

Pupil Premium

Approximately one third of our pupils are on FSM and/or receive Pupil Premium. It is the inclusive ethos of Solway Community Technology College to have a detailed knowledge and understanding of all our pupils, which will allow us to focus support where it is needed. Consequently, our focus will always be more towards individuals and less towards groups. Groups, such as those in receipt of Free School Meals, are monitored and where it is seen that they are not performing to expectation or being involved as fully as they wish to be action is taken. Data Tracking processes are being developed to improve the quality and the ease of this monitoring.

Key priorities:

- To raise the attainment and progress of all pupils, and therefore narrow any gap between Pupil Premium pupils and Non-Pupil Premium pupils.
- To provide educational opportunities for all pupils irrespective of indicators of vulnerability, for example background, special needs, prior attainment.

Our approach:

Outstanding teaching and learning is paramount to the progress of all pupils, including those from disadvantaged backgrounds. The overall aim is to provide a broad, accessible curriculum, for example by providing greater option choice at Key Stage 4 and sets in key stages 3 and 4 of narrower bands of ability. We also provide an atmosphere where all pupils irrespective of background and ability feel confident to take part in any curriculum or extra-curricular activity.

The outcomes we expect to see are:

- **Enhanced pupil engagement in the curriculum;**
 - For example creation of an additional art group in the technology block to allow pupils to follow the option choices they preferred
- **closer attainment gaps relative to school averages;**
 - See data below
- **enhance reading, writing, mathematics and communication skills;**
 - For example, individual and small group reading programmes, social use of language skills, maths recovery
- **wide engagement of pupils in a comprehensive extra-curricular provision;**
 - For example, 77 of the 84 KS3 pupils took part in house basketball competitions. 41 pupils took part in the Shakespeare Festival for Schools performance of Macbeth. Entire year groups take part in raising aspirations for higher and further education.
- **a clear focus on all disadvantaged pupils, including those with SEND and more able pupils** and
 - For example, we have a whole school staff pastoral role, very strong understanding of individuals in a 'family' ethos / atmosphere. Other examples include restorative practice techniques are used, bereavement counselling, good quality contact with parents and carers, half termly inclusion panel and so on.
- **supported, confident and successful pupils**
 - For example, we have several examples of successful managed move transfers of pupils permanently excluded or at risk of permanent exclusion from other schools. All year 11 pupils have school responsibilities ranging from head boy / head girl, lead peer mentor, lead learners, sports captains, prefects. Peer mentoring linking year 10s to every year 7. Vertical tutor groups. Oversubscribed attendance at summer university programmes.

Pupils representation on the Allerdale Youth Forum. Every child has a role on sports day, competing or judging.

Evaluation 2012/13

Strategic spending of the Pupil premium grant has ensured that pupils receive support and intervention tailored to their needs. Pupils eligible for Pupil Premium support are clearly identified across all year groups.

The academic year 2012/13 Pupil Premium of £32,450 was spent as follows:

Overview of expenditure for 2012/13

Strategy	Cost £
<p>Teaching and learning A wide range of teaching and learning programmes that develop teacher skills and classroom practice. These included a Good to Outstanding Teaching Programme which ran in the winter of 2012 We provided an additional 28 teaching lessons across the curriculum and years, focused on year 7 and KS4, of which 1/3 of the total cost was funded by Pupil Premium.</p>	1,131 19,665
<p>Transition A targeted transition programme for Year 6 pupils takes place during the summer term. This allows any disadvantaged or vulnerable pupils to gain extra support and guidance during the transition phase to Year 7.</p>	1,165
<p>Mentoring and well-being support</p> <ul style="list-style-type: none"> • One to one and group mentoring supports pupils with emotional and/or personal problems. A key worker tracks and monitors progress against specific targets where appropriate • Inclusive learning room (the Shed) behaviour support manager • Early identification and targeted support • Motivational support to raise aspirations 	4,222
<p>Support for learning and inclusion Many aspects of the support for learning team impact on the progress and attainment of disadvantaged pupils, including:</p> <ul style="list-style-type: none"> • Alternative provision support • Support from external agencies 	4,222 1,924
<p>Enrichment activities A wide range of extra-curricular activities on offer to engage pupils and enrich their life at school. This includes sports club, academic clubs, breakfast clubs and opportunities such as peer mentoring.</p>	121
Total	32,450

Impact 2012/13

As a result of the above support and intervention the attainment of Pupil Premium and Non-Pupil Premium pupils has continued to improve in 2013.

In terms of GCSE results, our gap between Pupil Premium and non Pupil Premium pupils has remained the same in the 5 A* to C including English and Maths measure, although the percentage of pupils achieving those grades has gone up year on year. While we are pleased that our pupils have done well, there is more work to be done in terms of closing the gap.

Our average points capped GCSE scores gap has remained static for the last three year, but is significantly better than national 2012 figures.

The data presented in Raise Online and the estimate of this year's Raise Online needs to be considered carefully as data is not available relating to national distributions of pupils in receipt of Free School Meals and their prior attainment. The distribution of pupils generally, and Pupil Premium pupils at Solway, is skewed towards lower prior attainment.

Given this it would be expected that a group of pupils at Solway drawn from across the range of ability would perform below national average expectations. Our average point scores in all measures and predominately above the national average figures (2012).

It should also be considered when looking at small data sets that the data is likely to be unstable, with larger than expected changes. It is thought to be of more value in a small sample to consider individuals, as suggested above.

English results for 2013 were marginally below national average(2012) but showed a significant increase year on year in the percentage of Pupil Premium pupils attaining an A* to C grade, from 33% last year to 45% this year. Our non-Pupil Premium pupils' attainment remained at 63%.

Maths results were below national average (2012) but have again increased at a greater rate than non-Pupil Premium pupils, from 25% attaining an A* to C in 2012 up to 36% in 2013, an increase of 11%. The percentage of non-FSM pupils gaining the same grades increased by 7%.

Graph showing year on year results : 5 A* to C including English and Maths

Graph to show distribution of Prior Attainment 2011-2013 for Pupil Premium and Non Pupil Premium pupils

Graph showing reduction in gaps – attainment of A* to C grades in English and Maths 2012-2013

Prior Attainment Analysis

While it is clear from the data above that there is still work to be done, particularly in reducing gaps in Maths attainment, it does not tell the whole story. Because of our small numbers, data is volatile. However, when we consider the prior attainment of our cohort, it becomes clear that the school does well to close the gap between middle and low prior attainers (which our Pupil Premium pupils are) and the results are significant in terms of the attainment we see.

Raw Data		No	5 A*-C Incl E & M GCSE	5 A* - C GCSE	5 A*-C Incl E & M Equivalents	5 A* - C Equivalents	Maths A* - C	English A* to C	Maths 3 Levels	English 3 Levels
LPA	FSM	5	0	0	0	1	0	0	1	0
	NFSM	5	0	0	0	0	0	0	1	1
MPA	FSM	6	3	3	3	5	4	5	4	5
	NFSM	18	9	10	12	16	15	13	14	12
HPA	FSM	0								
	NFSM	7	6	6	6	6	6	6	5	5
Total	FSM	11	3	3	3	6	4	5	5	5
	NFSM	30	15	16	18	22	21	19	20	18
%ages										
LPA	FSM	5	0%	0%	0%	20%	0%	0%	20%	0%
	NFSM	5	0%	0%	0%	0%	0%	0%	20%	20%
MPA	FSM	6	50%	50%	50%	83%	67%	83%	67%	83%
	NFSM	18	50%	56%	67%	89%	83%	72%	78%	67%
HPA	FSM	0								
	NFSM	7	86%	86%	86%	86%	86%	86%	71%	71%
Total	FSM	11	27%	27%	27%	55%	36%	45%	45%	45%
	NFSM	30	50%	53%	60%	73%	70%	63%	67%	60%
Difference NFSM-FSM										
LPA			0%	0%	0%	-20%	0%	0%	0%	20%
MPA			0%	6%	17%	6%	17%	-11%	11%	-17%
HPA										
Total			23%	26%	33%	19%	34%	18%	21%	15%

While our total gap is skewed because of our (relatively) large number of High Prior Attainers (7 pupils, with no FSM pupils at that level), when we consider the low and medium prior attainers separately, the picture is much more positive. Our FSM pupils do better than non FSM pupils in 5 A* to C GCSEs, English GCSEs results and English levels of progress (indicated by a negative % difference). In the rest of the results shown above, our gap is less than 20% in all cases, although it is clear that there remains work to be done in Maths attainment.

Developments for 2013/14

In light of increased grants for Pupil Premium the following additional interventions are planned for the academic year 2013-2014:

- Increased curriculum choice
- peer mentors
- enhanced transition in summer 2014
- study skills mentoring, in particular in English and Maths to continue the upward trend in 5 A* to C including English and Maths results
- High 5 focussed Maths support – a week of intensive revision prior to exams
- Pearson Active Learn targeted to specific pupils requiring additional support

This is in addition to the valuable mentoring and well being and support interventions already in place and continuing into 2013/14 (at a similar cost, any additional costs, e.g. salary increases, being absorbed by the school).

Strategy and Financial Forecast – 2013/14	Cost £
<p>Teaching and learning A targeted programme of inset and other training opportunities to improve teaching and learning as well as classroom practice. We will provide an additional 47 teaching lessons across the curriculum and years, focused on year 7 and KS4, of which 1/3 of the total cost is funded by Pupil Premium.</p>	<p>800</p> <p>35,767</p>
<p>Transition A targeted transition programme for Year 6 pupils takes place during the summer term. The proposal is to further enhance this programme to give pupils an even greater head start on their entry to school.</p>	2,119
<p>Mentoring and well-being support</p> <ul style="list-style-type: none"> • One to one and group mentoring supports pupils with emotional and/or personal problems. A key worker tracks and monitors progress against specific targets where appropriate. • Inclusive learning room (the Shed) and behaviour support manager • Study skills mentoring focusing on English and Maths • Motivational support to raise aspirations 	4,222
<p>Support for learning and inclusion Many aspects of the support for learning team impact on the progress and attainment of disadvantaged pupils, including:</p> <ul style="list-style-type: none"> • Early identification and targeted support • Alternative provision support • Support from external agencies 	<p>4,222</p> <p>1,924</p>
<p>Targeted Maths and Curriculum Support Additional support during the year and prior to exams in Maths and other curriculum subjects:</p> <ul style="list-style-type: none"> • High 5 (1/3 of cost) • Pearson Active Learn 	1,676
<p>Enrichment activities A wide range of extra-curricular activities on offer to engage pupils and enrich their life at school. This includes sports club, academic clubs, breakfast clubs. This year we will focus more on enhancing our peer mentoring opportunities.</p>	130
Total	50,850