

Solway Community School

Pupil Premium Strategy and Evaluation 2017-18



Executive Summary

Our outcomes at 2017 were not good enough. The difference between our own disadvantaged and non-disadvantaged students was positive, but their attainment was very low, and compared to national figures, our PP students significantly underperformed.

We identified 6 main areas which we felt would address the main priorities to enable us to close the gap, focusing on KS3, attendance, behaviour, aspirations and independent study as specific interventions funded partially by pupil premium funding, whereas our Year 11 and other KS4 interventions were paid for by other funding.

Overall according to our internal data (see below), our interventions for KS3 have been successful.

In Year 11, our **disadvantaged students achieved a Progress 8 score of -0.76** compared to the rest of our students who achieved a score of -0.39. This means our internal difference is -0.36 which is an improvement on last year, but still not good enough. Nationally, non-pupil premium students achieved a score of +0.13.

Our nationally published results include 4 students who for various reasons should not be included in our data (3 educated elsewhere, 1 refused to sit exams). If those 4 students are removed, our PP score improves to **-0.06** and non to -0.18, with the PP students who were at our school and who sat exams doing better than non-PP students. National figures are what those who judge us will look at, however realistic scores of students who were taught by our teachers and who were able to sit the exams are much improved and very close to national figures for non-PP students.

We have evaluated our approach in 2017-18 and have made some recommendations to improve the outcomes for our students, changing some approaches, removing some and re-focusing to better serve the particular students who are currently with us. These recommendations will be further developed in our Pupil Premium strategy for 2018-19.

Background and Context – Our Strategy in 2017-18

If outcomes at summer 2017 are considered in isolation, our pupil premium strategy for 2016-17 was not effective. Our PP students achieved a P8 score of -1.01 and an attainment 8 score of 27.42. This compares to national average P9 of 0.11 and attainment 8 average of 49.76. Our non PP students achieved P8 -1.23 and A8 30.69. Even though our PP students did better than non-PP, it is still not good enough.

However, if we also consider other students who were currently at the school in years 7-10 as at Summer 2 data point (excluding year 11 who had left), our PP cohort had achieved a P8 score of +0.26 compared based on our internal calculations, and an A8 of 44.49.

Our in-school barriers tend to affect all students, not just PP students. While we do tailor our approaches, it is usually at an individual level, focusing on their current progress and identified needs to improve their attainment and/or progress at any particular point in time, and within specific subjects or groups of subjects.

For our PP strategy we therefore look at barriers that affect the whole school, not just specific groups of students. However, we also allocate a sum of money to support individual PP students with specific needs or requirements, which might be additional teaching support, financial support to access a trip or enrichment activity, or coaching by a senior member of staff, for example.

1. Summary information					
School	Solway Community School				
Academic Year	2017-18	Total PP budget	£61,135	Date of most recent PP Review	August 2018
Total number of pupils	136 (at start of year)	Number of pupils eligible for PP	49 (at start of year)	Date for next internal review of this strategy	N/A

2. Current progress and 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 eligible for PP YEAR 11 RESULTS (unvalidated calculation)	Pupils not eligible for PP (national average 2017-18)
Number of students	12	49	50	57	58	58	9	
Progress 8 score average	-1.01	-0.33	-0.21	-0.35	-0.33	-0.12	-0.76 (including 4 students) -0.06 (excluding 4 students)	0.13
Attainment 8 score average	27.42	40.4	41.7	39.4	39.8	42.2	45.33	50.1

Barriers to Achievement

Broadly, our students do not achieve well enough compare to other similar students nationally. This may be an issue of size and internal competition, so we are working to expose our students to the best teaching at local outstanding schools, so they can see where they need to pitching their efforts in order to succeed. More specifically we believe our in-school barriers include:

1. **Attendance at school** – we have included in our school development plan significant resources to improve attendance this year which was not good enough last year. It is clear from our internal data that good attendance does have an impact on progress and attainment. Therefore, we will allocate a proportion of time, effort and financial input to improve attendance for all students, and PP students in particular.
2. **Independent learning skills** – we have noticed in past years that students are not particularly good at independent learning; they tend to want to be spoon fed. This does not make rounded, able and work-ready students, so we are working at KS3 to improve their approach to planning, doing and reviewing their work in special lessons.
3. **Mastery of the basics** in Maths and literacy– we launched IQ, a short, daily lesson focusing on mastery of ‘red line objectives’ a couple of years ago. This continues as it is clear that without the basics our students cannot achieve their potential.
4. **Behavioural, emotional and mental health needs** – it is clear from our own experience and that of recent research (e.g. Shaw et al, 2017) that pupil led factors, including behavioural and emotional issues, can impact significantly on the progress of students. For that reason we choose to spend some of our PP grant supporting the emotional and mental health of our students – this work, carried out by our behaviour support and safeguarding teams, is key to supporting all of the work we do to overcome our in-school barriers, and directly contribute to the outcomes and success of the specific interventions noted below. However, not all success is in terms of progress and attainment, hence some of our success criteria for this specific barrier are related to softer measures; students remaining in school, improving behaviour etc, which should in turn indirectly result in better attainment than would have been the case.

Our **external barriers** include:

5. **Aspirations** – the economy of our local area relies heavily on tourism, farming and manufacturing, and our town is quite isolated, as is the rest of west Cumbria. This means that even the most able students don’t have much knowledge of what is going on outside of their immediate environment, have little experience of university, big cities, culture etc. While Shaw et al (2017) argue that aspirations do not necessarily have a direct effect on attainment, they also argue that there is evidence that a lack of information about career pathways and the impact of progress and GCSE results on career choices can improve understanding and therefore aspiration to achieve in some groups of students. We believe our specific geographical location lends itself to a lack of awareness of the outside world – hence this is a key part of our pupil premium strategy.
6. **Parental engagement**– while lots of our parents are very engaged, some are not and do not support their children as much as we would like. Homework is an intervention identified by the EEF to improve progress for little cost, and is identified by Shaw et al (ibid) as a key influencer on school progress. Having a space to do homework, and encouraging parents to support their children in completing homework is key to overcoming this barrier.

Our school ethos also takes into account that attainment is not the only measure, nor the only one by which we wish to be measured. Mowat (2018) in considering the drive for closing the attainment gap in Scotland argues that a holistic approach is more appropriate – arguing that not only that schools are not the sole lever of change, but also that performativity skews how we teach, leading to short term improvements which are not necessarily sustainable or the most appropriate for our particular set of circumstances. We want to avoid this short-termism and putting too much store in the outcomes of one particular cohort. We also want to be cognisant of our school

values and ethos in deriving a set of actions and interventions that are around the whole child, so some of our interventions and activities are focused on improving their social skills, self-awareness and so on, which in turn should improve their learning and therefore attainment from what it would have been without our help.

Our approach in improving our school not only considers current students, but also improvement in general; in teaching, learning, leadership and so on. Our engagement with primary schools and the wider community is essential in ensuring that we do all we can to support our students to be the best they can be. That means our strategy is wider than the most recent set of results – it is a set of actions that will drive improvement for many years to come, not a quick fix to address the (for example) literacy issues of on particular cohort. Coupled with our small size, and therefore even bigger potential to skew results, gaps, needs one way then the other, we firmly believe that taking the long view is the way to improve.

Mowat also argues that schools are just one strand of the societal, political and economic efforts that must combine together to make a difference; this again we firmly believe and our outward facing approach, working in collaboration with other schools, key stakeholders including parents and politicians, building capability and aspirations in conjunction with others will make a difference to our students. This is not necessarily reflected in our pupil premium strategy and specific actions for 2017-18 or beyond, but underpins our approach to school improvement and student attainment as a whole.

Desired Outcomes

Overall Our PP students make more progress during the year and by the end of each year than our non-PP students, thereby narrowing the difference.

Success Criteria: The difference diminishes between PP and non PP students during the year by at least 0.1 of a grade compared to the start of the year.

Our approach to more specific desired outcomes are aligned to our barriers noted above:

1. **Better attendance by all PP students.** If students are in school, they are able to make progress. If they are not in school, they cannot make progress.
Success criteria: PP students individually and as a group attend at least as well as non-PP students
2. **Better independent learners.** EEF noted that metacognition and self-regulation are a key strategy in improving attainment – indeed it has a very high impact for low cost. Our approach is situated in KS3, and includes a lesson each week for each year group that involves self-directed project work including planning, doing and evaluation phases. Some of the projects include collaboration, another strategy identified by EEF that has a moderate impact on progress. The premise is that the development of metacognition and self-regulation skills will improve progress in other subjects, particularly where the applicability of these skills are explicit.
Success criteria: PP students make more progress overall (as a P8 measure) than non PP students
3. **Mastery of the basics in Maths and literacy.** Again EEF have identified this as a key strategy for improving attainment. Our IQ lesson (repeated, daily lessons in key subject areas) supports this approach, and is in our experience particularly effective in Maths.
Success criteria: KS3 PP students make better progress in English and Maths than non-PP students.
4. **Improved behaviour.** Shaw et al (2017) note that supporting students with emotional and behavioural needs can help to address lower progress at secondary school. We support our students by providing a framework of pastoral support and ensuring that they are well supported in accessing, for example, homework clubs and resources as well as mentoring opportunities and 1-2-1 interventions to support particular issues. EEF identifies SEL interventions as having a moderate impact.

Success criteria: PP students stay in school (less exclusions), have a reducing behaviour incident profile (less isolations) and attend school regularly (better attendance).

5. **Higher aspirations.** While EEF have found that aspiration interventions have little impact, we feel that our geographical location limits the aspirations of students, in particular an understanding of life outside of our local area. While this may have limited direct impact on outcomes, and is therefore difficult to measure, we feel that this approach will result in an increased engagement with further and higher education and a better understanding of the effort required to access career pathways.

Success Criteria: more students choose to attend sixth form and college than go into employment or NEET than previous years

6. **Better Parental Engagement.** EEF have found that increasing parental involvement has some positive effects on progress. One particularly effective project involved the provision of homework clubs, and the setting of high quality homework, and the publication of homework on social media so parents are aware of it.

Success Criteria: PP students make better progress overall compared to non PP students, and in particular compared to those students who have not done homework regularly.

Success and Milestones

OVERALL TARGET FOR STUDENTS:

	Outcomes (targets in brackets)	KDP1	KDP2	KDP3	KDP4	KDP5	Overall
Target	PP students do as well as non PP students in this school by the end of the year. The gap is diminished between PP non PP students by at least 0.1 of a grade (P8 score) by the end of the year.	Baseline	(0.05)	(>0.05)	(>0.05)	(0.1)	(>=0.1)
Actual	Gap between PP and non PP students (- gap PP below, + gap PP above) and the amount by which the gap has been reduced (or increased)	-0.08	-0.05	-0.02	-0.02	+0.06 Year 11 results P8 -0.062 (unvalidated)	negative gap reduced by 0.06 since KDP1, flat between KDP3 and 4 Gap is positive as at end of 2018 academic year. Year 11 results show a positive difference between PP and non PP of 0.12, and PP students achieved a P8 of -0.062 overall. TARGET EXCEEDED

End of year assessment:

Our PP students have made more progress this year than non-PP students – the gap is now positive; PP students have, as a group, achieved a score of -0.12 against a non-PP group average P8 score of -0.18. Our target was to reduce the gap by 0.1 of a grade, but we have overturned the gap to ensure that PP students are now achieving better than non-PP students. Indeed, our Year 11 students have achieved almost exactly what they should have done (according to unvalidated data) and the difference between our own PP and non-PP cohorts is a positive gap of 0.12, a huge improvement in progress. Attainment 8 for Year 11 has also improved from 25 to 45, a huge increase and follows a 4 year upward trend - target exceeded.

As outlined above, it is very difficult (and acknowledged by DfE in their 2014 report on the influences of GCSE attainment and progress and in other academic studies) to pinpoint whether interventions actually are the thing that make a difference to our students – we do not have the luxury of a control group, particularly in such a small school, to identify whether a particular variable is having an effect. However, it is clear that our approaches to supporting PP students have made a significant difference this year.

Specific Interventions – Strategy and Evaluation

1. 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 – how will it be evaluated?	Staff lead	When will you review – key milestones?		
2. Better independent learners	Development of Metacognition and Self-Regulation via Independent Study lessons at KS3	Identified via EEF as good practice in enabling students to improve their progress	Implementation will be checked via drop in lesson obs, scrutiny of teacher records and ensuring progress is made in class. Evaluation of success overall by measuring PP progress at KS3 in all subjects via P8 calculation	JR, KW, DC	Half termly via key data points.		
	Outcomes	KDP1	KDP2	KDP3	KDP4	KDP5	Overall movement to date
Target	The gap is diminished (or is positive) between KS3 PP non PP students by at least 0.1 of a grade by the end of the year.	Baseline	(0.05)	(>0.05)	(>0.05)	(0.1)	(>=0.1)
Actual	Gap between PP and non PP students in KS3	-0.09	+0.02	+0.06	+0.06	+0.17	+0.26
Target	The gap is diminished (or is positive) between KS3 HPA PP and HPA non PP students by at least 0.1 of a grade by the end of the year.	Baseline	(0.05)	(>0.05)	(>0.05)	(0.1)	(>=0.1)
Actual	Gap between HPA PP and non PP students in KS3	-0.37	-0.35	-0.06	-0.17	-0.02	-0.35

End of year assessment:

The gap between PP and non PP students in KS3 (years 7-9) has again been overturned. The difference is now positive, with PP students at KS3 achieving better than non-PP students by 0.17 of a grade. The overall movement to date is just over a quarter of a grade – that is how much better the PP students have done, as a group, than our non PP students.

The difference between HPA PP and non PP has diminished by over a third of a grade. While the attainment of all out HPA students is not good enough, our work has resulted in an improvement in P8 score overall by our PP students.

While it is very difficult to attribute the improvement in scores in all subjects to one specific intervention, we have found that the KS3 students have benefited from the Independent Study lesson this year – in particular our HPA students in Year 9 have been undertaking undergraduate levels of research, have visited the University of Cumbria library, have delivered lessons to year 7, have launched virtual companies (on paper only!) and know how to ensure a business makes a profit, and have designed, risk assessed and delivered fundraising activities for the general public this year.

See our evidence file for examples of work where students have developed and improved their work in these lessons.

Our approach in Independent Study of plan – do – evaluate continues to spread good practice throughout the other curriculum areas, so we will continue to deliver this lesson next year. However, we will not fund this through pupil premium budget as we feel there is insufficient evidence that this approach is working well enough as a strategy which is directly resulting in improvements to warrant the inclusion of it in our future PP intervention plans.

Budgeted cost: £5000

Actual cost £6261.45

3. Mastery of the basics in Maths and literacy	IQ lesson at KS3 focusing on Maths and English .	Identified via EEF as good practice in enabling students to improve their progress.	Implementation will be checked by post-IQ intervention analysis, and individual pupil tracker. Evaluation of success overall via P8 progress data in Maths and English at KS3				SLT	Half termly
	Outcomes	KDP1	KDP2	KDP3	KDP4	KDP5	Overall	
Target	The gap is diminished between KS3 PP vs non PP students by at least 0.1 of a grade by the end of the year in Maths and English.	Baseline	(0.05)	(>0.05)	(>0.05)	(0.1)	(>=0.1)	
Actual	Maths English	-0.4 +0.09	-0.04 +0.06	-0.12 +0.05	-0.09 +0.03	+0.07 +0.13	+0.47 +0.04 but +ve gap	

End of year assessment:

Our mastery lessons for KS3 students have been very successful in Maths – some significant improvements earlier in the year have seen an improvement in end of year assessments of almost half of a grade by our PP students and a positive difference – PP students are doing better as a group than non-PP students at KS3. Our Maths Department track the progress of students at a very detailed level, and we can confidently say that PP students have benefited from this approach in developing their maths skills.

In English, we have improved the already positive difference by a further +0.04 of a grade; this is more difficult to assess via a numerical or other tracking system, but our students have benefited from an IQ focus on reading and understanding language, supporting already strong performance by PP students compared to non-PP students in English.

While this overall approach has been very successful, we feel that similar lessons focusing on options subjects at KS4 have not been successful; there is less evidence in terms of both teacher tracking and also overall performance of these students of the benefit of this approach. We will therefore not be continuing with IQ lessons as they are, but will continue to focus on mastery in Maths and literacy in a slightly different way, and focus on reading in afternoon registration, and hope to see similar (if not better) results.

Budgeted cost: £20000

Actual cost £17158.05

<p>6. Improved access to and completion of Homework</p>	<p>Providing good quality homework, space and time to complete it, and publication of homework on social media.</p>	<p>Identified via EEF as good practice in enabling students to improve their progress. Helps engage with parents. Provides a space to do homework if not available at home.</p>	<p>Implementation will be monitored through scrutiny of and adherence to publication protocols. Evaluation of success overall via P8 progress data, and via logs of PP vs non PP homework completion rates (via homework detention frequencies) showing a reduction in PP detentions</p>				<p>Head of Faculty</p>	<p>At each key data point</p>
	<p>Outcomes (targets in brackets)</p>	<p>KDP1</p>	<p>KDP2</p>	<p>KDP3</p>	<p>KDP4</p>	<p>KDP5</p>	<p>Overall</p>	
<p>Target</p>	<p>The gap is diminished between ALL PP vs non PP students by at least 0.1 of a grade by the end of the year overall</p>	<p>Baseline</p>	<p>(0.05)</p>	<p>(>0.05)</p>	<p>(>0.05)</p>	<p>(0.1)</p>	<p>(>=0.1)</p>	
<p>Actual</p>	<p>grade by the end of the year overall</p>	<p>-0.08</p>	<p>-0.05</p>	<p>-0.02</p>	<p>-0.02</p>	<p>+0.06</p>	<p>negative gap turned positive by 0.14 since KDP1</p>	
<p>Actual</p>	<p>Frequency of homework detentions has reduced</p>	<p>40/34</p>	<p>74/58</p>	<p>26/27</p>	<p>18/21</p>	<p>14/22</p>	<p>Number of PP students receiving homework detentions has reduced as a proportion of other students over the year.</p>	

End of year assessment:

The difference between PP students and non PP students has reduced, and less PP students are receiving homework detentions. We have provided a good quality space to complete homework with the assistance of teachers and Cover Supervisor, and several students (including PP students) use on a regular basis. One student in particular, JB, enjoys homework club and finds it very beneficial to stay behind after school to get his homework done. Parents have commented that they very much welcome the publication of homework on our facebook page. We feel that there is sufficient evidence from our achievements, even though it is difficult to quantify and evaluate this approach, to continue this approach and provide a space for access to and completion of homework in the coming year.

Budgeted cost £2000

Actual cost £4662.84

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 – how will it be evaluated?			Staff lead	When will you review – key milestones?		
4. Improvement in behaviour via targeted interventions in behaviour, emotional and mental health	Behavioural interventions based on individual need. Year 8 boys intervention.	Shaw et al (2017), EEF	Implementation will be monitored through discussions of behavioural interventions at Faculties, Staff, STEAM, SEN/CP meetings depending on level and type of intervention. Evaluation of success by numbers and frequencies of isolations, detentions, lunchtime detentions, behaviour logs, with PP frequency reducing and improving compared to non PP students			Head of House	At each key data point		
	Outcomes		HT1 - baseline	HT2	HT3	HT4	HT5	HT6	Total
Target	PP students behaviour improving (number of isolations decreasing), and improving compared to non PP								
Actual	Number of isolations for PP students		11 PP 15 non PP	6 PP 10 non PP	8 PP 10 non PP	5 PP 8 non PP	9 PP 4 non PP	11 PP 5 non PP	49 PP 52 non PP

Actual	Number of exclusions for PP students	0 PP 0 non PP	1 PP 0 non PP	0 PP 1 non PP	1 PP 4 non PP			
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End of year assessment:

Ofsted, in their monitoring visit in February 2018, noted that we had been ‘highly successful in engaging boys in their learning’ (Ofsted 2018). This is in no small part due to the hard work carried out by our pastoral team, and has resulted in improvements in behaviour and that of progress of boys, including and especially PP boys. In the first 2/3 of the year, the number of isolations for PP students was significantly below that of non PP students. However, after that time, our data shows that during the summer term PP students were given more internal isolations than non PP students – and some individuals were significant repeat offenders (3 individuals, 2 boys and 1 girl) – a pattern that was not found earlier in the year. Two of the three students had a reduced frequency of isolations between HT5 and HT6, as a result of our work with them, and we will continue to monitor behaviour as the new academic year starts. Overall the number of PP isolations is fewer that of non PP students, and repeat offenders are no more likely to be PP students than non-PP.

Exclusions for PP students has remained below that of non PP students for the year overall.

Ofsted in particular noted that our year 8 boys, who had been of particular concern the previous year, had markedly improved in both attitude, attainment and behaviour; the result of specific interventions by external partners as well as intensive mentoring in-house. This has resulted in significantly fewer isolations for year 8 students in particular, and a much better engagement with learning in lessons involving that cohort – now mirroring what is happening in other lessons around the school. For some students external providers have been a good choice, and this has enabled them to experience new learning while benefiting from some distance from difficult situations in school; this again has been very beneficial in terms of behaviour for those particular students.

If we consider the targets above that we defined as measures of success, we have not been as successful as we would have liked with this approach. However, we feel that specific groups (like the year 8 boys) have benefited significantly from this work and its continuation is pivotal to the success of our school, so we will continue to fund a proportion of our pastoral support for all students in need, but in particular our disadvantaged students.

It is difficult to quantify and document many of the numerous targeted behaviour interventions that have taken place, mostly because of a lack of a control group, but we reviewed approaches for each individual student as a senior team and staff, and monitored and evaluated the effectiveness of our interventions for those individual students and made adjustments to approaches accordingly as the term and year progresses.

Some specific examples that are not necessarily funded through our PP pot, but which have been pivotal in improving behaviour and engagement have included Duke of Edinburgh Award, work with Cumbria Youth Alliance for targeted individuals, access to Upcycle and similar projects for boys, Peer Mentoring opportunities for year 9 students. These are all things that we do because it is the right thing for individual students and we have reaped the rewards in terms of progress, attitude to learning and behaviour for the specific students involved and these successes are reflected in our overall success in diminishing the difference between our PP and non PP cohorts.

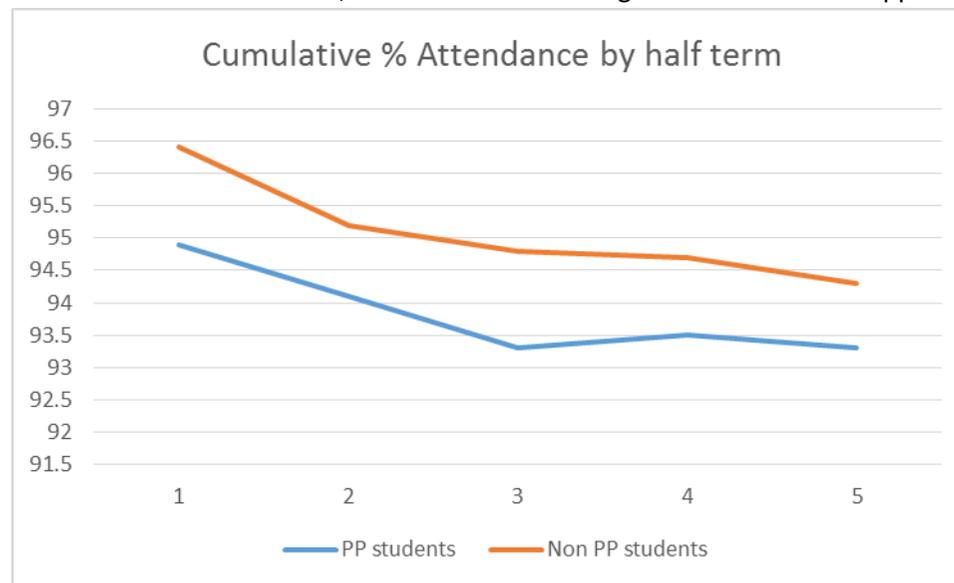
Budgeted cost: £30000

Actual cost: £17611.83

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 – how will it be evaluated?	Staff lead	When will you review – key milestones?		
1. Better attendance by PP students	Better attendance	If they aren't here, they can't make progress.	<p>Implementation will be monitored via continual daily monitoring of attendance, and 6 weekly monitoring and rewards.</p> <p>Evaluation of success by analysis of group level statistics on a regular basis, with PP students as a group having at least the same, if not better, average % of attendance than non PP students by the end of the year – and at least at national average.</p>	GW	6 weekly		
	Outcomes	HT1	HT2	HT3	HT4	HT5	YTD
Target	PP students attend school at least as well as non PP students						
Actual		94.9% PP 96.4% non	94.1% PP 95.2 non	93.3% PP 94.8% non	93.5% PP 94.7% non	93.3% PP 94.3% non	Gap reduced from 1.5% to 1.0% since HT1

End of year assessment:

Our PP students have not attended as well as non-PP students, but their overall average attendance has dropped less since HT1 than non-PP students:



Last year 7 non PP and 17 PP students were persistently absent. This year 6 non PP and 11 PP are persistently absent – and 4 current students have moved from being persistently absent to being in school for over 92% of the time. This evidence suggests that this approach has been successful.

We need to improve our absence figures in any case, so will continue to focus on this next year.

Budgeted spend: £10000

Actual spend: £17683.38 – this spend was higher due to the increased senior management time involved in support persistent absentees, managing and data analysis for rewards and supporting general absence activities.

<p>5. Higher Aspirations</p>	<p>IW's work with careers, aspirations, university trips etc</p>	<p>Shaw et al, EEF</p>	<p>Implementation will be monitored via PDP of CIAG Coordinator. Evaluation of success by reporting of interventions and activities to Governors. Annual reporting of NEET and destinations data.</p>	<p>CIAG Coordinator</p>			
<p>Outcomes</p>			<p>2015</p>	<p>2016</p>	<p>2017</p>	<p>2018</p>	<p>Overall</p>

Target	Less students are NEET More students go into education or training than previous years					
Actual		96%	97%	100%	100% (as at Oct 18) All are in education, training or employment with training	Upward trend
Total budgeted cost					£2,500	

End of year assessment:

All of our students has now started their chosen course or apprenticeship – while we have a good track record of students going on to sustained education, training or employment with training,

Governors commented that this approach has clearly been very successful: “students who have just received their results had noted how clear information on careers, the route they need to follow and what opportunities are out there had made a difference in terms of aspiration; they knew what they needed to do to achieve their ambitions and so knew they had to work hard to gain the grades – e.g. JH and MP.” (Sept 2018).

Our aspirational work has included being the only school in Cumbria who sent a whole bus full of students to a Girls in STEM day in Newcastle. We took many of our students to attend University Open Days to explore not only health and social care and PE based careers but also education, Science and engineering career paths, amongst others. Year 9 students visited the University of Cumbria’s library to learn about academic referencing and writing undergraduate-level research essays. Selected disadvantaged students attended the Infinity Festival. We have also run trips to the Theatre, geography trips, trips to explore the history of Durham including a visit to the University and more. We have not apportioned the cost of these activities to our PP funding, but it is important to note that our students enjoy an exposure to the wider world and aspirational activities that is second to none.



Budgeted cost: £2500

Actual cost: £980

TOTAL BUDGETED SPEND: £61,135

ACTUAL SPEND: £64,357

Not included in the spending figures above are several specific interventions, a range of which are outlined below:

Additional support for behaviour – teacher mentor time at breaks, lunchtimes and after school, 1:1 revision interventions with Senior Team.

Financial support for school trips for specific PP students, including obligatory subject-based trips

Provision of free breakfasts for students sitting exams so they start the day in the right way

Additional travel costs to enable PP and all students to attend year group trips and visits