

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|--|--|
| School name | Solway Community School |
| Number of pupils in school | 111 |
| Proportion (%) of pupil premium eligible pupils | 44% |
| Academic years that our current pupil premium strategy plan covers | 2021-22 to 2024-25 |
| Date this statement was published | August 2022 |
| Date on which it will be reviewed | October 2022 (refresh to align to SIP and as a result of analysis of student outcomes 2022) |
| Statement authorised by | Tom Hailwood |
| Pupil premium lead | Jennifer Rowlands |
| Governor / Trustee lead | David Davidson / Angela Slack |

Funding overview

| Detail | Amount |
|---|---------------|
| Pupil premium funding allocation this academic year | £51235 |
| Recovery premium funding allocation this academic year | £7830 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £59065 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all of our students achieve well, regardless of their advantage or disadvantage, regardless of background and home circumstances, regardless of starting point, ability or aptitude.

From our historical data and current analysis of our students, we have identified literacy as one of our key challenges, and therefore our key building blocks to enable students to access better outcomes for themselves. Together with a focus on addressing barriers to learning, we feel this primary focus will enable us to streamline our approaches to make a real, lasting difference to our students' lives. In line with EEF research, high quality, quality first teaching, and an explicit focus on literacy and vocabulary, will provide the building blocks to support high attainment.

Our approaches will not only focus on the disadvantaged, but because of the relative proportion of disadvantaged students will provide whole-school initiatives to improve outcomes for everyone, raising the bar and expecting more from all our students. In this way, a tide of improvement will bring all students with it, enabling them to challenge and support each other to achieve more. Non-disadvantaged attainment will be sustained and improved alongside that of their disadvantaged peers.

We will ensure that we take a holistic view, addressing issues and gaps as well as tailoring to the individual child. Our small size enables us to know our students well and provide tailored support to them, to ensure they are in the best possible position to learn and learn well. We will work equally hard for high attainers, ensuring they continue to achieve and thrive, as we do for those who struggle the most.

Our strategy will also link to wider plans for education recovery, targeted in-school and NTP support for those who have been worst affected by the Covid pandemic.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Reading ages of our students are generally below their real age. Assessments show that in all year groups a significant proportion of our students have a reading age which is below their actual age. From recent evidence, this gap widens during their time at our school. |
| 2 | Scrutiny of assessments indicate that students are not able to access complex language and texts, and struggle with academic and subject specific vocabulary. This is evident in analysis of external examination outcomes, and in internal assessment of literacy and vocabulary use. |

| | |
|---|---|
| 3 | Our assessment of access to learning through lockdown indicate that disadvantaged students have struggled the most to engage with online learning. This has resulted in some knowledge gaps which are being addressed by individual subjects as well as in identifying students for additional support from tutors. |
| 4 | Our parents, while they have engaged with us more than in previous years during the pandemic, are not particularly engaged with school. |
| 5 | In previous years pastoral support has sometimes focused on resolving issues rather than going the step further to resolve issues and support effective learning. Attendance has not been good and disadvantaged students have had higher absence rates than non-disadvantaged. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|--|--|
| Improved attainment by disadvantaged group of students across the curriculum at the end of KS4 | By the end of our current plan in 2024-25, disadvantaged students will have consistently achieved as well as non-disadvantaged students in our school. In 2024-25 academic year, outcomes demonstrate that disadvantaged students achieve an attainment 8 score of 0 or greater. |
| Improved literacy scores across all year groups | Literacy scores demonstrate improved reading ages compared to actual age for disadvantaged students. Teachers have noticed improvement in comprehension of tasks and activities, as well as improved outcomes in assessments, observed in lessons and demonstrated in work scrutinies as well as improved attainment scores at internal data points. |
| Improved engagement with learning both online and in person | Teachers report improved engagement with learning, and improved ability to engage with online activities, evidenced by improved behaviour, attitude to learning and homework scores. |
| Improved engagement with parents | Parents are attending parents evenings more consistently and are anecdotally more involved in their child's learning. |
| Improved attendance and engagement with learning | Students are in school, and are learning actively. Pastoral focus is on enabling learning and successful engagement in classes. Attitude to learning and behaviour scores have increased across all student groups. |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £40,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Implementation of Literacy Improvement strategies | EEF research clearly shows that a focus on literacy is key in secondary schools. The EEF Guidance Report ‘Improving Literacy in Secondary Schools’ outlines the interventions that are recommended. Our approach incorporates implementing many of the elements of the guidance report. | 1, 2 |
| Further develop opportunities for blended learning and use of technology to support additional learning | EEF guidance report ‘Using Digital Technology to Improve Learning’ gives several recommendations to improve the quality of education by harnessing technology. Given lockdown has given us an opportunity to expand our use of technology and increasing the quality and quantity of practice that students undertake, both inside and outside the classroom. | 3 |

Targeted academic support

Budgeted cost: £15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Targeted tutoring through NTP, school-led tutoring. Small group and 1:1 work with Teaching Assistants and other staff to support improvements in literacy and reading and other gaps identified. Specific focus on disadvantaged students with SEND. | EEF research clearly shows that a focus on literacy is key in secondary schools. The EEF Guidance Report ‘Improving Literacy in Secondary Schools’ outlines the interventions that are recommended. Our approach incorporates implementing many of the elements of the guidance report. | 1, 2 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Proactively improve parental engagement by quality of education team focused on appropriate engagement with parents | EEF research supports the effective engagement of parents as a way of supporting their child's academic learning. A positive dialogue about learning and flexible communications are key to engaging the parents of older students. | 4 |
| Pastoral support focusing on attendance , behaviour for learning and engagement with learning as a priority | EEF research supports focusing on improving learning behaviours as well as managing misbehaviour . A focus on pastoral support that enables good learning to happen successfully is key to supporting good attainment. | 5 |

Total budgeted cost: £ 70,000

Recovery Premium

Funding received: £7395

This grant, which is designed to be used to support recovery of disadvantaged students following the pandemic. The conditions of grant include a requirement to use the recovery premium in line with evidence informed research. Given this evidence is also used to create our pupil premium strategy, we have added the Recovery Premium to our pupil premium funding and have used it to support the activities outlined above.

The outcomes of our investment are detailed below.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes, including Recovery Premium

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

In academic years 2019-20 and 2020-21, student outcomes were significantly impacted by the global pandemic. Many students were absent for much of the time and online learning was more effective for some students than others. This has resulted in some gaps in knowledge in various curriculum areas which are being addressed as part of our wider recovery curriculum work.

In terms of our specific pupil premium strategies (also supported by the Recovery Premium), we outline below the key outcomes for each strand:

Implementation of Literacy Improvement strategies and Targeted tutoring through NTP, school-led tutoring. Small group and 1:1 work with Teaching Assistants and other staff to support improvements in literacy and reading and other gaps identified.

Our long-term strategy focuses on literacy improvement strategies in line with the EEF 'Improving Literacy in Secondary Schools' document. This is a three-year strategy, so not everything is going to be implemented at the same time. In line with EEF guidance, we have focused on a small number of effective initiatives rather than spreading ourselves too thinly and outline below those strategies and interventions that have been implemented as well as those in preparation.

In 2021-22 academic year we have implemented several strategies to support the development of literacy skills that have both been a historical issue for our students, but also which have been exacerbated by the global pandemic.

We have shared strategies for including disciplinary literacy and explicit literacy teaching in lessons in our Inset sessions in January and April and have carried out monitoring to identify whether strategies are being used actively by teachers. There is evidence that strategies are being used in lessons, and emerging evidence of good practice being embedded particularly in language and humanities subjects.

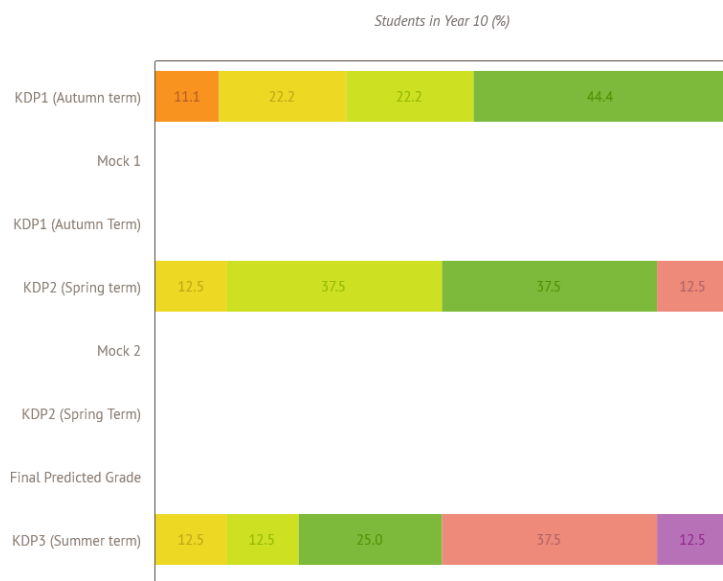
As part of our recovery curriculum work, we have also implemented disciplinary literacy through the implementation of roadmaps and topic overviews including tier 2 and tier 3 vocabulary which are currently in development and will be implemented with students from September 2022.

Our Teaching Assistants work with students who are particularly struggling in their reading and writing skills. Our end of year analysis shows that SEN students who are also PP are doing well.

| Data point | % students – PP and SEN | % Students – Non-PP and SEN |
|------------|-----------------------------|-----------------------------|
| KDP1 | 33% Developing 2 or better | 50% Developing 2 or better |
| KDP2 | 100% Developing 2 or better | 66% Developing 2 or better |
| KDP3 | 100% Developing 2 or better | 100% Developing 2 or better |

As well as targeted interventions, we have also implemented school-wide strategies include closing the vocabulary gap initiative Word of the Week and Vocabulary Books. We have also re-energised our library and literacy testing. Evidence to date has shown that students are engaged in Word of the Week, and it is starting to have an effect on reading and writing (particularly spelling).

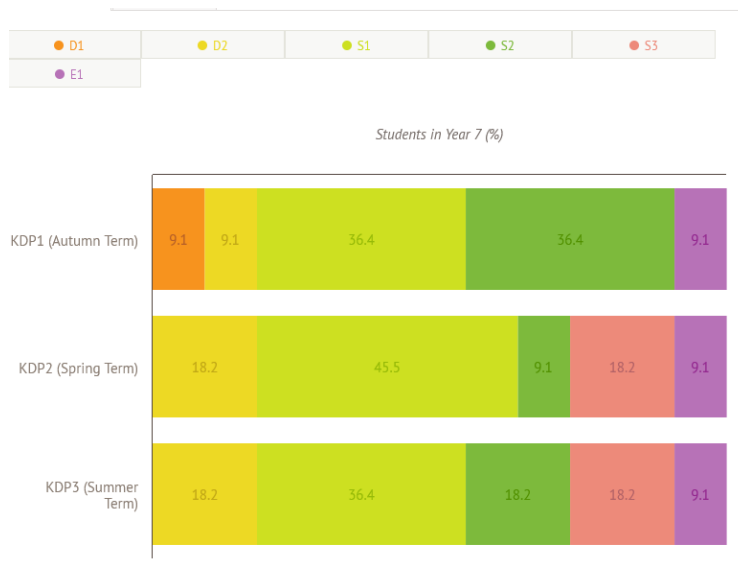
Our MIS provides in depth analysis of Pupil Premium students' attainment over time. For example, currently we are seeing that since the start of 2021 our year 10 students are improving in terms of projected English Language GCSE grade; we would expect the scores in this subject to show the most marked indicator that our strategies are having an effect:



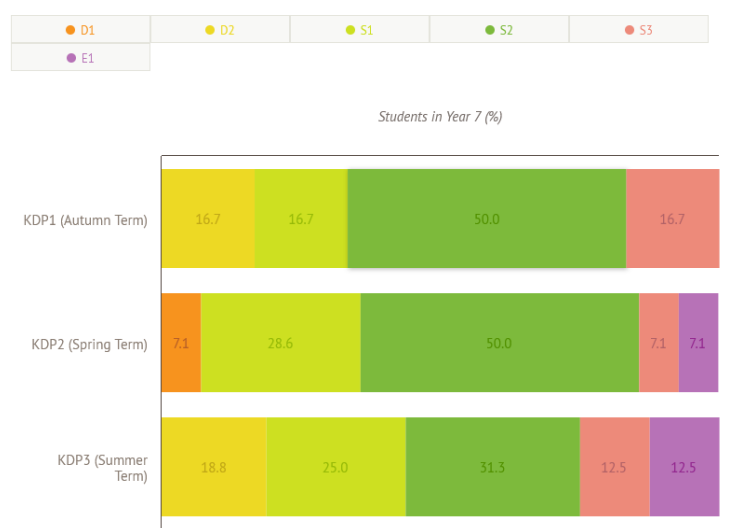
This compares well with our non-PP students who are also making progress:



Year 7 students are similarly improving their English skills as evidenced by their key performance indicators at 3 points throughout the year:



This compares favourably to our non-Pupil Premium eligible students which similarly show an improvement over time:



Further develop opportunities for blended learning and use of technology to support additional learning.

All of our students now have access to devices to support their at-home learning in the event of school closure, but also to support their homework and out-of-school learning activities. In-school evidence is benefit is a reducing number of homework detentions being seen over the school year.

All students were again surveyed during the academic year & any student without a suitable digital device at home, was provided with one.

Proactively improve parental engagement by quality of education team focused on appropriate engagement with parents

This year is the second year we have deployed the pastoral team having mobile phones. We have seen a marked decrease in the number of absences without reason. This is due to JSU, KP & KH being able to text and use pre-established relationships to gain a reason for absence

We have also seen improved engagement from families as we are able to share written & also visual information quickly with families. Families that have separated have also been able to be added to one WhatsApp group so that the school can ensure accurate and timely information sharing with families.

We saw a significant increase in parents' evening attendance with over 90% of parents attending the Year 11 face-to-face parents' evening. This is the highest recorded.

We have seen an increase in the number of people following our social media accounts also a reduction in negative comments on posts

In a recent survey of all parents, only 3 parents said that they would not recommend this school to a friend or family.

Pastoral support focusing on attendance, behaviour for learning and engagement with learning as a priority

Attendance has continued to be a challenge post Covid, with the resilience of students being knocked, but also parents condoning absence. Despite these challenges, Solway sits above the national average for attendance; despite have a high number of long-term medical absentees.

We have continued to use Microsoft Teams to set work for students who are absent from school due to Covid isolation, to ensure that we minimise the cover recovery needed, this is support by our strategy to ensure that every student has a suitable device to complete their homework on.

Generally, students enjoy school and engage well with their learning. Only 5 students (out of 115) / 4% said that they never enjoy school.

Tutoring and externally-sourced interventions

To complement the work we have done in school we have also identified students, a significant proportion of which are disadvantaged, to access tutoring via a Tuition Partner. Delivering this programme has been problematic in terms of engagement and delivery within school but a second round has resulted in more successful outcomes and engagement. Because of the timing of the sessions, tangible outcomes are not yet quantifiable but anecdotal evidence from teachers, students and parents is that the sessions have resulted in additional learning in specific areas.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|---------------------|----------|
| School Led Tutoring | Tute |

Further information (optional)

We are also in receipt of additional funding through a local initiative, WELL (Western Excellence in Learning and Leadership) which supports the literacy aspects of our strategy.