

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 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 school.

School overview

| Detail | Data |
|---|---------------------------------|
| School name | Arts and Media School Islington |
| Number of students in school | 653 |
| Proportion (%) of pupil premium eligible students | Funded for 382 = 58.4% |
| Academic year/years that our current pupil premium strategy plan covers | 3 Year Plus |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | October 2024 |
| Statement authorised by | Susan Service |
| Pupil Premium Lead | Anban Naidoo |
| Governor / Trustee lead | Kayte Lawton |

Funding overview

| Detail | Amount |
|---|-----------------------------------|
| Pupil premium funding allocation this academic year 22/23 | £377,695 |
| Recovery premium funding allocation this academic year 22/23 | £105432 £276 per student (382) |
| 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 | £483127 |

Part A: Pupil premium strategy plan

Statement of intent

At Arts and Media School Islington, staff and governors aim for all our students to leave with the knowledge and skills to be scholars in their future endeavours. This will be underpinned by our cornerstones: aspiration, reflection, respect and confidence.

Our students are entitled to an excellent education regardless of ability, vulnerability, background or current wider challenges. Students will experience a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical developments of students and prepares them for the opportunities, responsibilities and experiences of later in life. Students will leave us achieving excellence in subjects to facilitate progression, equipped as life-long learners, prepared to contribute positively to the wider community and able to lead a successful and fulfilling life being the best that they can be.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that aim, including progress for those who are already high attainers or potential high attainers. We will consider the wider challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

This is achieved through a coherent and relevant Academic Curriculum that is clearly planned and sequenced with consistently high standards of teaching. Our Academic Curriculum is designed to counterbalance some of the barriers created by social disadvantage and allow all students to achieve excellence. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school to sustain and improve their performance.

Our strategy dovetails and underpins with the whole school strategy for education recovery. This is most evident in its targeted support through the Raising Achievement Team (RAT) and Raising Achievement Co-Ordinators (RAC). This support is delivered alongside the National Tutoring Programme (NTP) and School Led Tutoring (SLT) for students whose education has been worst affected, including non-disadvantaged students.

The response to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- *ensure disadvantaged students are challenged in the work that they are set*
- *act early to intervene as the point need is identified*
- *adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.*

Challenges

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

| Challenge number | Detail of challenge |
|--------------------------|--|
| 1. Literacy and Numeracy | Literacy and numeracy skills along with reading ages are significantly lower on entry for students eligible for PP than for other students nationally which prevents them making better progress. Whilst the majority of these students do meet national benchmarks, and |

| | are therefore able to access the curriculum, there are a small number, including children with EHCPs, who have a significantly lower level of reading comprehension. This impacts on their progress in all subjects. | | | | | | | | | | | | | | | | | | |
|---|--|---|--|--|------|----|--------|---|------|------|---|------|------|---|------|-----|----|------|------|
| 2.Attendance | Our attendance data over the last year indicates that attendance amongst disadvantaged students has been approximately 6% lower than for non disadvantaged students; this has a negative impact on outcomes. | | | | | | | | | | | | | | | | | | |
| 3.Conduct | Our behaviour analysis shows that disadvantaged students at Arts and Media School are more likely to engage in both low level and more serious behaviour incidents. They are more likely to receive fixed term exclusions. This can impact on them failing to reach their academic potential. | | | | | | | | | | | | | | | | | | |
| 4.Social and Emotional | <p>Given our context, disadvantaged students disproportionately suffered from lockdown. This is apparent in higher levels of mental health challenges and a wider attainment gap.</p> <table border="1" data-bbox="379 568 761 974"> <thead> <tr> <th colspan="3">Attitude to Learning Data - Summer 2023</th> </tr> <tr> <th>Year</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>1.61</td> <td>1.44</td> </tr> <tr> <td>8</td> <td>1.64</td> <td>1.42</td> </tr> <tr> <td>9</td> <td>1.73</td> <td>1.7</td> </tr> <tr> <td>10</td> <td>1.96</td> <td>1.78</td> </tr> </tbody> </table> <p>Attitude to learning score is higher for PP students compared to non PP students; the lower the score the better the attitude to learning.</p> | Attitude to Learning Data - Summer 2023 | | | Year | PP | Non PP | 7 | 1.61 | 1.44 | 8 | 1.64 | 1.42 | 9 | 1.73 | 1.7 | 10 | 1.96 | 1.78 |
| Attitude to Learning Data - Summer 2023 | | | | | | | | | | | | | | | | | | | |
| Year | PP | Non PP | | | | | | | | | | | | | | | | | |
| 7 | 1.61 | 1.44 | | | | | | | | | | | | | | | | | |
| 8 | 1.64 | 1.42 | | | | | | | | | | | | | | | | | |
| 9 | 1.73 | 1.7 | | | | | | | | | | | | | | | | | |
| 10 | 1.96 | 1.78 | | | | | | | | | | | | | | | | | |
| 5.Curriculum and Teaching quality | No analysis of barriers to achievement could be complete without a continued focus on the quality of the teaching students receive. At the heart of our ethos is that we strive to improve, and this applies just as much to teachers as their students. We see high quality learning and teaching to be at the core of all pupil premium work. For this reason, many of our disadvantaged achievement strategies consistently focus on improving the quality of learning. We are mindful of implementing strategies that make the most difference and impact on all disadvantaged children. The whole school has a focus on Rosenshine Principles of Instruction which sits at the heart of quality teaching and learning. | | | | | | | | | | | | | | | | | | |
| 6.Resources | <p>Disadvantaged students are less likely to purchase optional revision materials such as study guides and have a variety of reading books at home. As a result, they are less likely to take part in optional enrichment opportunities.</p> <p>Some disadvantaged students reported that home does not always provide a conducive learning environment for them either because of a lack of family engagement in education, not having a space to learn or because there are too many distractions at home.</p> <p>Some students do not have electronic resources to engage with work.</p> | | | | | | | | | | | | | | | | | | |
| 7.Career pathways | Some disadvantaged students are less likely to have focused and ambitious career targets to work towards. They are less likely to have plans for post-16 study and often do not value education as a key to a more fulfilling life after school. At Arts and Media School, through our ethos and meeting the Gatsby Benchmarks, we relentlessly strive to address this. | | | | | | | | | | | | | | | | | | |

| 8. SEND needs | Increasing SEND needs which is reflected across the Local Authority. | |
|---|--|----------------------------------|
| | Year | % PP Students with SEND (E or K) |
| | 7 | 0%* |
| | 8 | 89% |
| | 9 | 48% |
| | 10 | 58% |
| | 11 | 60% |
| | 11 (Leavers 2022) | 83% |
| <ul style="list-style-type: none"> *data not available | | |

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 |
|---|--|
| <i>Improved reading comprehension among disadvantaged students across KS3</i> | <p>Disadvantaged students to progress and improve reading scores on NGRT tests as a marker of ability to read.</p> <p>Well embedded reading curriculum aimed specifically at improving student reading skills, the key skill in order to access academic study.</p> <p>Well embedded disciplinary reading to complement the focused curriculum reading.</p> <p>Targeted intervention for catch up sessions in KS3/4 using Thinking Reading</p> <p>Sparx Reading supports increasing the reading age and comprehension; narrowing the gap between non PP and PP students.</p> |
| <i>To achieve and sustain improved attendance and punctuality for all students, including those who are disadvantaged</i> | <p>Sustained high attendance demonstrated by: the overall absence rate for all students tracking within a percentage of national figures and closing the attendance gap between disadvantaged students and their non-disadvantaged peers.</p> <p>Student attendance is monitored and where periods of absence occur, we work successfully to bring students back into school.</p> |
| To achieve and sustain improved wellbeing for all students, including those who are disadvantaged | <p>Disadvantaged students with SEMH will make progress in line with their peers</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations.</p> |
| Improved attainment and progress across the curriculum at the end of KS4 for disadvantaged students | <p>Attainment and progress of disadvantaged children more in line with those of their peers</p> <p>Increase in the proportion of students from disadvantaged undertaking & achieving the EBacc .</p> |

| | |
|---|---|
| | <p>An increase in P8 by element with a particular focus on English, Maths and EBacc.</p> <p>An increase in the proportion of students that go onto study a L3 qualification at college.</p> <p>By the end of our current plan in 2024/25, 50% or more of disadvantaged students enter the English Baccalaureate (EBacc). In the last year this figure was 19%.</p> <p>By 2024/25 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> ● an average Attainment 8 score of 5.5 (2022 4.56) ● an EBacc average point score of 5.0 (2022 3.64) ● A progress 8 score is more closely aligned to their non-disadvantaged peers. (0.01 vs 0.36 2022) |
| <p>To improve holistic development of disadvantaged students through “Experiential Education”</p> | <p>Disadvantaged students will have access to all enrichment activities and external trips. During a student’s journey at AMSI they will be able to engage with the following cultural experiences:</p> <ul style="list-style-type: none"> ● Rural experiences such as trips to forests, national parks, coastal areas. ● Large urban centre visit. ● Cultural experiences such as Theatre trips, musicals, concerts, museums, national trust properties/locations. ● Historical experiences such as trips to museums, national trust properties/locations, urban centres ● STEM experiences. ● Sporting experiences. ● Residential trip(s). ● Further Education and Higher Education ● Duke of Edinburgh Qualifications <p>Students will also experience a range of work related strands to inform their career planning. This will involve:</p> <ul style="list-style-type: none"> ● Vetted/Quality work experience placements for all students ● Workplace visits ● Virtual Work Experience ● Employer talks ● Careers advice and guidance ● Soft skills preparation ● Visit to FE/HE institutions |

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: £20000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Develop whole school teaching & learning strategies to promote progress of all students including the disadvantaged through CPD, learning walks and observations. | High quality teaching and learning seen in observations. This has the biggest impact on the progress of disadvantaged students – Sutton trust research. <i>Rosenshine Principles embedded in planning and delivery</i> | 1-8 |
| Early identification of Year 7 students' learning barriers through baseline testing in English and Maths. | Early intervention for Literacy and Numeracy will allow stronger progress towards GCSE achievement. Thinking Reading | 1,5 |
| Raise levels of challenge for students. | The National Curriculum states that 'teachers should set high expectations for every student.' | 1,5,8 |
| ICT equipment in classrooms to allow teachers to model and scaffold lesson content more clearly. | Rosenshine Principles and Blended learning embedded in classroom delivery. | 1,5,6,8 |
| Ensure that disadvantaged students who have SEND needs will receive quality first teaching. | Additional whole staff CPD sessions delivered by qualified staff. Lesson observations demonstrate good practice. | 8 |

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

Budgeted cost: £ 54,160

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------|--|-------------------------------|
| One to one Tutoring | Externally provided tuition that is targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one and in small groups. | 1,8 |
| SSS (Scholar Study sessions) | Externally provided tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one and in small groups. | 1,5,8 |
| Alternative Provision | One to One support using external provision from Quality Tutoring for short/medium/long term cases. | 2,3,5,7 |
| Targeted support during holidays | Registers of sessions where attendees are data driven to progress increased progress across subjects. | 1,6 |

| | | |
|--|---|---------|
| English Additional Language (EAL) | Timetable for a designated EAL teacher | 1,5,7 |
| SWS (School's WellBeing Service) | Referrals made to the on-site service will include disadvantaged students. | 4,3 |
| Lexia programme for EAL Students | Targeted disadvantaged students will undertake this form of assessment. | 1,5,8 |
| Thinking Reading programme | Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: EEF Guide to pupil premium "vocab knowledge is a predictor of achievement and often related to socio-economic status". | 1,5,8 |
| Sparx English | Programme that supports increasing the reading age and comprehension; narrowing the gap between non PP and PP students. Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: EEF Guide to pupil premium "vocab knowledge is a predictor of achievement and often related to socio-economic status". | 1,5,8 |
| EBacc Subjects uptake | EBacc lead's use of the SMID data to give aspirational guidance and support to disadvantaged students. | 5,7 |
| Access to Chromebooks for all students to support blended learning both in school and at home. | Use of Google Classrooms and other platforms to support intervention and primary learning. | 1, 6, 8 |
| All PP students (Yr 7-11) will have access to high quality careers advice and guidance. | GATSBY: 'Every young person needs high quality career guidance to make informed decisions about their future' Unifrog - provides unbiased careers information and advice to young people to help them make informed decisions about what to do after school. On average, more privileged students have better access to the guidance and information needed to make decisions The Gatsby Benchmarks: Good Career Guidance | 7,8 |
| Library Development | Ensure that all students are able to borrow a book from the library and provide opportunities for intervention activities individual/group/peer support. Literacy Festival promotes engagement with Literacy | 1,4 |
| SEND support from Artis | An external agency whose programme is effectively used in local primary setting to support the curriculum delivery but in a creative manner. Will be used to target our SEND students who are working at primary level - specifically Year 7's where the need is high. | 8 |

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

Budgeted cost: £10,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Implementing the new Achievement and Behaviour policy. | Student and staff voice. Behaviour reports to monitor progress. | 3,8 |
| Islington Trauma Informed Practices | Continuation of the 2 year programme with support for targeted staff once every half term. | 3,4,8 |
| Becoming A Man (BAM) programme | Proven programme in another borough that is being piloted in Islington. Disadvantaged students will make up the majority of the caseload. | 3,4 |
| Careers programme Working with Into University to provide some Careers guidance to students. | Gatsby benchmarks: "Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high quality career guidance." Work Experience will be put in place for all students in Year 10. | 7 |
| Parental outreach meetings across the year to build parental involvement and make meetings accessible | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents | 1-4, 6, 7,8 |
| Access to school trips | School trips subsidised for Pupil Premium students up to £100 per student. | |
| Duke of Edinburgh Award | School subsidises the participation of Pupil Premium students on the DofE Award. | |

Total budgeted cost: £ 71,000

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 students in the 2021 to 2022 academic year.

| Groups Analysis - Pupil Premium vs Non Pupil Premium | | | | | | | | |
|--|----------------------------|--------|------------|------------|----------------------------|--------|------------|------------|
| | 2022 - Public Examinations | | | | 2023 - Public Examinations | | | |
| | Whole cohort #121 | PP #68 | Non PP #53 | Difference | Whole cohort #132 | PP #77 | Non PP #55 | Difference |
| KS2 | 101.57 | 101.62 | 101.5 | +0.12 | 102.69 | 101.77 | 104.35 | -2.58 |
| A8 | 4.61 | 4.56 | 4.65 | -0.09 | 41.27 | 3.89 | 4.46 | -0.57 |
| P8 | 0.14 | 0.01 | 0.30 | -0.29 | -0.14 | -0.25 | 0.08 | -0.33 |
| 7-9 E&M | 12% | 8.82% | 15.09% | -6.27% | 9% | 8% | 11% | -3% |
| 5-9 E&M | 48% | 52.94% | 41.51% | +11.43% | 35% | 30% | 42% | -12% |
| 4-9 E&M | 67% | 67.65% | 66.04% | +1.61% | 59% | 56% | 64% | -8% |
| EBacc Entries # | 21% | 19% | 23% | -4% | 27% | 25% | 29% | -4% |
| EBacc Strong | 7% | 5.88% | 9.43% | -3.55% | 10% | 8% | 13% | -5% |
| EBacc Standard | 11% | 8.82% | 13.21% | -4.39% | 11% | 9% | 15% | -6% |
| Progress Buckets filled | 91% | 91.18% | 90.57% | +0.61% | 92% | 91% | 93% | -2% |

GCSE Examinations Summer 2022

Analysis of Groups

Pupil Premium (PP) students did not do as well as Non-Pupil Premium by half of a grade. The starting point for PP was significantly lower than Non-PP by 2.58 of a grade. Non-PP made positive progress, but PP had negative progress of -0.25. This means that they performed a quarter of a grade lower than expected when compared to the national cohort. The PP students did not perform as well as the non-PP students for all measures. The gap has reduced from 2018/19 for Matched Data for 4+ and 5+.

The Progress 8 gap has narrowed for males and females from 2018/19 as well as 2021/22. The attainment gap has also decreased slightly from 2021/22.

Teaching Priorities for academic year 2022-23

SKPA 1 - Quality of Education

- 1.1 To attain strong outcomes and reduce gaps across all subjects through a rich curriculum.
- 1.2 To promote high quality teaching and learning that embeds a creative approach to engage all learners, particularly SEND students.
- 1.3 To develop a culture of reading for pleasure that supports students to access the curriculum and become independent learners.

SKPA 2 - Behaviour and Attitudes

- 2.1 To continue to improve attendance and punctuality towards meeting the national expectation; targeting persistent absenteeism as a priority.
- 2.2 All staff consistently promote and enforce 'The Big Ten' behaviour expectations for students.
- 2.3 ITiPs practices are embedded in our interactions with students in the community.

SKPA 3 - Personal Development

- 3.1 Attitude to Learning conversations foster positive attitudes to learning and school.
- 3.2 Students demonstrate British Values through applying the cornerstones in their everyday practice
- 3.3 Student voice is used to enrich and impact progress inclusive of outward facing projects.

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 |
|------------------|-----------------|
| 1-1 Tutoring | Action Tutoring |