

Pupil premium strategy statement – Solway Community School

1. Summary information					
School	Solway Community School				
Academic Year	2016	Total PP budget	£58,060	Date of most recent PP Review	Aug 2016
Total number of pupils	155	Number of pupils eligible for PP	55	Date for next internal review of this strategy	Oct 2016

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015/16 only)	33%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	59% / 33%	75.8% / 73.4%
Progress 8 score average (2015/16)	-0.81	0.12
Attainment 8 score average	32.3	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Behaviour and aspirations of groups of boys, particularly a small group of Y10 boys (some of whom are eligible for PP) is having a detrimental effect on their academic progress and that of their peers – half a grade difference in attainment between boys and girls
B.	High prior attainment PP students are making good progress compared to other groups, but at the end of Summer 2, 2016 were achieving marginally below expected progress (-0.14, compared to -0.05 for non-PP group).
C.	Specific individuals have specific needs, such as poor literacy skills
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	

D.	Low aspirations and lack of higher status jobs in the area.				
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)			Success criteria		
A.	Better behaviour and academic success for all boys		Improved P8 scores for boys across the board. Boys who are eligible for PP make more progress by the end of the year than 'other' pupils.		
B.	Good progress made by High Prior Attainers, particularly PP students		Pupils eligible for PP who are identified as high attaining from KS2 levels / raw scores make at least as much progress as other pupils identified as high attaining, across KS3 and KS4, so that they achieve a positive P8 score at the end of each year, and attain greater than their expected attainment score across all their chosen subjects. Were they are not, interventions are put in place by SLT to enable them to thrive.		
C.	Specific individuals have specific needs, such as poor literacy skills		Improved skills and knowledge in identified areas, evidenced by assessment and progress visible in books		
D.	Higher aspirations for all		More students go on to higher / further education than in the past		
5. Planned expenditure					
Academic year		2016-17			
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?
B. Improved educational attainment by HPA	Mastery Learning and extension of knowledge and skill via IQ lesson	Identified via EEF as good practice in enabling students to improve their progress	Evaluation of IQ lessons take place on a half termly basis, with evidence based success criteria. Interventions are assessed by SLT on a half termly basis.	JS	Half termly – first review end Autumn 1

B. Improved educational attainment by HPA	Metacognition and self-regulation, Problem Solving and Independent Learning via Independent Study lessons	Identified via EEF as good practice in enabling students to improve their progress. Trialling of this approach last year proved to improve students' ability in dialogic marking and metacognition throughout the year, evidenced in lesson folders, marks awarded and as reported by other teachers within school.	Evaluation of evidence and progress on a half termly basis by SLT	JR	Half termly – first review end Autumn 1
B. Improved educational attainment by HPA and all groups	Higher Order Questioning in lessons and Dialogic Marking; raised expectations of teaching and learning across the school. Clear and challenging differentiation, non-negotiable extension tasks for HPA	Identified via EEF as good practice in enabling PP and other students to improve their progress	Dialogic marking evaluated via work scrutinies. HOQ visible in lessons and checked and evaluated by SLT Lesson plans show differentiation and challenge	SLT	Formal LOs and WS
Total budgeted cost					£36,600
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?
C Individual interventions as identified raising performance	Various, including specific small group work with SLT after school	As evidenced in case studies for each individual; identified across faculties, sharing good practice	Tracked and monitored by HoF / SLT via WS, LOs to ensure interventions are having an impact	HoF/SLT	End of Autumn 1
Total budgeted cost					£2,000
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?
A. Better behaviour and academic success for all boys	TD & MH tasked with focusing on raising boys' achievement – leading all staff in Inset in December. Zero tolerance of poor behaviour	Data identified this area as an issue. Research base of lower boys attainment clear. Specific behaviour of Y10 boys hindering performance.	Monitoring by HoF, SLT Isolation record	TD (all staff)	Spring 1
Total budgeted cost					£20,000

6. Review of expenditure				
Previous Academic Year				
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
ii. Targeted support				
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
iii. Other approaches				
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

