

# 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	986
Proportion (%) of pupil premium eligible pupils	298 students = 30%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mr C Robertson
Pupil premium lead	Mr R Davis
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£276,275
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	£276,275

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils at Scalby Academy, irrespective of their background or challenges they face, make good progress and achieve high attainment across the curriculum in line with other pupils nationally and within the academy.

The pandemic was very challenging for all pupils, and our strategy focus is on closing gaps that have widened even further due to academy closure. Our pupil premium strategy is designed to support disadvantaged pupils to achieve and make progress in all subjects. Historically disadvantaged pupils have needed additional support in Ebacc subjects and our strategy addresses this. The strategy aims to improve outcomes for pupils of all abilities. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, and those with SEND.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through small group tuition and additional support for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The intent of this strategy is also to support our most vulnerable students to access the wider opportunities that school presents, such as educational visits and resources to support learning. We will do this financially where necessary and through careful communication with all stakeholders.

Further focus will be on increasing attendance of 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 programme of curriculum adjustments. This ensures our Y11 students essential independent study skills to increase their success in their GCSEs.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified by meeting regularly and conducting RAG meetings for KS4 pupils
- Analysing the performance of KS3 pupils after each trust assessment.
- Measuring impact towards the end of each term and publishing this on the academy website

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Using a reading RAG to identify the weakest readers in KS3 and intervene with impact
- Make early identification of attendance support
- Use PowerBi to identify data driven focus on learning and attendance

## 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 is needed due to the gaps that already exist on entry. PP average scaled scores are lower than that of other pupils.
2	Literacy and Numeracy levels are low on entry. The programme of testing, monitoring and review is in place to ensure pupils can read at age-appropriate level.
3	Low levels of attendance, and persistent absence. Disadvantaged pupils' attendance rates are lower than that of other pupils and this has a negative impact on their attainment.
4	Behaviour of pupils. The number of disadvantaged pupils represented in receiving time in reflection and detention is high and affects their attainment across the curriculum.
5	Communication and engagement with Parents. The attendance of parents / carers of PP pupils at Parent Consultation Evenings is typically lower than that of 'others'. This means that these parents / carers are not fully aware of their child's current academic progress or how best to support them.
6	Lack of understanding and respect culture. On entry some PP pupils lack the cultural capital required to access the highest grades within their subjects and consequently need to engage in 'out of the classroom experiences' to unlock this potential.

## 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
<p>Ensure the attainment of all pupils meets the requirements of further educational study beyond Scalby Academy.</p> <p>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p>	<p>Attainment of disadvantaged pupils is in line with or better than that of disadvantaged students nationally</p> <p>Analysis of the evidence gathered through the routine monitoring of the quality of education will demonstrate work is demanding and matches the intention of the curriculum for all pupils eligible for the Pupil Premium. Analysis of Years 7 to 11 will show that there are no gaps in progress between pupils eligible for the Pupil Premium and 'other' non-PP pupils. Where gaps exist, these will be closing rapidly. The Most Able Pupils eligible for the Pupil Premium will attain the highest results in national tests, grades (7-9) at equivalent, or better, rates than 'other' non-PP pupils. Monitoring and evaluation of work through learning walks, drop-ins and book scrutiny will show that PROUD is in place. Pupils' work across the curriculum is of good quality. PP pupils can articulate what they are learning and why they are learning it.</p>
<p>Improved literacy and vocabulary of disadvantaged learners. GL assessments take place to give a starting point.</p> <p>Pupils in Yr7 and 8 make rapid progress in their literacy skills and achieve in line with all pupils in assessments.</p>	<p>All new Year 7 and 8 pupils eligible for PP will have a reading age that is at least in line with their chronological age by the end of KS3. Pupils eligible for PP in Year 7 and 8 make more progress by the end of the year than 'other' pupils, in English and mathematics in order to catch up. We will evidence this using:</p> <ul style="list-style-type: none"> <li>• Reading ages in October, December, March and June (GL assessment reading tests),</li> <li>• Reading RAGS.</li> <li>• Y7 &amp; 8 English and maths trust assessment results</li> </ul>
<p>Improve attendance rates for pupils eligible for Pupil Premium / Free School Meals [FSM].</p> <p>National PP attendance = 85.4% (Secondary) PP attendance at Scalby 2024-25= 82% compared to 90% for all pupils.</p>	<p>Reduce the number of persistent absentees (PA) amongst pupils eligible for PP to national average (2024/25 = 41.9) or below.</p> <p>Improve overall attendance rates of pupils eligible for PP to 94% or above (in line with non-PP).</p>

Significant improvements in the attitudes and behaviour of an identified cohort of pupils eligible for the Pupil Premium will ensure that they are less frequently removed from lessons and therefore able to achieve well.	Evidence gathered from the routine monitoring and evaluation will show that pupils eligible for the Pupil Premium in Years 7-9, particularly boys, are engaged by high quality lessons that deliver the academy's curriculum intent.
This will be reflected in national tests and examinations that meet government expectations, or in the qualifications obtained.	Analysis of behavioural data showed a reduction in the average number of negative behaviour events logged per pupil.
Vulnerable disadvantaged pupils with behaviour at risk of deteriorating will be identified in Y6 so that support can be offered as early as possible.	Analysis of behavioural data will show a reduction in the average number C4 disruption to learning incidents logged per pupil.
Increased parental engagement including improved attendance rates for parents / carers of pupils eligible for the Pupil Premium at Parent Consultation Evenings	The parents / carers of pupils eligible for PP attend at least one event.
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: £135,100

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>	1-6
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>	1-6

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>	1-6
Quality assurance process that takes clear account of the impact of T&L on pupils who are in receipt of the pupil premium.	<ul style="list-style-type: none"> <li>• QA schedule</li> <li>• Quality of work in books of PP students</li> </ul>	1-6
<b>Review</b>		
<b>Impact Term 1</b>		
<b>Impact Term 2</b>		
<b>Impact Term 3</b>		

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

Budgeted cost: £90,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and numeracy 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> <li>• PowerBi tracking data</li> <li>• Assessment data and department / class trackers</li> </ul>	1-6
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>	1-6
Development of an enrichment programme using extended school day to enhance outcomes in core subjects and where possible across the curriculum	<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>	1-6

Use of small group tutoring and 1:1 sessions. Equipping our students with study skills so that they can improve their independent study skills as well as improving their attainment.	<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>	1-6
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>	1-6
Programme of holiday revision and enrichment sessions to support students at key assessment points	<ul style="list-style-type: none"> <li>• Programme letters</li> <li>• Programme timetables</li> <li>• Student registers</li> <li>• Bromcom</li> </ul>	1-6
Parent events to share and communicate key information regarding assessments and key events throughout the year	<ul style="list-style-type: none"> <li>• Letters to parents</li> <li>• Parent voice</li> <li>• School website</li> </ul>	1-6
Use of targeted programmes such as SLT progress wars and academic attainment teams	<ul style="list-style-type: none"> <li>• Personalised mentoring of students towards targets</li> <li>• Student monitoring cards</li> <li>• Leaderboards and data sharing</li> </ul>	1-6
<b>Review</b>		
<b>Impact Term 1</b>		
<b>Impact Term 2</b>		
<b>Impact Term 3</b>		

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

Budgeted cost: £51,075

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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>	1-6
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>	1-6

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>	1-6
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>	1-6
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>	1-6
<b>Review</b>		
<b>Impact Term 1</b>		
<b>Impact Term 2</b>		
<b>Impact Term 3</b>		

**Total budgeted cost:**



## 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 2024 to 2025 academic year.

Our most 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.**’

Of the 40 PP students who sat examinations in 24/25 45% achieved 4+ in Maths and English and 20% 5+. There is still a gap between PP and non PP students however, our PP students historically achieve significantly above national average showing that we are very successful in helping PP students increase their opportunities and outcomes. This data will be check once available.

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)**