

# Pupil premium strategy statement

This statement details our school's use of pupil premium 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	970
Proportion (%) of pupil premium eligible pupils	289 students = 30%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
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	£214,200
Recovery premium funding allocation this academic year	£0
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	£214,200

# 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 lessons that challenge and stretch all pupils. This is supported through our teaching and learning model. 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. We have a clear focus of increasing outcomes in PP students which we robustly manage through effective data.

We will also invest in our Golden Ticket Reward strategy giving PP students the chance to win experiences that they would not usually be exposed to.

We want our PP students to thrive outside of the classroom and therefore we will place resources in order to support enrichment, extracurricular activities and rewards.

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. We will also target our Y11 cohort with a programmed of Performance Learning. This teaches our Y11 students essential independent study skills to increase their success in their GCSEs.

## 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: £221,423

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed inclusive classroom practice techniques within teaching and curriculum to allow PP students to make increased progress and outcomes	<ul style="list-style-type: none"> <li>• SLT feedback</li> <li>• RAG meetings</li> <li>• Power BI data</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> </ul>	1

	<ul style="list-style-type: none"> <li>• Curriculum that can adapt to the needs of all students</li> </ul>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £54,305

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 an enrichment programme using extended school day to enhance outcomes in core subjects	<ul style="list-style-type: none"> <li>• Attendance registers</li> <li>• Trackers from departments and SLT</li> <li>• Data drops and RAG analysis</li> <li>• Power BI</li> </ul>	1 & 4
Use of external support from Performance Learning. Equipping our students with study skills so that they can improve their independent study skills as well as improving their memory/	<ul style="list-style-type: none"> <li>• Attendance registers</li> <li>• Trackers from departments and SLT</li> <li>• Drop down days</li> <li>• Data drops and RAG Analysis</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>• RAG data</li> <li>• Power BI data</li> </ul>	1-4

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

Budgeted cost: £37,240

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 curriculum – Educational visits programme	<ul style="list-style-type: none"> <li>• Number of pupils who have attended trips</li> <li>• Student surveys</li> </ul>	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"> <li>• Attendance data</li> <li>• Data of PA's</li> <li>• Exclusion data</li> <li>• RAG data</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
Providing an effective reward strategy that PP students can benefit from.	<ul style="list-style-type: none"> <li>• Bromcom and Power BI data</li> </ul>	3&4

**Total budgeted cost: £312,968**

## 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 2023 to 2024 academic year.

Our recent Ofsted report praised the impact of our work with PP students.

‘Pupils display a thirst for learning at this highly ambitious and aspirational school. The school has extremely high expectations for all pupils. Pupils make incredible progress through the curriculum and achieve outcomes that are significantly above national averages. **Disadvantaged pupils, including those with special educational needs and/or disabilities (SEND), achieve extremely well.**’

PP students achieved a P8 score of -0.08 in the 23/24 results. There is still a gap between PP and non PP students however, our PP students achieve significantly above national average (-0.57) showing that we are very successful in helping PP students increase their opportunities and outcomes.

Investment in staff CPD and retention has helped the school to improve teaching and learning for all students. Further focus on the inclusive classroom will be done this coming year to help further support our PP students.

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 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.

Whilst PP attendance was below non-PP students, we are investing in strategies to improve attendance particularly with PP students. We will continue to plan, monitor and intervene when it comes to attendance with our PP students

We have improved student experiences outside the classroom for PP students. We were able to subsidise both national and international trips for PP students. We also were able to invest in equipment and educational resources to help our PP students succeed.

We awarded over 20,000 Golden Tickets last year. 36% of prizes went to PP students which is significantly above the number of PP students within our school cohort in the last academic year (22%).

## 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)**

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