



**elstree screen arts**  
the creative academy for  
the culture industry

# ESA Pupil premium report 2023

## Pupil premium spending 2022/2023

| SUMMARY INFORMATION                          |          |   |          |
|--|----------|---|----------|
| Date of most recent pupil premium review:    | 10/10/23 | Date of next pupil premium review:          | 10/10/24 |
| Total number of pupils:                      | 461      | Total pupil premium budget:                 | £38295   |
| Number of pupils eligible for pupil premium: | 37       | Amount of pupil premium received per child: | £1035    |

**STRATEGY STATEMENT**

Elstree Screen Arts Academy is a specialist creative media and production arts college In Hertfordshire and the Greater London area. ESA is a leading institution in technical, applied and creative education for the culture industries. The primary vision of the school is to provide an excellent broad and creative curriculum which focuses on both meaningful content and character development. We provide strong academic teaching and technical training, engaging and relevant learning and valuable industry experience. Our students are supported by a strong pastoral ethos and community spirit which encourages all students to contribute to our society as creative, confident, collaborative and compassionate citizens.

All students have access to a broad, balanced, creative and cultural curriculum regardless of ethnicity, class, gender, physical ability and religious beliefs and academic aptitude. The College promotes positive mental and emotional well-being, self compassion and confidence, responsibility and collaborative appreciation of others. All students are valued, loved and challenged to become reflective, ambitious and successful - whatever their starting point.

The Pupil Premium (PP) category was introduced by the Government in April 2011 to support the progress of particular groups of students. Additional funding is made available to school and is allocated to children of statutory school age who are eligible under the following criteria:

- Children whose parents are currently serving in the armed forces or have served in the last 5 years
- Children who have been looked after continuously for more than six months (*“children in care, living with foster parents, living in a residential children's home or living in residential settings like schools or secure units.”* NSPCC)
- Children who have left care or been adopted from care
- Low-income families who are known to be eligible for free school meals (FSM). From 2012-2013 this has also included students who have been eligible for FSM in the last six years (known as the Ever 6 FSM measure).

National school achievement data shows that children who are looked after or who are eligible for Free School Meals often perform less well at school than other students not in those groups. At ESA, we spend our Pupil Premium funding to try and reduce the gap in children's educational attainment in these groups and to provide them with appropriate pastoral support and cultural experiences to enhance their quality of life, broaden their horizons, develop their aspirations, increase engagement and motivation and thereby enhance their life chances.

Schools are held accountable for how they use the additional funding to support PP students. Schools must also demonstrate that they are monitoring the impact of their selected approaches to improve provision to students entitled to the Pupil Premium. At ESA, we use some of the PP money to pay for aspects of our pastoral support programme. This includes the work of our Behaviour Intervention Specialist, our school counselling service and our Pastoral Support Manager. This welfare team is part of our strategic plan to provide for students known to us as vulnerable, many of whom have social, emotional and mental health issues, which can create learning barriers. These difficulties are understandably higher among our pupil premium population, which is why we supplement this provision with some of our PP funding. We also use PP money to ensure that students who are part of the pupil premium eligible groups have additional learning and extracurricular costs covered such as cultural trips and industry experiences. Some of our courses have specialist technical kit which can present families with additional costs (such as art and design materials or ICT hardware / devices) so we also have equipment bundles in certain subjects which we purchase for PP students. During the Covid 19 pandemic, we have also worked hard with the government laptop fund to ensure that PP students have access to a Chromebook connected to the internet at home.

**The overall aim of our Pupil Premium Strategy:**

- To reduce any attainment gap between the school's disadvantaged pupils and those not in receipt of Pupil Premium by 10 percentage points
- To raise the in-school attainment of disadvantaged pupils
- To provide opportunities for disadvantaged students to work on projects and with partners to increase their motivation and engagement, and to increase their occupational readiness in and beyond the creative industries through industry relevant skills training and application.
- To ensure that excellent guidance and careers advice reduces the likelihood that any students become NEET when they leave ESA.

Our data shows that students within our PP community are also more likely to have lower attendance and often lower aspirations for high quality outcomes. This area remains a challenge for us. We track participation data in our work experience and employer engagements programme through our ESA 3P programme (Projects, partnerships and productions). We ensure that students in receipt of pupil premium (and post 16 students who are eligible for P16 bursary) are invited

to participate in extra curricular projects such as Apples & Snakes video productions and the SKY documentaries project. This has been an effective way of increasing motivation and engagement and develops / supports the acquisition of important skills in our specialist subjects.

The Senior Leadership team and our governors monitor the performance of the pupil premium learners and we intervene with mentoring and bespoke programmes to ensure the 2nd aim of our PP Strategy is met wherever possible. Educational trips and relevant learning resources are provided to students with the pupil premium - often, this can include a chromebook laptop and copies of set texts, textbooks and study guides.

## Assessment information 2022/23

| END OF KS4 (FOR SECONDARY SCHOOLS) |                        |                            |
|------------------------------------|------------------------|----------------------------|
|                                    | Pupils eligible for PP | Pupils not eligible for PP |
| A8 Score                           | 30.46                  | 39.35                      |
| P8 Score                           | -0.96                  | -1.06                      |

## Barriers to learning

### BARRIERS TO FUTURE ATTAINMENT

#### Academic barriers:

|   |  |
|---|--|
| A | 66% of PP students have less than average CATS scores on entry into Year 10. |
| B | 40% of PP students have a lower than average reading age.                    |
| C | 33% of PP students are on the SEND register.                                 |

### ADDITIONAL BARRIERS

#### External barriers

|   |  |
|---|--|
| D | 39% of PP students are persistent absentees. |
|---|--|

### INTENDED OUTCOMES

| Specific outcomes |  | Success criteria           |
|-------------------|--|----------------------------|
| A                 | PP students to attain equally to their non PP peers.   | Results in summer 2024.    |
| B                 | Reduction of persistent absenteeism in PP students. Less than 25% of PP students to be persistent absentees. | Attendance data 2023/2024. |
| C                 | Closing the attendance gap between PP and non PP students to no more than 10%.                               | Attendance data 2023/2024  |

## Planned expenditure for current academic year

| ACADEMIC YEAR 2023/2024  |  |   |  |  |  |
|--|--|---|--|--|--|
| Action   | Intended outcome   | What's the evidence and rationale for this choice?  | How will you make sure it's implemented well?  | Staff lead   | When will you review this?   |
| Chromebooks<br>Google Classroom is used to support student progress, personalisation, feedback and independent learning. Chromebooks enable students to access this provision. | To increase numbers of students achieving 5 GCSEs and level 2 qualifications at level 4 and above and in line with most likely target grades (CATS).   | Over half of PP students have a low CATS score on entry. Therefore their most likely target grades can be lower than non PP students. 5 GCSEs / Level 2 qualifications at level 4 and above is the entry criteria for Level 3 study at post 16. Therefore achieving this performance measure is crucial to progress and life chances. | Teachers and the inclusion team led by Heads of Key Stage will monitor students' engagement with Google Classroom published resources. Teacher dialogue will also show engagement and progress.                  | NWA<br>HODs and HOKs<br>LMA<br>KWA to facilitate the Chromebook scheme | All Chromebooks to be available by Autumn 2.<br>LMA to monitor PP progress each term |
| Contribute to the provision of our counsellor  | To provide targeted SEMH support interventions for PP students who are struggling with their mental health to help them better cope with attending school and make it a more positive experience for them. | Levels of SEMH need are higher within the PP population as born out by referrals, assessments, ACEs and the Strengths and Difficulties Questionnaire. 44% of our PP students are on our SEMH register. Improved SEMH leads to better outcomes and improved outlook.   | System of identification, referral and assessment.<br>Clearly identified qualifying criteria.<br>Qualitative monitoring such as round robins and teacher feedback regarding engagement, attitude and motivation. | NWA<br>LMA<br>HOKs<br>LMM  | Ongoing as part of referral  |
| Contribute to the provision of the Behaviour and Inclusion Specialist, the Pastoral Support Manager and the Attendance Officer.  | To improve the attendance of the PP population and to ensure the relevance and appropriateness of the provision including alternative provision and PSPs as required. To support students pastorally       | 39% of our PP students are PA. The attendance team do specific targeted interventions to increase the attendance of our PP students working with both families and a variety of external agencies.  | The attendance team report on attendance at the weekly pastoral team meetings. Home visits are undertaken then for any persistent absentees.   | SBR<br>LMA<br>DHO  | Ongoing  |

|  |  |   |   |         |         |
|--|--|---|---|---------|---------|
|  | to improve their ability to remain in school and in lessons.   |   |   |         |         |
| Trips and curriculum resources                           | To ensure cultural disadvantage is combatted and PP students are given opportunities to access materials and experiences comparable with non PP students | EPICs and trips are used to augment the curriculum for our PP students and give them experiences they would not otherwise be able to access.  | Post trip and EPIC questionnaires.  | LSH     | 07/24   |
| Tech/Kit/Resources                                       | To ensure that our PP students are equipped with everything that they need for learning both in school and as part of our blended learning curriculum.   | PP students need to have access to technology that allows them to access our blended learning curriculum effectively.                         | Co-ordination between the pastoral team and IT support to ensure that the resources are directed out correctly.   | KWA/CBU | 07/24   |
| Dress code   | To ensure that all our PP students are able to wear the correct dress code.  | PP students will have the branded t-shirts and sweatshirts to ensure continuity for all students. Basic PE kit to be ordered for PP students. | Pastoral team to monitor.   | CBU     | 07/24   |
| CAIG<br>Contribution to PT careers adviser               | To ensure that our PP students receive careers' guidance to help them to choose an appropriate post-16 provision and beyond.                             | PP students to have access to a wide access to future opportunities and not be limited in their choices of higher education or careers.       | Each student to receive a one-on-one careers interview with our careers counsellor before the end of Year 11.   | JSA     | 07/24   |
| Targeted inclusion on projects and employer engagements. | To ensure that our PP students have access to opportunities through partnerships to increase their ambitions and improve their cultural capital.         | PP students may be able to access opportunities through school that they may not be able to access in any other parts of their lives.         | Employer partnerships are increasing and post-Covid we will be able to increase the amount of shoots and work experience available to students. Monitored by the project and partnerships team. | LSH     | 07/24   |
| Total budgeted cost:                                     |  |   |   |         | £38,295 |

## Review of expenditure from previous academic year

| PREVIOUS ACADEMIC YEAR 2022/2023   |   |   |         |
|--|---|---|---------|
| Total amount: £  |   |   |         |
| Action   | Intended outcome  | Impact  | Cost    |
| Wellbeing and Mental Health Coordinator and Counsellor salaries (contribution) | Pastoral support and counselling services. CAMHS have been a very long wait and have also been inconsistent in the continuity of personnel. In order to respond to SEMH barriers to learning and attendance, ESA employed both a Wellbeing and Mental Health Coordinator and a School Counsellor (both part time) to support vulnerable learners. | High satisfaction outcomes from student participants.<br>Case studies for re-engagement.<br>Case studies for anxiety support.   | £15,000 |
| Behaviour and Inclusion Specialist (contribution)                              | Supporting PP students' attendance through targeted interventions, home visits and appropriate alternative provision options. 1:1s with PP students to support their welfare. Work with external agencies supporting families.  | Reduction in persistent absenteeism through internal operations and liaison with external agencies. 4% increase in Year 10 from the previous year and 1.2% increase in Year 11. | £10,000 |
| Dress code items   | To ensure that all students in our school are able to wear the correct dress code and feel part of the school community.  | All students that needed dress code were provided with items as necessary   | £1,400  |

|  |  |  |               |
|--|--|--|---------------|
| <p>Learning resources including specialist kit and technology.<br/>Trip contributions.</p> | <p>Ensuring that PP students are not disadvantaged through not having the correct equipment for blended and practical learning and are therefore able to fully access all parts of the curriculum.</p> | <p>PP students were provided with laptops, makeup kits, art kits and other technical equipment as required such as tools for production technology. This impacted on improved curriculum accessibility and progress for PP students. Specialist outcomes for PP students are excellent and case studies are available.</p> | <p>£9,400</p> |
| <p>Family support services LEA</p>   | <p>Further bespoke support with families facing difficulties and hardships.</p>  | <p>3 referrals made to support families</p>  | <p>£1,630</p> |