Solway Community School

Pupil Premium Strategy 2018-19

Background and Context

Our outcomes at Summer 2018 were good – our PP students achieved a P8 of 0.00 (internal calculations) compared to a non-PP P8 of 0.08. This means our gap is -0.08, less than one tenth of a grade on average. At time of writing national attainment and P8 is not available, however we hope that our students will have achieved close to national figures of attainment and progress in 2018.

In order to build further our successful approaches, our aim this year is to achieve a positive P8 of +0.5 across the whole cohort, and for PP students to achieve as well as others both internally and nationally.

1. Summary information					
School	Solway Community School				
Academic Year	2018-19	Total PP budget	£53,295	Date of most recent PP Review	September 2018
Total number of pupils	124	Number of pupils eligible for PP	57	Date for next internal review of this strategy	November 2018

2. Current progress and attainment			
	Pupils eligible for PP 2017 results	Pupils eligible for PP 2018 results (Unvalidated data)	Pupils not eligible for PP (national average 2016-17)
Number of students in cohort	12	9	
Progress 8 score average	-1.01	-0.06 (unvalidated)	0.11
Attainment 8 score average	27.42	45.33	49.76

Barriers to Achievement

While we have had good results in 2018, we are still striving to achieve more for our students, and for them to achieve at least as well as similar students nationally. We continue the good work started last year, with an outward facing ethos that is helping our students, who are used to swimming in a small pond, exposure to the best students in other schools. Working as a Federation with another small school locally is giving us some additional flexibility, but we are also pushing forward with support from local outstanding schools. We want our students to understand what outstanding effort and achievement looks like, so they are more likely to be able to achieve what they are capable of.

However, we still have some barriers to overcome, and have high expectations – our School Improvement Plan is challenging students to achieve a positive Progress 8 score of +0.5 this year, so our PP strategy must contribute to that objective.

Our barriers are:

1. **Attendance at school** – we have included in our school development plan significant resources to improve attendance as it is not yet at national levels, and is an area of concern for us. It is clear from our internal data that good attendance does have a significant impact on progress and attainment. Therefore, we will continue to allocate a proportion of time, effort and financial input to improve attendance for all students, and PP students in particular.
2. **Exam Performance –** we know that our students do not perform well in exams, even when they have worked hard, and this is particular true of lower attaining students. This is evidenced clearly in our 2018 faculty reviews, whose analysis of exam performance clearly shows that while our books and lessons show knowledge, progress and deep learning, our students cannot turn this into successful exam performance. Therefore we feel that this is something for us to work towards, using PP funding to partially support, and which will improve results still further.
3. **Mastery of the basics** in Maths and literacy, especially at KS3. Without structured skills acquisition in literacy and numeracy, we cannot build to good achievement at KS4.
4. **Behavioural, emotional and mental health needs** – it is clear from our own experience over recent years and that of recent research (e.g. Shaw et al, 2017) that pupil led factors, including behavioural and emotional issues and peer group attitudes, can impact significantly on the progress of students. For that reason we continue to choose to spend some of our PP grant supporting the emotional and mental health of our students and inspiring in them a sense of pride in our school. This work, carried out by our behaviour support and safeguarding teams as well as teachers and support staff on a day to day basis, 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 has not changed since writing our 2017 PP strategy. The area still 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. indeed, cultural capital is identified by several thinkers, including Rich (2015) and Tassoni (2017) as a key in diminishing the difference. 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. Indeed, our Governors, some of whom had students who sat exams in 2018, believe that an improvement in careers information and direction, and higher expectations in terms of next steps, has been pivotal in improving outcomes in

2018. We further 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. While we do not have the resources to work directly with parents to help them to support their children, having a space to do homework, and encouraging parents to support their children in completing homework by publishing details in an accessible format is, for us, one way we can help to overcome key to overcome this barrier.

As we wrote in our strategy last year, 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, argued that holistic approaches are probably most effective – 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.

As in previous years, 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 this year, last year, or future years, but underpins our approach to school improvement and student attainment as a whole.

Overall 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 to 0 and PP students achieve a positive P8 of +0.5 in 2019 results.

Specific Approaches

Our approach to more specific desired outcomes are aligned to our barriers noted above. Our specific focus at any point in time will be informed by our ongoing data analysis of current progress and attainment data, for students in years 7-11; our small size means we cannot solely focus on any gaps or issues identified through our analysis of Y11 GCSE results. Furthermore, our whole school approach to the development of teacher-as-researcher practice will also inform and provide focus for our Pupil Premium strategy this year.

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 and also achieve a cumulative 95% attendance on average over the year.

2. **Improve exam performance.** It is clear from recent year's results, as well as internal discussions with Subject and Faculty Leads following analysis of 2018 exam performance, that our students are not as successful as they should be in terms of the actual exams. The difference between the work we see in books and exam performance in both mock and formal exams is significant. We believe this is linked to literacy and ability to decode what the exam question is asking; the EEF notes that reading comprehension strategies can have significant impact on the progress of students albeit based on KS1 and 2 research. Research has further identified a 'word gap' that, the researchers believe, has a significant impact on performance in formal tests (Cain and Oakhill, 2018). Coupled with our mastery approach to Literacy noted below, we feel that interventions related to the direct improvement of question comprehension and therefore understanding of what is required in formal examinations will have a direct impact in performance in exams as well as other benefits.
   Success criteria: PP students do better in exams as a group than non-PP students, overturning the difference.

3. **Mastery of the basics in Maths and literacy.** Again EEF have identified this as a key strategy for improving attainment. Our approach in English and Maths lessons, particularly at KS3, is to ensure repetition of the basics working towards mastery, by addressing these basics on a daily basis as part of English and maths lessons.
   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. Our approach this year is to encourage PP students to attend homework club as a positive thing, ensuring we set 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 and have less homework detentions than non PP students.

7. **Specific interventions tailored to individual students and groups of students** – because of the high proportion of PP students in our school, we feel that sweeping interventions to focus solely on PP students is not fair on the rest of the year groups, and a tailored approach is much more appropriate for our students. This means we will allocate a proportion of our funding to supporting teachers, support staff and teaching assistants in identifying and delivering things that will work for individuals and small groups, tailored directly to those individuals and small groups. Many of these interventions will be delivered by a PDSA (teacher led research) and conducted as a mini-research project, with robust evaluation and dissemination of results, sharing good practice and learning from these projects to help all students progress and the school improve.
   Success Criteria: PP students make better progress, based on their individual starting points, as a result of the tailored interventions.

Success and Milestones

OVERALL TARGET FOR STUDENTS:

		2017-18 ending point	KDP1	KDP2	KDP3	KDP4	KDP5	Overall
Target		PP students achieve at least as well as non PP students in terms of P8 scores (2017 calc) by the end of the year.						+0.5 P8 Gap 0
Actual	Attainment of PP students calculated by P8 and A8 score	-0.062 (P8 Y11) 45.33 (A8 Y11)						
	Gap between PP students and non PP students	0.06 (Y7-10) 0.12 (Y11 only)						

1. Planned expenditure	
Academic year	**2018-19**

i. Quality of teaching for all
2. Improved Exam Performance

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. Improved exam performance	Literacy / language gap interventions – based around understanding, decoding and responses to longer written exam questions. Approach will evolve throughout the year but based on literacy for exams focus in all Languages / Humanities lessons for years 10 and 11. Approach will be underpinned by individual teacher's PDSA research throughout the year.	Our analysis of exam question performance by Year 11 in 2017 and 2018 concluded that understanding of and ability to decode the question was key to some students underperforming, and our analysis of current year 11 students shows similar gaps in some cases. Cain and Oakhill's (2018) findings and the EEF analysis of reading comprehension strategies give further rationale for this choice.	The Head of Faculty for Languages and Humanities will lead a suite of interventions in those subjects based around closing the language gap for all students but especially for disadvantaged students.	KW	Reviewed via formal data analysis at data points, improvement in scores in assessment over time reported via KDPs and anecdotal evidence from teachers of those subjects. We hope to see an improvement, KDP on KDP, in attainment scores for the students in the Humanities and Languages subjects over the year, with the difference reducing to 0 by the end of the year.

	Outcomes	KDP1	KDP2	KDP3	KDP4	KDP5	Overall movement to date
Target	Improvement in assessment scores at KS4 in Languages and Humanities Faculty, with PP students improving at a greater rate than non-PP students and diminishing the difference to 0 and improving P8 attainment to +0.5 by the end of 2018-19 academic year.						
Actual	English Language						
	English Literature						
	History						
	Spanish						
	Geography						

3. Mastery of the basics in maths and literacy

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?
3. Mastery of the basics in maths and literacy	Red line mastery in English and maths lessons, including repetition of the basics on a daily basis in KS3 wherever possible, enabling improved attainment.	EEF have identified Mastery Learning as a key approach to improve progress. Particularly effective, in our experience, in Maths, we have used this approach in previous years to good effect.	The Head of Maths and English will ensure that the curriculum for KS3 includes provision for mastery for the basics in KS3 lessons. It will be evaluated via department reviews.	TH/AF	Reviewed via formal data analysis at data points, improvement in scores in assessment over time reported via KDPs and anecdotal evidence from teachers of those subjects. We hope to see an improvement, KDP on KDP, in attainment scores for the students in KS3 in Maths and English, with the difference reducing to 0 by the end of the year.

	Outcomes	KDP1	KDP2	KDP3	KDP4	KDP5	Overall movement to date
Target	Improvement in assessment scores at KS3 in Maths and English, with PP students improving at a greater rate than non-PP students and diminishing the difference to 0 by the end of 2018-19 academic year.						
Actual	English						
	Mathematics						

ii.	Targeted support

7. Specific interventions tailored to individual students and groups of students

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?
7. Specific interventions tailored to groups or individual students	Individual interventions based on: Data about individuals and groups Specific needs identified by teachers Specific needs identified by students	The rationale for individual interventions depends on the specific actions chosen, however we will always endeavour to choose activities that have a sound basis in evidential research, or are based on our knowledge and experience of our cohorts. In particular, our chosen approach action research by teachers will also inform both robust and well-researched actions and reflection on those actions.	**Implementation** will be monitored through Faculties, with Heads of Faculties checking intervention and outcomes on a regular basis. Evaluation will be via formal data points.	Head of Faculty	At each key data point

	Outcomes	KDP1	KDP2	KDP3	KDP4	KDP5	Overall movement to date
Target	Improvement in overall P8 scores, with PP students improving at a greater rate than non-PP students and diminishing the difference to 0 and improving P8 attainment to +0.5 by the end of 2018-19 academic year.						
Actual							

4. Improved Behaviour

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. Improved behaviour	Support with social and emotional needs by our pastoral support team is essential in both keeping students in school and enabling them to access learning by managing their own behaviour. Our team will provide a range of interventions on a 1-2-1 and group basis in order to improve behaviour and enable all students to	Shaw et al (2017) note that supporting students can help address lower progress levels. EEF also note that managing behaviour is a useful and worthwhile strategy.	**Implementation** will be monitored through our pastoral team, lead by the Deputy Headteacher. Evaluation will be at data points, with a flatter and lower profile of PP students receiving isolations, detentions and exclusions than non-disadvantaged students.	Deputy Headteacher	At each half term.

		have better learning experiences in the classroom.				

	Outcomes	HT1	HT2	HT3	HT4	HT5	YTD
Target	PP students have less detentions, isolations and exclusions than non-PP students						
Actual							

6. Better parental engagement

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?
6. Better parental engagement	Homework club – giving disadvantaged students space and time to access homework and adult support in completing homework tasks. Setting of high quality homework. Publicising homework set.	EEF note this is a useful tool to help support PP students. Our own experience of last year has been positive.	**Implementation** will be monitored by the Deputy Headteacher, ensuring homework is publicised and homework club is supported by members of staff as appropriate	Deputy Headteacher	At each half term.

	Outcomes	HT1	HT2	HT3	HT4	HT5	YTD
Target	PP students have opportunity to complete homework, improve their progress scores and close the gap. Measured by less PP students being given homework detentions overall.						
Actual							

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.	**Implementation** will be monitored via continual daily monitoring of attendance, and 6 weekly monitoring and rewards. **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.	GW	6 weekly

	Outcomes	HT1	HT2	HT3	HT4	HT5	YTD
Target	PP students attend school at least as well as non PP students and achieve at least national target attendance (95%)						
Actual							

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?
5. Higher aspirations	Improvement in cultural and social capital, via exposure to quality careers information, university visits, cultural and novel experiences.	Disadvantaged students are often left behind in terms of social and cultural capital too. To increase aspiration we must also make students aware of their potential and the career and life paths open to them. While EEF find that aspiration work does not necessarily improve progress, we feel that our students and particular geographical location necessitate our intervention in	**Implementation** will be via careers lessons and through trips, visits and experiences organised by school	IW	Annually Review and log of specific activities on a half termly basis.

		giving students experiences and knowledge that they would not be able to access otherwise.				
	Outcomes					
Target	PP students go on to comparable destinations than non-disadvantaged students					
Actual						