

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Dorset Studio School
Number of pupils in school	351
Proportion (%) of pupil premium eligible pupils	34.5% (121)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 to 2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr. Paul Green, Principal
Pupil premium lead	Mr. Paul Chapman, Assistant Principal
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,714.70
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	£128,714.70 Not applicable

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide outstanding learning opportunities for all students, irrespective of socio-economic background, through a dynamic, integrated curriculum, which reflects the unique context of Dorset Studio School. As a result, all students, regardless of their background or academic starting point, will be enabled to thrive in their environment and make excellent progress in their learning. This will be reflected in their high attainment across the curriculum, particularly in the core subjects of English & Maths and the specialism qualifications of Animal Care, Land Based Studies and Travel and Tourism. The pupil premium strategy plan has taken into consideration the significant impact of the pandemic and how the gap between the disadvantaged and non-disadvantaged has widened both locally and nationally. Diagnostic assessment has been used to establish the current academic challenges, balanced with consideration of the wider external barriers that exist outside of school. This has then informed the selection of evidence-based approaches in order to improve the life chances of all pupils, with a sharp focus on our disadvantaged cohort.

Dorset Studio School's primary focus is to ensure that pupils experience high quality teaching through well sequenced and coherently planned lessons. Research shows that quality first teaching is the most important lever that will have the greatest impact on the outcomes of all pupils, particularly the disadvantaged. In order to overcome any potential barriers and equip pupils with the 'powerful knowledge,' investment in professional development, training and support for all staff will be integral in consistently implementing the school's ambitious curriculum. As a result, all pupils will make good progress and the gap between the disadvantaged pupils and non-disadvantaged will diminish over the three-year period. The pupil premium strategy will regularly review the impact of the chosen strategies, refining the implementation if the strategies are not having the desired effect and continually assessing value for money. We will ensure that national strategies such as tutoring through the National Tutoring programme are incorporated in our education recovery plan, specifically supporting those who have been severely impacted by the pandemic. This coupled with ensuring the whole school priorities work hand in hand with the pupil premium strategy will help make the biggest difference, concentrating on the implementation as well as the chosen strategies. Apart from our priority of high-quality teaching, we will focus on improving the literacy levels for all pupils, developing resilience of pupils, including with self-supported learning and minimising absence to school. Therefore, our approaches will be a whole school approach where every member of staff is aware of the critical part they play in ensuring educational success for each and every pupil. We will continue to work with all stakeholders including parents, providing support to them based on the needs of our pupils. All our approaches will be underpinned by a firm belief that where a need is identified we will intervene early in order for pupils to excel at Dorset Studio School.

Challenges

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

Challenge number	Detail of challenge
1	Diagnostic assessment and reading age tests indicate that a significant number of disadvantaged pupils have lower literacy and numeracy skills. Upon entry to Dorset Studio School disadvantaged pupils in year 7 have an average scaled literacy score of 99.9 compared to 100.5 for non-disadvantaged pupils, and an average scaled numeracy score of 86.7 compared to 90.9 for non-disadvantaged pupils. 23.5% of disadvantaged pupils score significantly below age related expectation (85 or lower) for literacy,
2	Disadvantaged pupils have historically made less progress than other pupils from the same prior attainment band in some subjects at KS4, compared to their non-disadvantaged peers. This is in line with national trends.
3	The education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures, especially when taking into consideration the disproportionate effect that Covid-19 has had on those from disadvantaged and ethnic minority backgrounds. These challenges have included pupils requiring support with social and emotional issues such as anxiety and low self-esteem.
4	Low aspirations and self-esteem for a number of pupil premium pupils across all year groups is having a detrimental impact on their academic progress. Internal research backs up wider studies which suggest that disadvantaged pupils can often lack resilience and self-regulation strategies when faced with challenging tasks.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3 - 5% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
High levels of literacy, including improving reading ages among disadvantaged pupils across school, specifically focusing on those pupils below their chronological reading age in KS3 and KS4.	<ul style="list-style-type: none"> Reading tests demonstrate improved fluency and comprehension skills among disadvantaged pupils and will be in line or above their chronological age Internal quality assurance and work in books will demonstrate extended writing which is well structured, 'word rich' and

	<p>uses subject specific vocabulary appropriately</p> <ul style="list-style-type: none"> • Pupils will have the skills to tackle challenging texts suitable for their chronological reading ages and in summative assessments
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	<ul style="list-style-type: none"> • Work in books shows a high level of challenge demonstrating good or better progress alongside continually deepening their understanding and skills • KS4 outcomes demonstrate that disadvantaged pupils achieve an average Attainment 8 score in line with their non-disadvantaged peers • KS4 outcomes demonstrate that disadvantaged pupils achieve an average Attainment 8 score in line with their non-disadvantaged peers • KS4 outcomes demonstrate that disadvantaged pupils achieve an average Progress 8 score in line with their non-disadvantaged peers
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Class observations along with achievement and behaviour data suggest disadvantaged pupils are:</p> <ul style="list-style-type: none"> • confident learners with positive attitudes to learning. Subsequently, they are better at regulating their own learning resulting in a reduction in disadvantage pupil's representation in behaviour statistics • increased proportion of disadvantaged pupils progress to a range of further education providers with a reduction in the NEET statistics • work in books shows a high level of challenge and resilience, where pupils are not afraid to make mistakes and culture of learning from mistakes is created
Improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing demonstrated by qualitative and quantitative data from:</p> <ul style="list-style-type: none"> • student voice • student and parent surveys • staff observations • feedback from external agencies
Improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged

	<p>pupils and their non-disadvantaged peers being closed.</p> <ul style="list-style-type: none">• the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
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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: £ 36,158

Activity	Cost	Challenge number(s) addressed
Recruitment costs	£11,249	1,2,3,4
Cover supervisor to maintain consistency of approach during staff absence	£24,909	1,2,3,4

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

Budgeted cost: £ 83,387

Activity	Cost	Challenge number(s) addressed
TA Support	£43,355	1,2,3,4,5
Academic Mentors	£19,077	1,2,3,4,5
Practical staff ratios	£17,325	1,2,3,4,5
Forest School staff ratio	£3,630	3,4,5

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

Budgeted cost: £ 9,379.95

Activity	Cost	Challenge number(s) addressed
<i>Transport grant</i>	£500	3,5
<i>Uniform grant</i>	£1000	3,5

<i>Headphones</i>	£500	1,2
<i>Trips / Visits grant</i>	£6,300	1,2,3,4,5
<i>Revision books</i>	£105	1,2
<i>Loop Experience ear pods</i>	£24.95	2,3
<i>Attendance and welfare administration</i>	£950	2,3,5

Total budgeted cost: £ 128,925.95

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Raising achievement:

- The overall Progress 8 score for PP pupils was -0.34, which was **0.23 higher than the national average** PP Progress 8 score of -0.57.
- The Progress 8 score for PP pupils in the KS4 vocational qualifications was +0.02.

Narrowing the gap:

- The Progress 8 gap between PP and non-PP pupils was 0.37, which was **50% narrower than the national average** gap of 0.74.
- The Attainment 8 gap between PP and non-PP pupils was 4.19, which was **72.6% narrower than the national average** gap of 15.3.
- Whilst Pupil Premium English Progress scores were -0.28 below non-PP pupils, Pupil Premium Maths Progress scores were 0.08 above non-PP pupils.

Areas for improvement:

- PP Eng/ Ma crossover at grade 4 was 4.17% below non-PP (29.17% compared with 33.33%), and 2.98% below non-PP at grade 5 (4.17% compared with 7.14%). Pupils join DSS with numeracy levels below the national average and the gap between literacy and numeracy attainment levels needs to be narrowed further throughout the journey from Year 7 to Year 11 in order to improve the percentage of pupils achieving both English and Maths GCSEs at grade 5.
- The greatest differential was in vocational subjects, where PP pupils achieved a positive Progress 8 score of 0.02 whilst non-PP pupils achieved a Progress 8 score of 0.83. This is already being addressed using PP funding in order to provide additional staffing support for vocational subjects in order to support the progress of PP pupils in current Year 10 and 11 cohorts.
- Attendance for PP pupils in 2022/23 was 5.64% lower than non-PP pupils across all year groups and 4.51% lower in Year 11. Whilst this is a narrower gap than the national picture for 2022/23 (6.5% lower across all year groups and 8.4% lower in Year 11), further effort to improve attendance for PP pupils is required to eliminate the attainment gap between PP and non-PP pupils.

Externally provided programmes

Programme	Provider
Lexia	Lexia
Reading Plus	Dreambox Learning
CAT4	GL Assessments
ART	Hodder Education
AMT	Hodder Education
Toe-by-Toe	Toe-by-Toe
Power of 2	123 Learning

Further information

The Dorset Studio School Pupil Premium Strategy will work hand in hand with our whole school priorities, ensuring that all pupils make good progress and where pupils start classed as disadvantaged, they do not leave disadvantaged. We will continue to evaluate the implementation of all our chosen strategies through regular assessment of resultant impact and value for money, and where identified as being necessary strategies will be refined accordingly.