

# 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	Scalby School
Number of pupils in school	994
Proportion (%) of pupil premium eligible pupils	247 students = 25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr R Davis
Pupil premium lead	Mr J Philliskirk
Governor / Trustee lead	Mrs Sherri Williamson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£230,145
Recovery premium funding allocation this academic year	£32,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£262,335

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

At Scalby School we recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with a quality and relevant education. This will ensure that all pupils are equipped with the knowledge and skills they will need to succeed in life beyond School. We are focused on ensuring high levels of attendance and supporting or challenging students and families where necessary.

At Scalby School supporting disadvantaged learners should be an integral part of every lesson and all areas of the school. Within the classroom there should be a clear focus on narrowing the achievement gap between groups and individuals through well planned and differentiated lessons that challenge and stretch all pupils. All staff are entitled to a programme of CPD that allows them to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly using timely and appropriate interventions.

In this plan one of our key strategies for improvement is the development of literacy and vocabulary through our mentor reading programme. This will support or other programme of intervention that is designed to improve student's language for learning.

## Challenges

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

Challenge number	Detail of challenge
1	Consistent high-quality teaching for all learners
2	Literacy and vocabulary levels are low
3	Low levels of attendance, poor behaviour, and persistent absence
4	Gaps in learning, knowledge, and experience
5	Lack of understanding and respect culture

## 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
Progress 8	Progress of disadvantaged pupils is in line with or better than that of disadvantaged students nationally
Improved literacy and vocabulary of disadvantaged learners	Disadvantaged students able to access materials that are age appropriate
Achievement of Grade 5+ in English and maths	Achieve 40% English and maths 5+ scores for disadvantaged students
Improve attendance of disadvantaged learners	Attendance to be in line with the national average
Prepared for further education or the world of work and life in the 21 <sup>st</sup> Century	All students leave with a planned exit route and have experiences beyond the classroom

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £126,249

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed the Incremental coaching programme of professional development across the school to improve teaching and learning	<ul style="list-style-type: none"> <li>• SLT feedback</li> <li>• IC trackers</li> <li>• Staff questionnaires</li> </ul>	1
Further increase the capacity of AT's in the school to support disadvantaged and SEND learners in the classroom	<ul style="list-style-type: none"> <li>• Staff questionnaires</li> <li>• AP observations</li> <li>• Feedback at LSM</li> </ul>	1
Improvement of teaching and learning offer across the curriculum ensuring consistently high-quality teaching and flexibility in design	<ul style="list-style-type: none"> <li>• SLT feedback</li> <li>• LM meeting minutes</li> <li>• Outcomes are in line with previous years</li> <li>• Curriculum that can adapt to the needs of all students</li> </ul>	1

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £99,384

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy interventions across KS3 for low attaining disadvantaged pupils	<ul style="list-style-type: none"> <li>• Reading age data</li> <li>• Impact report from intervention strategies</li> </ul>	2 & 4
Develop a mentor time programme that improves literacy and vocabulary through reading, alongside a new programme of respect.	<ul style="list-style-type: none"> <li>• National programmes in place</li> <li>• Data from focus groups</li> <li>• Feedback from both staff and pupils</li> <li>• Students access literature they need for assessments</li> </ul>	2 & 5
Development of a recovery programme using extended school day and booster programmes in core subjects	<ul style="list-style-type: none"> <li>• Attendance registers</li> <li>• Trackers from departments and SLT</li> </ul>	1 & 4
Using recovery funding create a school-led tutoring programme across the curriculum that can be used to adjust the curriculum for those students who need extra support	<ul style="list-style-type: none"> <li>• Attendance registers</li> <li>• Trackers from departments and SLT</li> <li>• Timetables</li> </ul>	1 & 4
Use of alternative provision to reduce the risk of exclusion	<ul style="list-style-type: none"> <li>• Exclusion data</li> <li>• ATL reports</li> </ul>	1-4

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

Budgeted cost: £52,991

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing students experience outside the classroom as part of the curriculum – improved extra-curricular programme	<ul style="list-style-type: none"> <li>• Student surveys</li> <li>• Extra-curricular registers and review</li> </ul>	4
Increasing students experience outside the classroom as part of the	<ul style="list-style-type: none"> <li>• Number of pupils who have attended trips</li> </ul>	4

curriculum – Educational visits programme	<ul style="list-style-type: none"> <li>• Student surveys</li> </ul>	
Continue to work with families of students who find attendance at school a challenge – use of attendance officers and pastoral leader	<ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Data of PA's</li> <li>• Exclusion data</li> <li>• ATL reports</li> <li>• Outcome data</li> </ul>	1,3&4
Provide resources for those students and their families who find the financial costs of school equipment a challenge	<ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Student surveys</li> <li>• Outcome data</li> </ul>	3&4

**Total budgeted cost: £277,913**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*See previous school impact statement.*

### 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

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

**Further information (optional)**