Scalby School
Pupil Premium Impact –2019 - 2020

Key Aim:

- To raise overall attainment and narrow the achievement gap between disadvantaged students and the rest of the cohort.

Success Criteria:

Progress - To ensure that disadvantaged students make accelerated progress throughout their time at Scalby.

Summer 2020 Exam Data indicates that Pupil Premium students at Scalby School make progress in line with other Pupil Premium students nationally.

- **4+ / C** English & Maths Basic – 2016 – 53%, 2017 – 60%, 2018 – 55%, 2019 – 48%, 2020 – 56%

- **5A* - C / 4+** English & Maths –, 2016 – 44%, 2017 – 58%, 2018 – 48%, 2019 – 40%, 2020 – 51%

- **Attainment 8** 2016 – 40.71, 2017 – 41.43, 2018 – 35.92, 2019 – 36.2, 2020 – 38.72

- **Progress 8** 2016 (-0.32), 2017 (-0.05), 2018 – (-0.19), 2019 – (-0.41), 2020 – (0.1)

- **EBACC 4+** 2016 – 22%, 2017 – 18%, 2018 – 23%, 2019 – 16%, 2020 – 23%

- **English 4+** 2016 – 62%, 2017 – 78%, 2018 – 61%, 2019 – 67%, 2020 – 67%

- **Maths 4+** 2016 – 57%, 2017 – 65%, 2018 – 57%, 2019 – 60%, 2020 – 64%

There has been no update on these strategies because of the early closure of school's in March 2020 due to COVID-19.

Reading Interventions

At Scalby, we continue to recognise the central role that Literacy plays in improving students' outcomes at GCSE as well as success and well-being in their later lives. The school's literacy strategy aims to support all students in their reading, writing, oracy and SPAG and also provides a number of specific interventions for students most in need of literacy development. We find this especially important for our Pupil Premium students where literacy has been identified as a key barrier to learning. Accelerated Reader, Thinking Reading, Guided Reading, Reading Eggspress are the strategies that are currently in use.

Accelerated Reader

AR continues to provide a highly effective platform for supporting students with their reading in sets three and four in Years 7 and 8 as well as for 9a4. The table below outlines the impact that AR has achieved this academic year.

AR Impact:

- Average of **75%** of comprehension quizzes passed across all classes. Represents very good outcomes for all of our weakest readers.
- Average of **60%** of students have increased in their reading age since the start of the autumn term. Highest proportion of whole-class progress has taken places in 8A4 [70%] and 9A4 [72%], our weakest readers.
- **37, 396** words read, on average, student.

- Accelerated reader has improved the reading ages of 66-75% of students following the programme. This has led to students reading a significantly increased amount of words and texts. The average number of words students have been, exposed to over 30,000.
- The students have expanded their vocabulary and language. This is assessed through the completion of the quizzes following the reading of the texts, 70% of the 1079 assessed tests have been passed.

Thinking Reading

Thinking Reading is one of the few Secondary phonics-based reading support programmes. It swiftly raises students' reading ages to their chronological age and improves students' reading fluency and comprehension as well as their writing, spelling and vocabulary development. It is already raising students' reading ages swiftly and demonstrating remarkable impact over a short period.

During the programmes second year, thinking Reading continues to show evidence of improving students' reading ages rapidly, evidenced again by the high ratio-gains. The table below outlines sample student progress made up to this point.

Student	Sessions p/w	Initial reading age	Reading age June '18	Years' progress	Ratio- gain
Student 1	3	7.5	14	6.5 **Graduated**	6
Student 2	3	8.5	14	5.5 **Graduated**	5.07
Student 3	3	8.5	14.5	7.5 **Graduated**	6.0
Student 4	3	7	12	6	8
Student 5	3	6.5	9.5	3	2.3
Student 6	3	5	13	8	5.6
Student 7	3	5	8.5	3.5	5.25
Student 8	3	9	14	6	9
Student 9	3	6	9.5	3.5	5.25

The success of this programme has a significant impact on student's access to the curriculum. The sessions develop students reading decoding; fluency; spelling, handwriting and comprehension.

Guided Reading

During this academic year, the Guided Reading programme continues to provide additional weekly reading support for students in Years 8-10 whose reading ages are significantly below their chronological age. It has focused upon Years 8-10.

The table below outlines qualitative and quantitative outcomes from the programme. You will see the very positive impact that this programme has on student reading and engagement:

Number of participating students in Guided Reading during 2018-19	49
% of students retested with increased reading ages between Sep '18 and June '19:	75
Attendance from Sep '18 - May '19 for students with PP funding only (not inclusive of detentions and certified absence).	77

Student feedback
"[In class] it has helped me read out loud and become more confident. In English, when I get picked, I am more confident. Before, I got stuck on words but now I can get them straight away. It has made me spell more words correctly, like 'beautiful'. I am now reading more at home."   *"When in class reading out loud, it's been easier because I have more confidence with longer words. Before, I had to stop quite a lot but now I am more fluent. Spellings are a lot easier. I now understand how to spell different homophones. I am reading a little bit more now when I get home."*   *"It has made my reading a lot better. My vocabulary has improved."*   *"I think I have improved on my speed and fluency…makes me more confident…helps me with spelling."*
Mentor feedback
"Student 1 has developed his reading skills really well. His STAR reader test showed a two year growth. He participates willingly and he has good comprehension."   *"Student 2 speed of reading has improved as he spoke haltingly at the beginning. His comprehension has been good. He is particularly pleased that his reading age has increased."*   *"Student 3 initially read very quickly, but once we slowed the pace down, I found accuracy improved greatly. Pronunciation of words, misreading words, missing words out, or putting in words which weren't there, all was helped by slowing down the pace of his reading. This in turn built his confidence in reading in the group."*   *""Student 4 tries very hard in his reading. Very slow to start with having gained confidence in punctuation and his speed."*   *"Student 5's speed of reading and confidence improved too. She was making fewer mistakes and becoming more interested in the stories."*

Reading Eggspress:

Over 2018-19, students in the support groups received weekly one-hour sessions to work through this online reading support programme which develops their reading fluency, comprehension, spelling and vocabulary growth. Year 8 & 9 worked on this up to spring 2019 and Year 7 through to the end of the academic year. Data from the programme for both classes is below:

Class	Average books read per student.	Average student % comprehension scores.
Students in Year 7-9	7 – [285 across 43 students]	75

We found that providing students with access to Reading Eggspress provided them with significant opportunities to expand their vocabulary, decoding and comprehension skills. A number of students were able to access this at home and a handful were able to work through the tasks in 1:1 support sessions. It is a low cost intervention that plays an important role in developing the literacy skills of some of our weakest readers.

Behaviour – **To continue to reduce exclusions with a particular emphasis on disadvantaged learners**

Consequences

The percentage of pupil premium students in consequences has decreased compared to last year. Further action to reduce this is planned for 2019-20.

	2014-15	2015-16	2016-17	2017-18	2018-19
% of Pupil Premium	48.29%	39.63%	42.85%	48.19%	44.44%

Internal Exclusions

Although there has been a percentage increase in students. More effort has been made to put students in internal exclusion rather than external exclusion. This has led to a direct rise in this percentage.

	2015-16	2016-17	2017-18	2018-19
% of Pupil Premium	39.62%	52.11%	54.00%	59.02%

External Exclusions
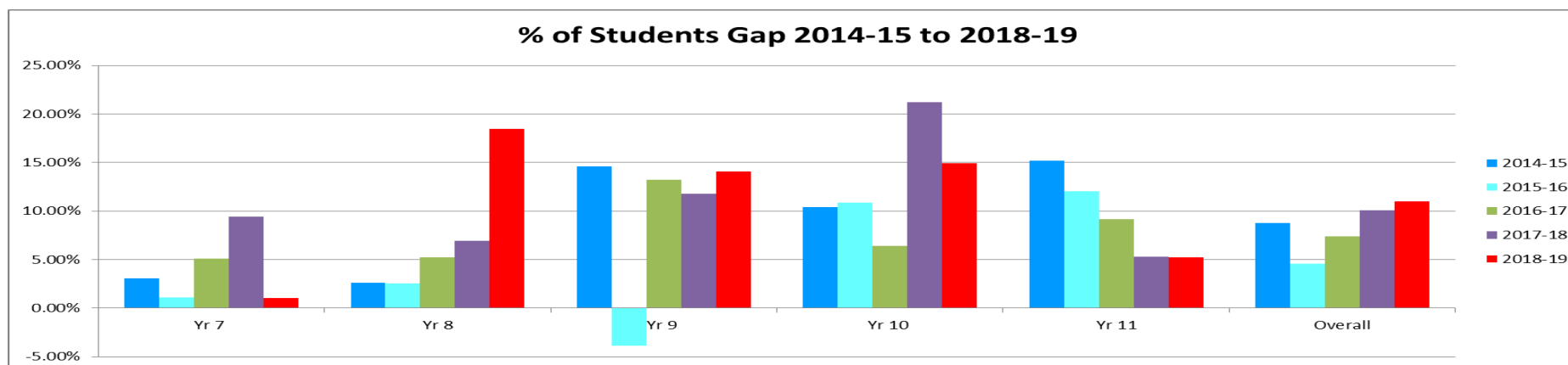
There has been an increase in the number of exclusions of PP students in 2018-19 and a subsequent larger gap appearing. However, there is reducing trend in Years 7, 10 & 11. Further action to have a further impact in the other year groups with these numbers in 2019-2020.

Attendance – To improve student attendance with a particular emphasis on disadvantaged learners

Attendance for disadvantaged students has improved slightly from 2017/18 figures this continues to be an area for development in 2019/20. There are 5 students whose attendance had a significant impact on the overall figures. Every effort was made to re-engage these students with education to no avail. The pupil premium attendance without these 5 outlying students would have been increased to 92%.

	2014-2015	2015-2016	2016-2017	2017-18	2018-19
Pupil Premium	90.13%	91.07%	90.98%	89.38%	89.64%
Not Pupil Premium	94.64%	95.17%	94.91%	95.88%	95.47%