

Pupil Premium – Analysis 2013-14

Approximately one third of our pupils are on free school meals (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 entire year groups take part in raising aspirations for higher and further education, varied after school activities take place and are attended by all pupils, including our very successful house competitions.
- **a clear focus on all pupils as individuals, including those who are more and less able**
 - 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. Our enhanced curriculum from 2014-15 includes additional stretch for talented pupils (e.g. AS levels, additional GCSEs) as well as additional subject groups to extend more able pupils.
- **supported, confident and successful pupils, no matter their starting point**
 - 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. We operate very successful vertical tutor groups. We repeatedly have 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 2013/14

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.

In light of increased grants for Pupil Premium the following additional interventions were delivered during 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 2014/15 (at a similar cost, any additional costs, e.g. salary increases, being absorbed by the school).

Pupil Premium led Interventions 2013/14	Actual Cost £
<p>Teaching and learning</p> <p>We delivered a targeted programme of inset and other training opportunities to improve teaching and learning as well as classroom practice. This was at nil cost as it was included in the normal course of activities.</p> <p>We provided 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. This was calculated by average teacher cost, including oncosts, for 47 additional lessons</p> <p>This use of pupil premium funding has allowed all pupils to have access to a broader curriculum and for additional groups to be created where numbers would only indicate one group. This allows for an approach that focusses on the individual. The success of this can be seen in the analysis of progress of vulnerable groups in Spring 1 and of GCSE results described below, where individuals not groups have been identified as having need and these individuals vary across the curriculum.</p>	21,751.60
<p>Transition</p> <p>A targeted transition programme for Year 6 pupils took place during the summer term. As well as two days in school, particular year 6 pupils have had additional visits</p>	

<p>to school plus additional meeting with parents, primary schools and other agencies (e.g. psychologists) to ensure the transition to us is as smooth as possible.</p> <p>Early indications are that this is a worthwhile activity, with all yr 7s settling in, and two identified pupils being particularly settled. Motivations of pupils are good while FSM vs non FSM pupils show similar levels of motivations at 7, which is 'Good' as at Autumn 1 (defined below).</p> <p>Motivation is good. <i>Is usually co-operative, enthusiastic and hardworking. Does his/her best in schoolwork without undue pressure and attention from the teacher.</i></p>	2437.72
<p>Mentoring and well-being support</p> <p>One to one mentoring support was made available to 7 pupil premium pupils over the year, each having one hour per week on average with our behaviour support worker.</p> <p>Additionally, study skills mentoring was made available for 3 pupils, with both Teaching Assistants and Teachers providing additional support for at least 2 hours per week per individual pupil.</p> <p>Restorative work with individuals and groups is a cornerstone of our pastoral care for our pupils. On average around 8 hours per week is spent on this important work.</p> <p>The availability of our behaviour support assistant is key, we believe, to support pupils to accessing learning, and allows support at short notice as well as in timetabled sessions. His interventions have supported vulnerable pupils to access lessons.</p> <p>This continues to be a service highly valued by pupils. The opportunity to have regular or "as needed" sessions provides pupils with a vehicle to reduce stress and overcome difficult events. Restorative practice sessions also take place as a highly effective means of overcoming disputes and redressing negative relationships between pupils, for example following incidents of bullying.</p> <p>Room 16 is used at break times and lunchtimes as a sanctuary by pupils where they can go and relax but in the knowledge that a skilled member of staff is present.</p> <p>The relatively high number of pupils with additional needs in Year 10 and 11 resulted in a need for additional support with English and Mathematics. These sessions were carried out when these pupils did not have timetabled lessons because of their attendance at alternative curriculum providers.</p>	11,970.00
<p>Support for learning and inclusion</p> <p>This year, 3 pupils at KS4 have been targeted with an alternative curriculum within school. This has involved teacher input for at least two hours per week per pupil to allow them to study alternative and additional subjects, and/or supported additional study for subjects they are struggling with.</p> <p>We have sourced alternative provision from WCAZ and Lakes College for 2 pupils.</p>	

<p>We identified a need for additional option lessons in Art, allowing both vulnerable and gifted pupils to make additional choices at KS4.</p> <p>In Key Stage 4, 14 pupils had some form of alternative or adapted curriculum, of these 8 were in receipt of pupil premium funding. 10 pupils have had involvement with the following agencies, some multiple agencies, school nurse, social care, Police or CAHMS. 7 of these pupils are in receipt of Pupil Premium funding. This form of involvement requires a high degree of monitoring and input from staff.</p> <p>18 out of the 46 pupils (39%) in receipt of Pupil Premium funding also have identified special educational needs. The individual approach of staff at Solway takes a holistic view of these pupils considering how best to support them in meeting their needs. Pupils are identified by partner primary school, staff, through assessment, by parents and by the pupils themselves.</p>	<p>12,724.88</p>
<p>Targeted Maths and Curriculum Support</p> <p>Additional support during the year and prior to exams in Maths and other curriculum subjects involved:</p> <p>Targeted maths support, which worked well in previous years, was repeated. One third of the total cost was sourced via Pupil Premium.</p> <p>Pearson Active Learn was identified as a value for money intervention to encourage pupils in key subjects, providing additional sources of learning as well as valuable revision opportunities. The system was used by 34 pupils 11 in receipt of Pupil Premium Funding. This provided an opportunity for independent learning and revision. It is felt that starting the process earlier in their school career, training them to use the programme more efficiently would have resulted in a greater impact.</p> <p>CVQO was introduced to our year 9 pupils in 2013/14. Although at a low cost, on assessing the impact of this intervention it was decided not to repeat this activity next year.</p>	<p>1,754.64</p>
<p>Enrichment activities</p> <p>A wide range of extra-curricular activities on offer to engage pupils and enrich their life at school. This includes sports clubs, academic clubs, breakfast clubs. This year we have further focussed on enhancing our peer mentoring opportunities.</p> <p>The additional cost of these activities is minimal, and for the most part is paid for from main school budgets.</p> <p>Peer mentoring, delivered to year 9 volunteers and including year 7 new starters, is key to our year 7 pupils settling into school. Four days of activities prepare our year 9s for the challenge of being good peer mentors and role models for our new year 7 pupils, teaching both sets of pupils valuable social and interaction skills.</p>	<p>300.00</p>

An analysis of engagement with additional activities in school shows that pupils in receipt of Pupil Premium attended, on average, more activities than those not in receipt. See the table below.

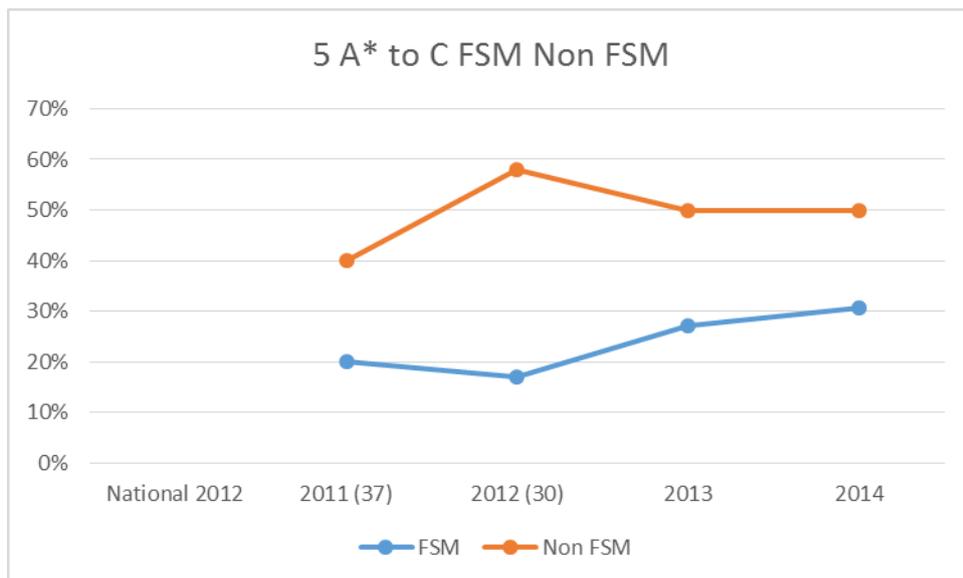
Activities record –FSM children took part on average in more activities than non-FSM pupils and numbers were higher than in the previous academic year.

	2012 2013	2013 2014
Number of Ever 6 Pupils	49	51
Number of Non Ever 6 Pupils	123	103
Number of Ever 6 Pupil Activities	129	173
Number of Non Ever 6 Pupil Activities	402	336
Average Activities per Ever 6 Pupil	2.63	3.39
Average Activities per Non Ever 6 Pupil	3.27	3.26

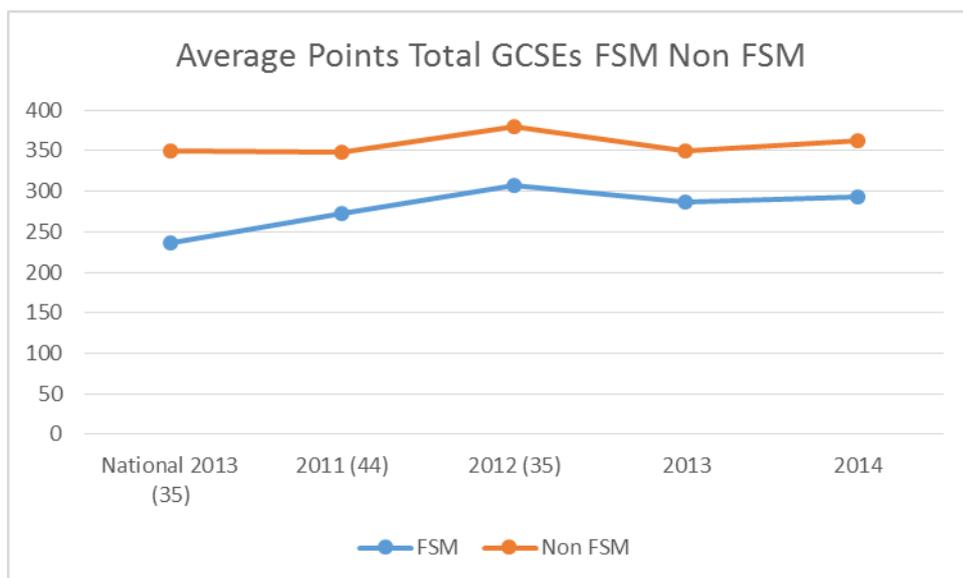
Total

50938.84

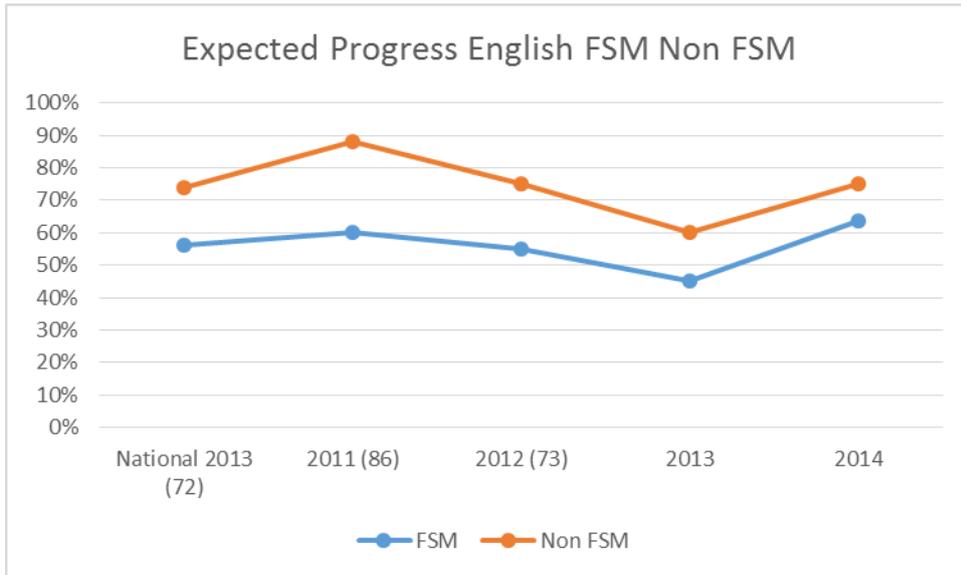
Outcomes



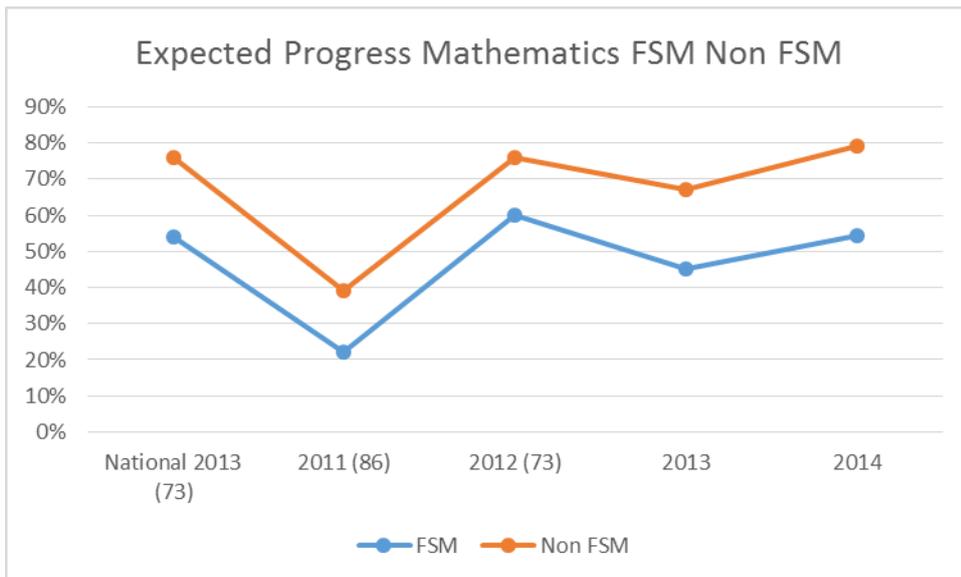
This graph shows the percentage of pupils achieving 5 A* to C grades. Our figures show that the FSM cohort are improving year on year and narrowing the gap.



Our average points total is an indication of the performance of pupils across all subjects and shows our performance is better than national figures for 2013. Overall the gap between FSM and non-FSM pupils is narrowing over time.



Our expected progress in English is clearly narrowing between FSM and non-FSM pupils. Our results also compare favourably to national 2013 figures.



Again expected progress in Maths in 2014 is comparable to or better than national figures and is improving although the gap is not narrowing. One of our priorities for next year is to ensure the gap starts to narrow again, while maintaining and improving overall results.