

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	989
Proportion (%) of pupil premium eligible pupils	212 students = 21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
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	£208,820
Recovery premium funding allocation this academic year	£58,512
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£267,335

Part A: Pupil premium strategy plan

Statement of intent

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.

Last academic year, one of our key strategies for improvement was the development of literacy and vocabulary through our mentor reading programme. This will continue to be supported in order to improve student's language for learning. Further focus this academic year will be on increasing attendance within our disadvantaged learners and providing quality first teaching for an inclusive classroom, helping support our disadvantaged learners to make the relevant progress.

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 st 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"> • SLT feedback • IC trackers • Staff questionnaires 	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"> • Staff questionnaires • AP observations • Feedback at LSM 	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"> • SLT feedback • LM meeting minutes • Outcomes are in line with previous years • Curriculum that can adapt to the needs of all students 	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"> • Reading age data • Impact report from intervention strategies 	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"> • National programmes in place • Data from focus groups • Feedback from both staff and pupils • Students access literature they need for assessments 	2 & 5
Development of a recovery programme using extended school day and booster programmes in core subjects	<ul style="list-style-type: none"> • Attendance registers • Trackers from departments and SLT • Data drops and ATL analysis 	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"> • Attendance registers • Trackers from departments and SLT • Timetables • Data drops and ATL analysis 	1 & 4
Use of alternative provision to reduce the risk of exclusion	<ul style="list-style-type: none"> • Exclusion data • ATL reports 	1-4

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

Budgeted cost: £44,991

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"> • Student surveys • Extra-curricular registers and review 	4
Increasing students experience outside the classroom as part of the curriculum – Educational visits programme	<ul style="list-style-type: none"> • Number of pupils who have attended trips • Student surveys 	4
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"> • Attendance data • Data of PA's • Exclusion data • ATL reports • Outcome data 	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"> • Attendance data • Student surveys • Outcome data 	3&4

Total budgeted cost: £270,624

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 2021 to 2022 academic year.

Teaching

- All staff have completed their IC trackers as part of the school PM process.
- Weekly the leadership team discuss the monitoring and evaluation of teaching across the school. This feedback has been positive and in all curriculum areas teaching is at least good
- During these drop in's there has been a focus on PP and SEN students and there progress monitored.
- Staff have progress progression maps to demonstrate the strategies they are using to support all student in the classroom
- The AT team has been strengthened this year through the appointment of 5 new AT's.
- All staff have been given provision map training
- Regular monitoring of the T&L standards is done in Line management and through the school's robust active patrol timetable.
- Curriculum review minutes show that the teaching in different subject areas has improved.

Targetted Academic Support

- The school has embedded a programme of thinking reading, reciprocal read, mentoring reading and faster reading strategies that has increased the reading ages of students in KS3 by on average 9 months.
- Our mentor reading and literacy interventions have ensured PP students have increased their reading ability. PP students have made on average 10.3 months of progress. Our most disadvantaged students are making more progress, on average, than the cohort as a whole. There is real evidence in our impact reports that the attainment gap narrowing for reading in Scalby School.
- There was a gap between PP students and non PP students in our P8 outcome data. However, our P8 outcome for PP learners was still inline with the national average.
- The school continues to plan and run an extensive booster programme with registers as evidence of attendance.
- Alongside the booster programme the school planned a programme of school-led tutoring. This programme targeted 25 of our pp students and of those 25 22 made the progress expected of them in Maths and English. This programme also included Ebacc subjects.
- Due to the impact of the pandemic it was difficult to re-engage students with SEMH needs and to ensure they still made progress of had exit route,

alternative provision was used. This included tutors visiting homes, students educated at central venues and exams in safe places.

Wider Strategies

- The school has restarted its educational visits programme and there were 5 visits that supported the curriculum in year 11. Of these, all the pp students who were eligible attended. These visits were fully subsidised for pp students to ensure their attendance.
- The school continues a programme of sports clubs and fixtures and again pp students are individually invited and encouraged to attend.
- The School also runs a number of residential visits, both in this country and abroad. This year 40 students benefitted from subsidised residential places and attend these visits.
- The school provides resources in all curriculum areas where financial needs are low to ensure all students have all the equipment or resources needed to be successful.

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
N/A	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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