

Pupil premium 2019-20 Evaluation – Solway Community School

1. Summary information					
School	Solway Community School				
Academic Year	2019-20 2020-21	Total PP budget	£51518 £50615	Date of most recent PP Review	Dec 2020
Total number of pupils	111	Number of pupils eligible for PP	36	Date for next internal review of this strategy	N/A

Results Analysis	Pupils eligible for PP	Pupils not eligible for PP
Progress 8 score average 2018, 2019 and 2020	-0.06 2018 -0.99 2019 -0.32 2020	-0.18 2018 -0.35 2019 +0.17 2020
	Difference 2018 +0.12 Difference 2019 -0.64 Difference 2020 -0.49	
Attainment 8 score average 2018, 2019 and 2020	36.3 2018 28.4 2019 38.7 2020	39.5 2018 34.7 2019 51.3 2020
	Difference 2018 -2.2 Difference 2019 -6.3 Difference 2020 -12.6	

NB P8 and A8 scores for 2020 are in-school estimates of progress and attainment, data has not been published for 2020.

Evaluation Summary

Because of Covid-19, our pupil premium strategy has not been able to be fulfilled in the academic year 2019-20 or in 2020-21. Our gap has reduced slightly, and although results were based on teacher assessment, our transparent and truthful approach to the provision of teacher assessed grades shows two things: that our small cohorts mean that our results are reliant (or as a result on) the performance of a very small number of students – a skew one way or the other can have a bit impact on our overall progress score; secondly that our PP strategy has not been particularly successful in terms of consistently narrowing the difference between our disadvantaged and non-disadvantaged students.

That being said, our students were absent due to the global pandemic for much of 2020, running up to the GCSE results in 2020 which were based on teacher assessments.

Nevertheless, we need to find a way of smoothing the variances between year groups and ensuring everyone does better. Because of the number of PP students we have in our school it is not enough to focus on those children alone; we must improve for everyone.

Our new strategy currently in plan is a longer-term approach to better focus on a smaller number of areas which we believe will make a difference, based on rigorous evidence and evaluation. We will continue to build our approaches from KS3 up, and will use our close collaboration with our feeder primaries to further dovetail strategies – ensuring that we consistently approach the same learning in similar ways across key stages for the long haul, as well supporting a focus on the very youngest children in our neighbouring schools. We feel that this approach in the longer term will reap dividends and will ensure that the next generation of children are not disadvantaged by their life circumstances.