

Pupil Premium – Analysis 2015-16

Every school has a duty to ensure that every child is given the best possible chance of achieving his/her potential. The Government provides Pupil Premium funding, which is additional to the core school funding, to help address national inequalities between the achievements of children eligible for free school meals (FSM), children in care, children adopted from local authority care, and those with parents in the armed forces.

The Pupil Premium is allocated to schools based on the number of students who are known to be eligible for free school meals, or who have been eligible at some point in the last six years, children who have been continuously in local authority care for more than six months, children who have been adopted from local authority care, and children with a parent in the armed forces now or within the past five years. It is for the school to decide how the Pupil Premium is spent, as the school is best placed to assess what additional provision should be made for individual students in its care.

Over a third of our pupils are on FSM and/or receive Pupil Premium. Our figure of around 35% is well above the national average of 15.2%. We receive £935 per student who has been in receipt of school meals at any point in the past 6 years and £1900 per child who has been continuously looked after for more than six months or who are adopted from care. For 2015/16 we received a total of £50,490 and spent £51,987.97.

It is the inclusive ethos of Solway Community School 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 Pupil Premium, 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 have been developed and are continuing to evolve, 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 (KS4) 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 additional option blocks at KS4 to allow a wider choice of curriculum – we have enabled every student to study their chosen GCSEs by increasing the number of choices they have. This year we have created an additional 4 option choices for KS4.
- **Flexibility in the curriculum to enable different learning opportunities**
 - For example we have introduced additional choices to suit the needs of learners, including timetabled Duke of Edinburgh Awards, Extended Project and additional opportunities to study core subjects. This enables us to stretch our more able students through extended project qualifications and to enable them to study topics and areas of interest they would not be able to in a traditional curriculum, and to support less able learners in achieving life and leadership skills. We have also enabled 5 pupils to learn practical construction industry skills on site.
- **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 and our newly introduced IQ lessons
- **wide engagement of pupils in a comprehensive extra-curricular provision;**
 - All of our pupils are involved in competing in or supporting competitors in our house competition system. 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**
 - 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. We have very high pupil mobility, for example 50% of year 11 2014/15 joined mid-key stage. 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. Every child has a role on sports day, competing or judging.

Evaluation 2015-16

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 following interventions were delivered during the academic year 2015-16, most of which incur additional staffing costs to deliver increased choice and additional interventions:

- Increased curriculum choice
- Flexible curriculum for students of all abilities
- Peer mentors
- Enhanced transition in summer 2015
- Introduced a new daily IQ lesson to enable mastery of skills
- Attendance at and leading of Early Help Assessments, Child In Need and Child Protection meetings

This is in addition to the valuable mentoring and well-being and support interventions already in place and continuing.

Pupil Premium led Interventions 2015-16	Intervention Detail	Intended Impact	Evidence
<p>Teaching and learning – increased curriculum choice</p>	<p>We provided 47 additional teaching lessons across the curriculum and across each year, focused on providing core skills teaching in KS3 and a broad and flexible curriculum in KS4, of which 1/3 of the total cost is funded by Pupil Premium. This includes 12 additional options lessons, 20 additional lessons at KS3 and 15 additional lessons at KS4 to provide alternative options for pupils who require additional stretch and additional support.</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 emphasises our focus on the individual.</p> <p>We have also introduced IQ lessons, which have proven invaluable in securing mastery of skills and extension.</p>	<p>Enhanced student engagement in the curriculum:</p> <p>An improvement in progress and attainment</p> <p>Access to a broader curriculum with smaller class sizes</p> <p>Mastery of key skills at KS3, extension and challenge for more able, extension and mastery at KS4</p>	<p>Upon analysing the whole school in terms of progress, we are delighted to note that our students are performing at a P8 score of -0.15, whereas our non PP population score -0.04. This difference of just over 1/10th of a grade shows that our gap is so small as to be insignificant compared to county wide data.</p> <p>Indeed, in analysing individual year groups, in two of our five years the PP students are making better progress than our non PP students, and in the other years the gap is small.</p> <p>Our IQ lessons have proven extremely successful in delivering mastery and extension related to key concepts in KS3 and development of skill and knowledge at KS4</p>

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<p>Personalisation and flexible curriculum for all abilities</p>	<p>This year, 5 pupil premium students at KS4 have been targeted with an alternative curriculum outside of school. We have sourced alternative provision from WCAZ and Lakes College for 5 pupils and provided additional onsite construction skills tuition for 3 PP students.</p> <p>In Key Stage 4, 15 pupils had some form of alternative or adapted curriculum, all of which were in receipt of pupil premium funding.</p> <p>11 pupils have had involvement with multiple agencies: school nurse, social care, Police or CAHMS. This form of involvement requires a high degree of monitoring and input from staff.</p>	<p>Flexibility in the curriculum to enable different learning opportunities:</p> <p>Access to appropriate alternative curricula for students</p> <p>Access to support by internal resource and wider agencies to enable access to learning</p>	<p>Feedback from alternative curriculum providers is very positive; our pupils perform well at college and other providers.</p> <p>20 out of the 53 (38%) pupils 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 students themselves.</p>
<p>Transition</p>	<p>A targeted transition programme for Year 6 pupils took place during the summer term of 2016. As well as two days in school, particular year 6 pupils have had additional visits 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>This is repeated with mid-year admissions in other year groups as well as two successful incoming managed moves.</p>	<p>A smooth transition to secondary school.</p>	<p>Two children are joining this year where parents have chosen our school over others for their children who have additional needs and their transition was reported by parents and students as having been very successful.</p>
<p>Mentoring and well-being support</p>	<p>One to one mentoring support was made available to 12 pupil premium pupils over the year, each having half an hour per week on average with our behaviour support worker.</p> <p>Additionally, study skills mentoring was made available for 3 pupil premium students, with both Teaching Assistants and Teachers providing additional support for at least 2 hours per week per individual student.</p> <p>We have also provided an open college course on preparation for work with CYA for 3 pupil premium students (which incurred no cost to the school).</p>	<p>Improvement in behaviour throughout school</p> <p>Improvement in study skills and basic skills.</p>	<p>Our stats show that behaviour improved markedly during the academic year. Low level disruption is increasingly rare.</p> <p>Pupils report that they feel supported to access learning,</p> <p>Our restorative and emotional resilience support 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</p>

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	<p>Restorative work with individuals and groups is a cornerstone of our pastoral care for our students. On average around 8 hours per week is spent on this important work.</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>Where students with additional needs in year 10 and 11 that require additional support with English and Mathematics, these sessions can be carried out when these pupils do not have timetabled lessons. Two pupil premium students have benefited from this intervention this year.</p>		<p>relationships between pupils, for example following incidents of bullying.</p>
<p>Enrichment activities – wide engagement of pupils in a comprehensive extra-curricular activities</p>	<p>A wide range of extra-curricular activities are on offer to engage pupils and enrich their life at school. This includes sports clubs, academic clubs, and breakfast clubs.</p> <p>Peer mentoring, involving training 12 year 9 volunteers who then supported our year 7 new starters, 10 of whom are pupil premium students. This approach 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 all pupils valuable social and interaction skills.</p>	<p>Peer mentoring for new year 7 pupils by older students</p> <p>Access to extra-curricular activities for all</p>	<p>Our year 7 pupils have settled in well and have made good progress throughout the year. They have reported that the peer mentoring scheme helped them to get used to secondary school.</p> <p>This year we ran a summer school for upcoming year 7 pupils, which was funded externally and was attended by almost all new starters and made the transition to their new school much easier.</p> <p>As in previous years, uptake of activities by PP children is on a par with other pupils, and is particularly strong our House competitions.</p>

Outcomes

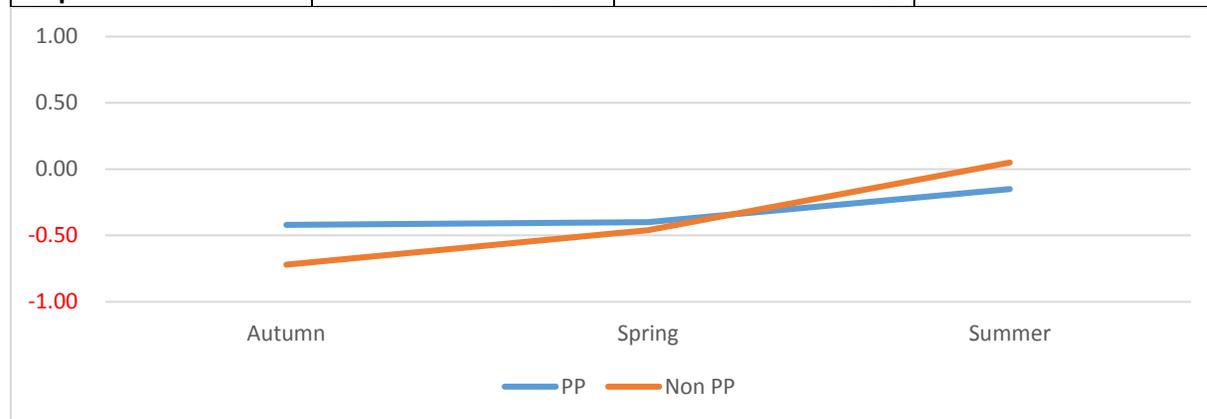
Years 7 – 11

These graphs show our Progress 8 scores for each year, for the PP and Non-PP cohorts. Progress 8 is the new government measure that focuses on the progress made by each student from KS2 to end of KS4. A score of 0 or more means the group is on track to achieve more than their forecast progress based in their prior achievement. This forecast progress is based on the average achievement of the national cohort. A negative score means there is more work to do – but the closer to 0 the better.

Year 7

Our Year 7 PP cohort were making better progress than non-PP at Autumn and Spring but have dropped behind marginally in Summer 2016, although both groups have made very positive progress overall.

Year 7	Autumn	Spring	Summer
PP	-0.42	-0.40	-0.15
Non PP	-0.72	-0.46	0.05
Gap	0.30	0.06	-0.20

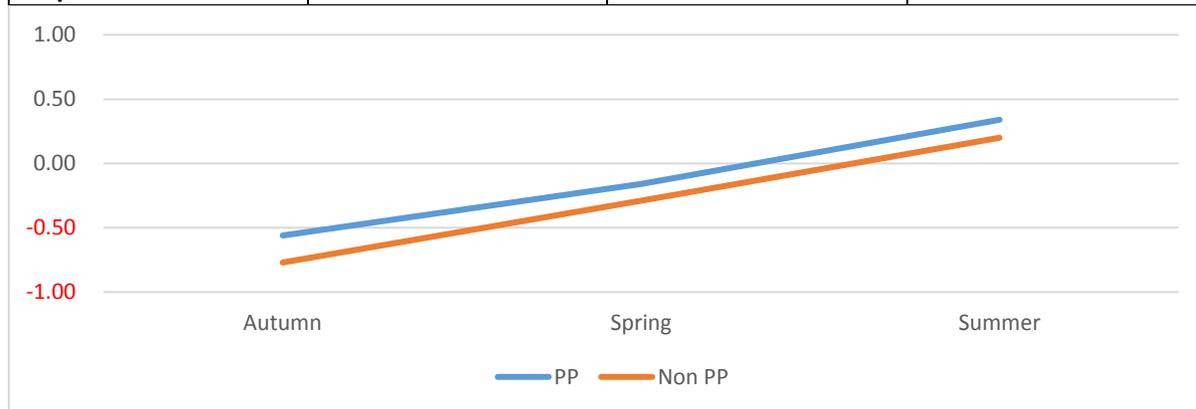


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Year 8

Our Year 8 cohort has made excellent progress, with both PP and Non-PP scoring positive P8 values at Summer 2016. This means that they are on track to achieve higher GCSE scores than the average. The gap between PP and non-PP students has decreased through the year.

Year 8	Autumn	Spring	Summer
PP	-0.56	-0.16	0.34
Non PP	-0.77	-0.29	0.20
Gap	0.21	0.13	0.14

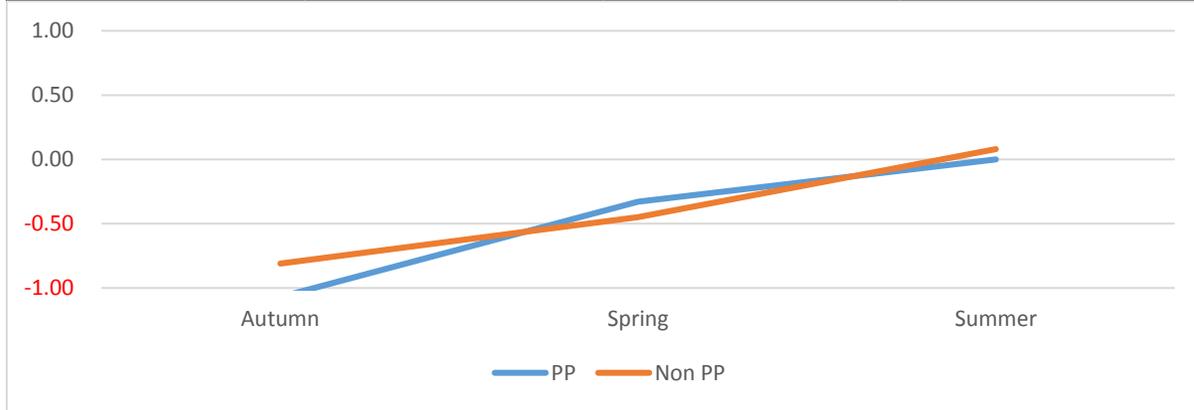


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Year 9

Year 9 have again made good progress, in particular the PP cohort who had made significant progress between Autumn and Spring to move above the Non-PP students and by the end of the year had reduced the gap to less than 0.1 of a grade.

Year 9	Autumn	Spring	Summer
PP	-1.07	-0.33	0.00
Non PP	-0.81	-0.45	0.08
Gap	-0.26	0.12	-0.08

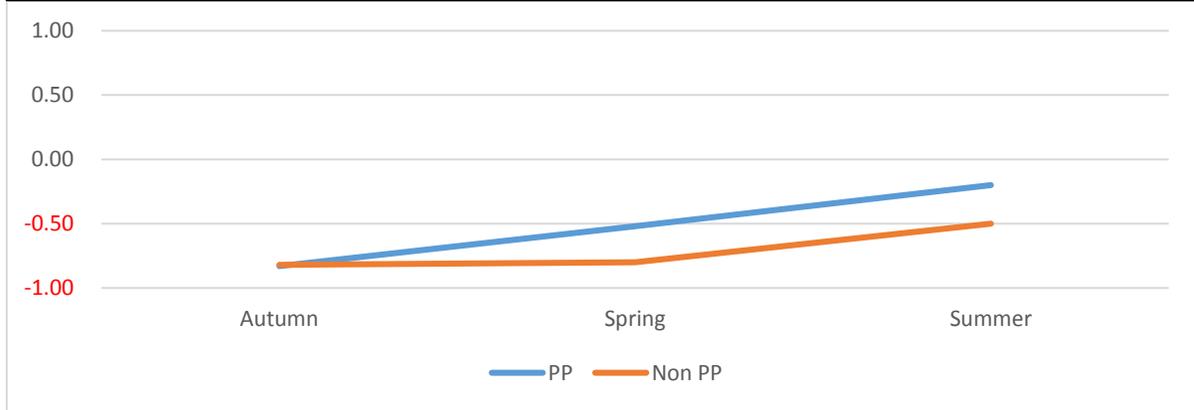


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Year 10

Year 10 have again shown excellent progress. The PP group are making better progress than the non-PP group, and overall have achieved 0.3 of a grade more progress than the non-PP cohort.

Year 10	Autumn	Spring	Summer
PP	-0.83	-0.52	-0.20
Non PP	-0.82	-0.80	-0.50
Gap	-0.01	0.28	0.30

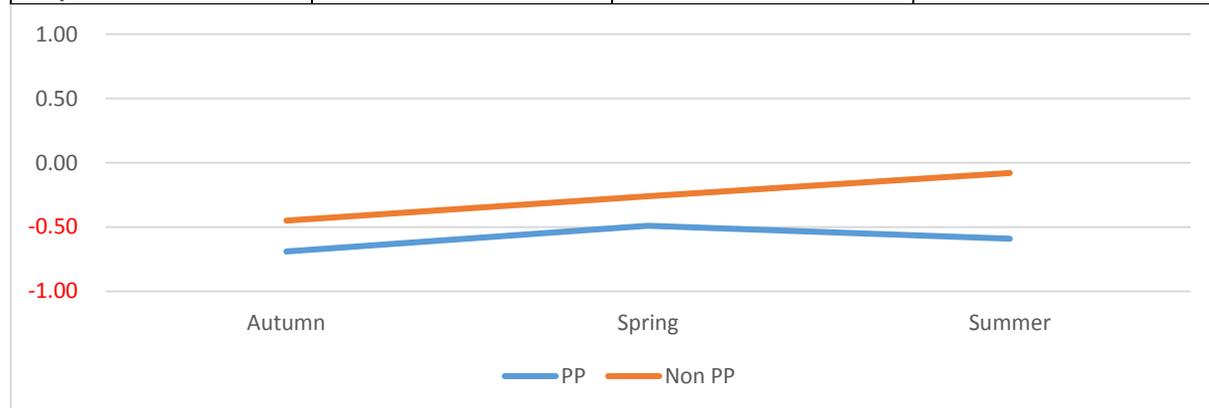


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Year 11

Our year 11 PP students have not made as much progress as our non-PP cohort. The gap from last year has increased from 0.18 to 0.51. However, this is on par with County average.

Year 11	Autumn	Spring	Summer
PP	-0.55	-0.35	-0.08
Non PP	-0.30	-0.11	-0.59
Gap	-0.25	-0.24	-0.51



However, within our PP cohort are two pupils who required an alternative curriculum, resulting in a negative P8 score based on the few GCSEs that they took; if these two students are removed from the calculations our gap reduces to -0.17, marginally down from last year. Removing a third pupil who had significant social and emotional issues during KS4 results in the gap reducing to -0.08.

Whole School

An analysis of the whole school progress for summer 2016 shows that our PP students have a P8 score of -0.15 and Non-PP students a score of -0.04. This is a difference of 0.12 of a grade across 155 pupils.

This means when we consider our school as one large cohort (as opposed to our normal small yearly cohorts) the PP students are performing better than non-PP students overall. It also means our gap is small – just over 1/10th of a GCSE grade.

In considering the school as a whole we reduce the differences that individual children make to the overall numbers and the result is more statistically accurate.