

# Pupil premium strategy statement– Solway Community School

1. Summary information					
School	Solway Community School				
Academic Year	2017-18	Total PP budget	£62,674	Date of most recent PP Review	Nov 2017
Total number of pupils	136	Number of pupils eligible for PP	49	Date for next internal review of this strategy	Jan 2018

2. Current attainment							
	Pupils eligible for PP 2017 results	Pupils eligible for PP Autumn 1 whole school	Pupils eligible for PP Spring 1 whole school	Pupils eligible for PP Spring 2 whole school	Pupils eligible for PP Summer 1 whole school	Pupils eligible for PP Summer 2 whole school	Pupils not eligible for PP (national average 2015-16)
Number of students in cohort	12	49					
Progress 8 score average	-1.42	-0.14					0.12
Attainment 8 score average	21.8	44.9					52

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Behaviour and aspirations of groups of boys 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 less progress than non-PP students. HPA is a focus area for the school in general, as well as PP HPA students.
C.	Specific individuals have specific needs, such as poor literacy skills
<b>External barriers</b> <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		2017-18			
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.	Headteacher	Half termly – first review end Autumn 2

B. Improved educational attainment by HPA and all groups	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	SLT	Half termly – first review end Autumn 2
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	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 half termly
D. Higher aspirations	Focused programme of aspirational and careers-based interventions	If we do not inform our students about the opportunities outside Silloth, they are unlikely to have aspirations beyond what they know.	Key performance objective of member of SLT. Reviewed and assessed by improvement in average AfL assessment for students. Improvement in students staying in education / high quality apprenticeships / high quality employment after leaving school, and higher retention rates.	IW	AfL monitored at termly intervals.
<b>Total budgeted cost</b>					<b>£40,000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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	Half termly first review Autumn 2
<b>Total budgeted cost</b>					<b>£10,000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Better behaviour and academic success for all boys	TD & MH tasked with focusing on raising boys' achievement	Data identified this area as an issue. Research base of lower boys' attainment clear. Specific behaviour of Y11 boys hindering performance.	Monitoring by HoF, SLT Isolation record	TD (all staff)	Half termly first review Autumn 2
<b>Total budgeted cost</b>					<b>£15,000</b>

6. Review of expenditure				
2017-18		Please see our existing analysis on our website for details of previous spends and outcomes.		
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
B. Improved educational attainment by HPA	Mastery Learning and extension of knowledge and skill via IQ lesson			
B. Improved educational attainment by HPA and all groups	Metacognition and self-regulation, Problem Solving and Independent Learning via Independent Study lessons			
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			

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
C Individual interventions as identified raising performance	Various, including specific small group work with SLT after school			

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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			

<b>TOTAL ACTUAL COST</b>	
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