium in Y11 are 7.99% higher than the national average, additionally when comparing PP and non-PP in KS4, a gap of 5.88% has emerged in 2018/19 AUT1. This reduces a student's school hours and causes them to fall behind on average.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	<p>ATTAINMENT IN EN AND MA (9-4): Gaps narrowing in academic and vocational subjects term by term across the year – including academic core subjects and vocational specialisms.</p> <p>ATTAINMENT IN VOC SPECIALISMS (9-7): Gaps narrowing in academic and vocational subjects term by term across the year – including academic core subjects and vocational specialisms.</p>	
B.C.	MINDSET: The positive mindset of those students with a lack of confidence, motivation or SEMH needs improves significantly, enabling students to improve their attitude to learning, attendance and confidence when working in class.	
E.	IMPROVED ATTENDANCE: Improved attendance rates for pupils eligible for PP, increasing contact time with students and significantly improving progress in English and Maths.	
		<p>Pupils eligible for PP will meet their end of year targets. Termly data will show that each PP student in years 10 -11 is on track (according to their EOY Target grade), and each PP student in year 11 is making rapid progress towards their target from their term 1 starting point.</p> <p>Those students identified to have a lack of confidence and motivation (and in some cases SEMH) improve their attendance (90%>). Those students will additionally be recognised to be contributing more to class discussions and activities which will improve their achievements in all subject areas.</p> <p>Overall attendance among pupils eligible for PP improves from 87.43% to 90% by the end of Term 1 2018 (for every year group) or at least in line with non-PP pupils.</p>

5. Planned expenditure:					
Academic year	2018/2019				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Attainment in EN 9-4 >50%	Each year group will work in three differentiated groups allowing for small group teaching. Additional 0.4 FTE English teacher has been employed.	EEF Teaching & Learning Toolkit (2018) has been used to identify that 'reducing class size' will have moderate impact on the progress & attainment of students (+3).	Each half term the Leadership team will review the impact of the approach taken. English department will meet weekly during 'Huddles' to review and refine approach and actions required. Department lead will additionally meet with staff 1:1 to monitor implementation.	LS	Dec 2018 <i>February 2019</i> <i>April 2019</i> <i>July 2019</i>
Attainment in MA 9-4 >45%	The use of personalised diagnostic sheets for each individual student. Maths sessions dedicated to mastery of exam technique. Deep marking of work in books and tests undertaken. Intermediate Maths sessions in Year 11 are taught collaboratively 'Team Teaching' – enabling students to access 1:1 support and develop confidence when working with numbers.	EEF Teaching & Learning Toolkit (2018) <ul style="list-style-type: none"> • Individualised Instruction (+3) • Feedback (AoLAfL) (+8) Students are accessing Maths in year 10 at different starting points. Individualised instruction will ensure all students are learning missed content.	The Department will meet weekly during Maths 'Huddles' to review student progress and strategies implemented. Feedback in books will be shared and reviewed during 'Huddles'. End of topic tests will assess and evidence the impact of exam technique mastery.	NS and LVK	Dec 2018 <i>February 2019</i> <i>April 2019</i> <i>July 2019</i>

	This also provides personalised CPD for RQT staff in the department.				
EN and MA TOGETHER (9-4) >40%	Robust tracking and monitoring of all students working at grade and progress to take place half termly. Students working below expected grade (particularly those working in borderline margins) will be targeted through subject interventions. Homework will be used to support progress in both EN and MA.	EEF Teaching & Learning Toolkit (2018) <ul style="list-style-type: none"> • Small Group Tuition – proven to support additional progress by (4+) months. • Homework – studies evidence an additional progress measure of (5+) months. Tracking and monitoring student progress should be frequent and robust to support an immediate response to student regression or a lack of progress.	There will be a Half termly review on Core Leadership Agenda to include the monitoring of approaches taken. Homework will be set and feedback will be provided promptly by all teachers. A quality review of homework tasks and the impact of the approach will be undertaken half termly. Half termly data drops and analysis will provide further evidence of impact and allow the leadership team to review approaches.	DP & JK	Dec 2018 <i>February 2019</i> <i>April 2019</i> <i>July 2019</i>
Total budgeted cost					£42,090.73

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>(9-4) EN and MA Together 50% of those students eligible for PPG to achieve (9-4) in EN and MA Together</p>	<p>STEP UP Study Sessions to take place Monday's session (5) for 1hr pw.</p> <p>Weekly English Developer Classes to improve Reading & Oracy, in addition to understanding Assessment Objectives and content.</p> <p>Pupil Premium Co-ordinator for Maths will target PP students during 'Team Taught' lessons, implementing a range of EEF strategies to support progress.</p>	<p>EEF Teaching & Learning Toolkit (2018)</p> <ul style="list-style-type: none"> • Collaborative Learning – Working in groups with the support of sixth form peer tutoring (5+) • Peer Tutoring – Cross-age tutoring that reinforces learning and corrects misunderstandings (5+) • Feedback (AoL,AfL) (+8) 	<p>Agenda to review impact will be set within both Leadership and subject 'Huddles'.</p> <p>Effective tracking of progress and data analysis to inform evaluation of approaches every 5 weeks.</p> <p>PP Co-ordinator for Maths to work closely with school Pupil Premium Lead – sharing best practise and reviewing strategies regularly.</p>	JK & LS	DEC 2018
<p>ATTENDANCE Absence rates for PP students will fall and attendance will rise to at least 90% by the end of Term 1.</p>	<p>AimHigher Mentors – to work with 30% of Yr 10 PP students (particularly those students at risk of falling below 95% attendance level).</p> <p>Pastoral Team to ensure each PP student is met with each week on an 'Award or Alarm' basis during tutor time.</p> <p>Letters home to parents of those students at risk of falling below 91% attendance – using visual comparisons and attendance charts.</p>	<p>Research undertaken into the strategies used by school's in a similar context.</p> <p>Approaches are enhancing the work that is already being undertaken such as;</p> <ul style="list-style-type: none"> • Home Coaching • Home Visits • Parental phone calls • Attendance monitoring in planners • Attendance awards • Weekly tutorial attendance focus 	<p>Attendance will be on a weekly agenda for Pastoral 'Huddles' and Leadership meetings.</p> <p>Pastoral team will monitor and respond to the absence rates of all PP students and report weekly to the Director of Learning to allow for collaborative action and response.</p>	JK, TE & HS	DEC 2018

<p>SEMH Students with SEMH are appropriately supported to engage in learning consistently.</p>	<p>External Psychotherapeutic Sessions – Working with The GAP Headspace to support students ability to understand and take control of their SEMH. SEMH strategies for the classroom –Staff training and strategies embedded into the classroom. Personal Coaches – support the personal development of students with strategies for students to use. Student Education on Mental Health – ensuring students understand their own mental health and are provided with resources for self-managing. Social Emotional Learning Parent Conference- Parents of year 11 students are invited to attend SEL conference to encourage continuity in the home. Mindset Champion – to work with PP students identified to be most affected by confidence, motivation and SEMH needs. <i>It is recognised by the school that many of the above strategies will have an impact on attendance figures for PP, SEMH students.</i></p>	<p>EEF Teaching & Learning Toolkit (2018)</p> <ul style="list-style-type: none"> • Social Emotional Learning (+4) • Parental Engagement (+3) <p>External organisation advice and guidance – The GAP Headspace.</p> <p>CPD Training in Mindsets – provided by QMGS Mercian Trust.</p>	<p>Whole school CPDc will be provided by the school's SENDCO and strategies will be evaluated by staff.</p> <p>Learning walks scheduled will review the use of strategies and student voice will inform the impact for individuals.</p> <p>Professional review and evaluative discussions to take place in department 'Huddles' in addition to half termly PP academic board meetings.</p>	<p>JK AB</p>	<p>FEB 2019</p>
<p>CONFIDENCE & MOTIVATION Students confidence & motivation levels will improve significantly – enabling students to contribute in class and take responsibility for learning.</p>	<p>Girls Confidence Programme – PDBW team engage students in confidence building programme. Praise & Directed Feedback – (particularly in Maths & PA) provided to PP students in class. Personal Coaching – work directly in empowering students and setting personal targets to motivate.</p>	<p>EEF Teaching & Learning Toolkit (2018)</p> <ul style="list-style-type: none"> • Feedback (learner's performance) (+8) 	<p>PDBW team to review student progress in team 'Huddles' weekly.</p> <p>Teacher observations reported and reviewed at half-termly academic boards - book reviews of sample students.</p> <p>Progress to be tracked through personal coaching 1:1's – student voice.</p>	<p>NS JK BD</p>	<p>DEC 2019 FEB 2019</p>
Total budgeted cost					£25,759.44

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Continued Study into Sixth Form 85% of Year 11 PP cohort continue onto positive destinations. <i>Additionally supporting the need for attainment at GCSE.</i></p>	<p>Subject CIAG classes to inform students of possible careers and benefits from studying in Yr 12.</p> <p>Individual parental meetings to take place with those students who are at risk of becoming NEET or leaving to study the same subject elsewhere.</p>		<p>Statistical analysis of those students submitting internal applications for Sixth Form, allowing subject teachers to follow up and respond to need. Student and parental questionnaires to inform CIAG delivery.</p>	<p>Vocational Staff JK</p>	<p>Dec 2018 £603.80</p>
<p>ENVIRONMENT Access to resources, study support, equipment, guidance, and/or cultural experiences at home.</p>	<p>Student Leadership – Student Council and Vocational Ambassador opportunities are provided to all students; aiming to promote student voice, develop young leaders and transform students into young creative professionals.</p> <p>Into the Wild’ Yr 10 Residential – Supporting personal development, aspirations, community cohesion and resilience.</p> <p>Social Emotional Learning Parent Conference- Parents of year 11 students are invited to attend SEL conference to encourage continuity in the home.</p> <p>Study Guides made available to all PP students.</p>	<p>(EEF Teaching and Learning Tool Kit (+4).</p> <ul style="list-style-type: none"> Parental Engagement (+3) 	<p>The student leadership team will be managed and reviewed by CLT in ‘Huddles’ in addition to Governance meetings.</p> <p>Working alongside QMGS & Personal Coaches to ensure the effective management and co-ordination of Residentials.</p>	<p>JK NS PC’s AB</p>	<p>FEB 2019 APRIL 2019</p>
Total budgeted cost					£603.80

6. Review of expenditure																
Previous Academic Year		Expected £45,000 (Received £41,169). Spend: £42,104.33														
i. Quality of teaching for all																
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost												
Increased progress and attainment in core subjects.	Contribution towards staff teaching costs to enable smaller class sizes / additional sets.	<p>Increased teacher input to individual students where delivery is more personalised leading to increased progress and attainment.</p> <p>Engagement, behaviour and therefore progress increased Science. (Science is the only subject in the Ebacc element of P8)</p> <table border="1"> <thead> <tr> <th>Science (Ebacc Element)</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Progress 8 score for EBacc element</td> <td>-2.21</td> <td>-1.99</td> </tr> <tr> <td>P8 Ebacc element Disadvantaged Students</td> <td>-2.32</td> <td>-1.92</td> </tr> <tr> <td><i>Difference</i></td> <td><i>0.11</i></td> <td><i>+0.07</i></td> </tr> </tbody> </table>	Science (Ebacc Element)	2017	2018	Progress 8 score for EBacc element	-2.21	-1.99	P8 Ebacc element Disadvantaged Students	-2.32	-1.92	<i>Difference</i>	<i>0.11</i>	<i>+0.07</i>	Reducing the breadth of differentiation required by having 3-4 small teaching groups (rather than splitting the year group in 2 groups of 25+) enables greater personalised planning – and significantly greater sustained engagement from students – enabling better progress and attainment.	Additional Core Staff Teaching EN £8,059.92 MA £8,059.92 SCI £10,074.90 Total £26,194,74
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Increased progress and attainment in core subjects.	Teaching strategies to prioritise pupil premium students in class (from EEF) including targeted questioning and collaborative group work. Targeted support from Personal Coaches in Core Subject sessions / intervention sessions.	Clear focus on disadvantaged students in planning and delivery of core lessons ensured teaching and coaching efforts were prioritised and the in-school progress Gap closed as a result in all core subjects. <table border="1"> <thead> <tr> <th>English Element</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Progress 8 score for English element</td> <td>-1.5</td> <td>-1.07</td> </tr> <tr> <td>P8 English element Disadvantaged Students</td> <td>-2.06</td> <td>-1.23</td> </tr> <tr> <td><i>Difference</i></td> <td><i>0.56</i></td> <td><i>0.16</i></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Maths Element</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Progress 8 score for maths element</td> <td>-1.26</td> <td>-1.23</td> </tr> <tr> <td>P8 maths element Disadvantaged Students</td> <td>-1.81</td> <td>-1.31</td> </tr> <tr> <td><i>Difference</i></td> <td><i>0.55</i></td> <td><i>0.08</i></td> </tr> </tbody> </table>	English Element	2017	2018	Progress 8 score for English element	-1.5	-1.07	P8 English element Disadvantaged Students	-2.06	-1.23	<i>Difference</i>	<i>0.56</i>	<i>0.16</i>	Maths Element	2017	2018	Progress 8 score for maths element	-1.26	-1.23	P8 maths element Disadvantaged Students	-1.81	-1.31	<i>Difference</i>	<i>0.55</i>	<i>0.08</i>	QTLA strategies to prioritise disadvantaged students successfully narrow the in-school gap – however – attainment (and progress compared to KS2->KS4 nationally) remains too low, particularly in Maths where the whole cohort P8 measure did not improve in the same way it did in English and Science. Further 'expert strategies' need to be implemented well to accelerate progress and increase attainment in 2018/19.	Training / CPD £1,000 Personal Coaching £8,100
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Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																								
Improved attendance for PP Students	Targeted Personal Coaching / Assertive Mentoring – PP Attendance and engagement focus set as Performance Management Objectives for each Personal Coach.	Increased Attendance + Increased time in class when in school = more learning and therefore higher attainment. 79% of Y11 students (30 from 38) improved their attendance compared to when they were in Y10 and in their previous school in Y9.	A culture of support and challenge for attendance reinforced routinely encourages improvements in attendance for those disadvantaged students who are persistently absent, those who are close to becoming persistently absent and those who attend school regularly.	Targeted Personal Coaching / Attendance Mentoring £900																								

<p>Increase numbers of PP students achieving EN and MA together at Grades 4+ and 5+</p>	<p>Tracking and subject 'gap analysis' completed and presented at PP Academic Boards throughout the year (attended by academic and pastoral staff, the leadership team and link governors / MAT CEO).</p>	<p>Many of the strategies and approaches discussed in the PP Academic Boards were clearly effective in increasing A8 and P8 subject scores compared to last year (and importantly closing the in-school gap in progress / attainment compared to previous years). However, the % of students securing 4+ in both English and Maths decreased in 2018.</p> <p>Despite the significant focus of staff, leaders and governors through Academic Board we were not successful in 'synchronising' students in securing both EN and MA.</p> <ul style="list-style-type: none"> • 14 students achieved English but not Maths • 5 students achieved Maths but not English 	<p>Analysing the cohort, identifying students who are likely to secure EN or MA but no both – and bringing challenge to staff from leaders and governors does not in itself deliver positive impact towards the desired outcome.</p> <p>Increased time energy and team efforts should be placed in developing and implementing strategies in the classroom and targeted interventions – not increased meetings.</p> <p>The priority of efforts for securing Grade 4+ should be within Maths (as more students achieved English but not maths).</p>	<p>Leadership Input / Meetings £2,173.32</p> <p>Curriculum Staff Input / Meetings £1,648.62</p> <p>Personal Coaching Staff Input / Meetings £544.32</p> <p>Leadership and Business Support Staff Support for Reports / Meetings £543.33</p> <p>Total £4,909.59</p>
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7. Additional detail

The school have additionally implemented multiple approaches/strategies that will benefit the attainment of those students eligible for the Pupil Premium Grant, to include;

- Boys Development Programme – Aiming to close any gender gaps within subjects and encourage high aspirations for all boys.
- Staff Welfare Team – Implemented to ensure the well-being and personal development of students across the school.
- StudioAdvance – An enrichment programme which aims to develop students beyond the curriculum and offers cultural experiences internally and externally.