

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	Filey Academy
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Terry Cartmail, Headteacher
Pupil premium lead	Steve White, Deputy Headteacher
Governor / Trustee lead	Peter Noble

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,000
Recovery premium funding allocation this academic year	£21,605
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	£164,605

Part A: Pupil premium strategy plan

Statement of intent

National research conducted by the Education Endowment Foundation (EEF) concludes that common barriers to learning for Pupil Premium students includes but is not restricted to;

- Poorer levels of support at home
- Weaker language and communication skills
- More frequent behaviour difficulties
- Attendance and punctuality issues

As part of the Academy strategy, it is our intention that all Disadvantaged pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. To that end, we will ensure that Pupil Premium students;

- Access and participate in the academic and wider curriculum to the same extent as their peers, ensuring all barriers to achieving this are removed.
- Make increasingly good progress across the next three academic years, ensuring that Progress 8 outcomes are positive
- Demonstrate strong Literacy and Numeracy skills in line with their peers
- Attend school regularly

Our approach to achieving the aims will centre around adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. By focussing on high quality first teaching, we expect to close the disadvantage attainment gap and at the same time benefit non-disadvantaged pupils in our school.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students have underperformed in comparison to non-Disadvantaged students at the end of Year 11.

	2018-19 Progress data indicates average DA Progress 8 score of -1.03 compared to -0.63 for non-DA students. In particular English (DA -0.64 v non DA -0.3 and Maths (DA -1.06 v non DA -0.52)
2	Literacy and Numeracy skills of students entering Year 7 are lower for students who are eligible for PP than for other students which prevents them from accessing the curriculum and making good progress at KS3
3	Student Attitudes to Learning and behaviour result in high levels of disengagement and exclusion for PP students
4	2018-2019 PP student attendance (%) is lower than the National Average for all pupils (95%)

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
Improve Progress 8 outcomes	Achieve Positive Progress scores for PP students in line with similar schools
Improve Attainment 8 outcomes	Achieve National Average for Attainment for all pupils
Improve Basics Outcomes	Achieve average English and Maths 5+ scores for similar schools.
Improve EBacc Average Point Score	Achieve National Average Points Score with EBacc subjects
Improve Reading Ages	All PP students to demonstrate Reading Age in line with chronological age
Decrease suspensions and negative behaviour related incidents	A decrease in the number of PP suspensions and in line with National Averages. A reduced number of PP behaviour incidents For the % of PP students who receive fixed term exclusions to fall year on year, with the aim of being equivalent to their peers by 2024
Improved student attendance	Improved attendance for all students to National Averages
Improved PP parent engagement with school	Attendance at Parents Evenings for PP pupils in line with non PP pupils

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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and Retention of specialist staff, particularly in core areas of English and Maths	Research reported by the DFE (2016) suggests that student attainment in core subjects such as maths is greater when delivered by a specialist teacher	1,3
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g.</p> <p>Interleaving and questioning +7 Months</p> <p>Assessment for learning / feedback + 6 Months</p>	1,3
Regular assessments to identify underperforming students and to signpost interventions.	Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims effective assessment has a significant improvement in learning i.e.+7 months impact	1, 3

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing subject specific revision and intervention sessions. Providing specific revision material e.g. revision guides	In house assessment data suggests that targeted academic intervention of grade 4/5 students has had a significant impact in mocks in previous years. This is supported by the EEF Toolkit (2021) which reports that extending the school day has an effect of + 3 Months.	1, 3
Renew license for KS3 Literacy materials; Accelerated Reader and Lexia and Thinking Reading	Accelerated reader has been reported (Baye, Slavin, & Haslam, 2019) to have a significant effect size of +0.24	1,2
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1,2, 3
Small group tuition using National Tutor Programme	EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months	1,3
Overstaffing in English to create KS3 Literacy group	EEF states that reduced class size results in +0.3 progress	1,2, 3
Curriculum enhancement into KS4 English and Maths	EEF states that reduced class size results in +0.3 progress	1,2, 3

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expand the alternative provision (AP) offer for students at the Academy <ul style="list-style-type: none"> • Increasing AP through using Scarborough TEC, The Skills Village and PRS • Bespoke curriculum package established for learners at risk of PEX. 	Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.	1,3,4,5
Sendco / Behaviour Lead to support pupils with their Mental Health and become Mental Health trained	EEF Teaching and Learning Toolkit indicates that social and emotional learning can increase progress by +0.4	3,4
Small group interventions, 1:1 interventions and working with outside agencies to support student Mental Health and Well Being	EEF Teaching and Learning Toolkit indicates that social and emotional learning can increase progress by +0.4	3,4
Introduce clear attendance procedures and shared with staff and families.	Principles of effective Attendance strategy; Ofsted	4
Appointment of Attendance Officer so at risk students are targeted and PP	Principles of effective Attendance strategy; Ofsted	4

students are prioritised.		
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Total budgeted cost: £165,000

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.

2019-20 Intended outcome 1; "Improved literacy/reading skills for all students in school"

Success criteria; Students in Year 7 make rapid progress by the end of the year, to at least meet access to curriculum reading age of 9.6 years

<i>Measure</i>		<i>2018 (2023 leavers)</i>	<i>2019 (2024 leavers)</i>	<i>2020 (2025 leavers)</i> <i>KS2 taken from CATs</i>
<i>% of Year 7 achieving KS2 NS in Reading</i>	<i>PP</i>	<i>62.07% (AS)</i>	<i>57.58% (AS)</i>	<i>50% (AS)</i>
	<i>Non PP</i>	<i>65.96% (AS)</i>	<i>62% (AS)</i>	<i>74.55% (AS)</i>
<i>% of students achieving expected end of Year 7 standard in English</i>	<i>PP</i>	<i>54.2%</i>	<i>46.7%</i>	<i>48.1%</i>
	<i>Non PP</i>	<i>58.5%</i>	<i>65.3%</i>	<i>50%</i>

Targets not achieved. The % of students demonstrating AS at the end of KS2 does not transfer and equate to % of students achieving expected standard at the end of Year 7 for PP students in each of the years 2018, 2019 and 2020.

2019-20 Intended Outcome 2; "Gaps are identified and targeted teaching / interventions to teach gaps.

Success Criteria; Data meetings are systematically identifying students and impacting upon progress and outcomes

Measure		2018	2019	2020 (CAGs)
Basics 4+	PP	44%	35.3%	44%
	Non PP	51.9%	52.1%	62.1%
Basics 5+	PP	28%	5.9%	24%
	Non PP	29.6%	20.8%	31%
Attainment 8	PP	37.78	27.76	37.89
	Non PP	39.58	38.5	42.89
Progress 8	PP	-0.59	-1.03	-0.5
	Non PP	-0.33	-0.63	-0.06

Target not fully achieved. Data meetings have been implemented across the Academy but their impact of student progress is minimal. Progress data indicates that whilst PP outcomes have improved, the gap between PP and non-PP students has remain constant.

2019-20 Intended Outcome 3; "High aspirations and expectations are in place for all students with a 96% whole school attendance.

Success Criteria; Whole school attendance is 96% with reduced % of PA

Measure		2018	2019	2020
Whole School Attendance	PP	90.01%	90.17%	88.16%
	Non PP	94.95%	94.58%	94.14%
Whole school PA	PP	23.9% 27 / 115	25.4% 31 / 122	29.6% 22 / 153
	Non PP	17.3% 40 / 234	30.8% 71 / 232	21.6% 50 / 233

**Target not achieved. PP attendance remains below that of their non-PP peers.
The % of PP students who are PA is higher than their non-PP peers.**