Solway Community School

Pupil Premium Strategy 2017-18

Background and Context

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**	£62,674	**Date of most recent PP Review**	April 2018
Total number of pupils	136	**Number of pupils eligible for PP**	49	**Date for next internal review of this strategy**	July 2018

1. 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 not eligible for PP (national average 2016-17)
Number of students in cohort	12	49	50	57	58		
Progress 8 score average	**-1.01**	**-0.33**	**-0.21**	**-0.35**	**-0.33**		0.11
Attainment 8 score average	**27.42**	**40.4**	**41.7**	**39.4**	**39.8**		49.76

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. Mowat (2018) in considering the drive for closing the attainment gap in Scotland argues that a holistic approach is more appropriate – 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.

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. KS4 PP students make better progress at subjects in which they have focused during IQ blocks.

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		negative gap reduced by 0.06 since KDP1, flat between KDP3 and 4

Specific Interventions

2. 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		+0.15
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		+0.2

	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 – first review end Autumn 2	

	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		+0.31 -0.06 but +ve gap

	6. Improved access to and completion of Homework	Providing good quality homework, space and time to complete it, and publication of homework on social media.	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.	**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	Head of Faculty	At each key data point

	Outcomes (targets in brackets)	KDP1	KDP2	KDP3	KDP4	KDP5	Overall
Target	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	Baseline	(0.05)	(>0.05)	(>0.05)	(0.1)	(>=0.1)
Actual		-0.08	-0.05	-0.02	-0.02		negative gap reduced by 0.06 since KDP1
Target	The frequency of PP students getting homework detentions has reduced by the end of the year						
Actual	Number of PP students homework detentions / Number of non-PP students homework detentions	40/34	74/58	26/27	18/21		

					Total budgeted cost	£30000

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
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		
Actual	Number of exclusions for PP students	0 PP 0 non PP	1 PP 0 non PP	0 PP 1 non PP	0 PP 1 non PP		

		Total budgeted cost	£20000

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	HT6	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			Gap reduced from 1.5% to 1.2% since HT1

| 5. Higher Aspirations | IW's work with careers, aspirations, university trips etc | Shaw et al, EEF | **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. | CIAG Coordinator | |

	Outcomes	2014	2015	2016	2017	2018	Overall
Target	Less students are NEET More students go into education or training than previous years						
Actual							

	Total budgeted cost	**£15,000**