

Pupil premium strategy statement – Filey School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	452
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023 / 2024 to 2026 / 2027
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Michelle Britton
Pupil premium lead	James Gunning
Governor / Trustee lead	Kelly Hoyle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£187,853
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£50,094
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£237,947

Part A: Pupil premium strategy plan

Statement of intent

At Filey 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 pupils and families where necessary.

At Filey 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.

Our strategy is also integral to wider school plans for continued education recovery and catch up for identified pupils, notably in its targeted support through the National Tutoring Programme for pupils whose education has been 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 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
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Inconsistency in high-quality teaching for all learners
2	Literacy, vocabulary and reading ages are low
3	Low levels of attendance, instances of poor behaviour, and persistent absence
4	Gaps in learning, knowledge, and experience
5	The personal development of our pupils

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 figure for disadvantaged pupils will improve	Progress of disadvantaged pupils is in line with, or better than, that of disadvantaged pupils nationally
Improved literacy, vocabulary and reading ages of disadvantaged learners	Disadvantaged pupils can access materials that are age appropriate
Achievement of Grade 5+ in English and maths.	Achieve 35 - 40% English and maths 5+ scores for disadvantaged pupils
Improved attendance of disadvantaged learners	Attendance to be in line with the national average
Ensure pupils are prepared for further education or the world of work and life in the 21st Century	All pupils 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver a programme of high quality CPD across the school to improve Teaching and Learning.	<ul style="list-style-type: none"> • SLT feedback • AP observations • Staff questionnaires • Department Reviews • Red Kite Support • Trust level support and input 	1,2,4 and 5
To create a well-designed curriculum across all subject areas that is structured and sequenced to maximise learners opportunities and outcomes	<ul style="list-style-type: none"> • SLT feedback • LM meeting notes and actions • Outcomes improve upon previous years • Department Reviews • Curriculum that can adapt to meet the needs of all learners • LDG Minutes 	1,2,4 and 5
Further increase the capacity of TAs and teachers in the school to support disadvantaged and SEND learners in the classroom through access to the Adaptive Teaching programme in addition to the high quality CPD provision.	<ul style="list-style-type: none"> • Staff questionnaires • AP observations • Feedback at SLT • Student questionnaires • Narrowing of the gap between SEND / Disadvantaged and all pupils 	1,2,4 and 5
To significantly improve the personal	<ul style="list-style-type: none"> • PD mapped across the curriculum 	1,2,3,4 and 5

<p>development curriculum to ensure our learners are community centred and ready for life in modern Britain</p> <p>£18,769</p>	<ul style="list-style-type: none"> • AP observations • QA records of 'Life' lessons delivered across the curriculum • Student questionnaires • Coherent plan for assemblies in place – communicated through the bulletin • Careers appointments for all Year 10 / 11 pupils. PP pupils prioritised • Register records for visits to FE and HE establishments • Student questionnaires • Year 11 destination data 	
<p>Appoint an Alternative Learning Centre Manager to work with individual disadvantaged students and to support these students who are at risk from exclusion.</p> <p>£37,258</p> <p>Appoint two full time teaching assistants to support the Alternative Learning Centre Manager and the disadvantaged students using the facility.</p> <p>£49,556</p>	<ul style="list-style-type: none"> • a reduction in the number of FTE of disadvantaged students to be in line with overall school FTE exclusions • Reduce the number of C5 consequences recorded across the school for disadvantaged students. • Reduce the number of internal exclusions for disadvantaged students. 	1,2,3 and 5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Small group and/ or individual interventions for disadvantaged pupils	<ul style="list-style-type: none"> • Reading age data • Attainment and progress data • SENDCO LM meeting notes / actions 	1,2,4 and 5
Development of a support programme in Year 11 using extended school day (Period 6) – Core and Ebacc subject teachers to deliver an additional hour of teaching over 4 nights / week with a focus on disadvantaged students. £17,528	<ul style="list-style-type: none"> • Attendance registers at P6 • Trackers from departments and SLT • Data drops and ATL analysis • Attendance registers • Year 11 Progress meetings minutes – core subjects held once per week from January 2024 	1,2 and 4
Implementation of a Masterclass revision programme for Year 11 pupils from April 2024.	<ul style="list-style-type: none"> • Attendance registers • Analysis of GCSE exam results when compared to A2L 3 final data collection April 2024 	1,2 and 4
Head of Maths and English Faculty to be given time each week to meet with the Headteacher and RSL Lead to monitor the impact of work done by teaching staff targeting the 5+ and 4+ students in English and Maths £3,919	<ul style="list-style-type: none"> • Minutes of the meetings and identified actions • Analysis of data at key data drops to monitor progress of identified disadvantaged students in English and Maths towards agreed targets. 	1,2 and 3
Further develop a Form time programme that improves literacy and vocabulary through reading and writing.	<ul style="list-style-type: none"> • Feedback from both staff and pupils • Pupils access the literature they need for assessments • Reading Age data analysis indicated improved scores 	1,2, 4 and 5
Use funding to create a school-led tutoring programme	<ul style="list-style-type: none"> • Attendance registers 	1,2 and 4

across the curriculum that can be used to adjust the curriculum for those pupils who need extra support. £20,039	<ul style="list-style-type: none"> • Trackers from departments and SLT • Timetables • Data drops and ATL analysis 	
Use alternative provision (including effective use of the ALC) to reduce the risk of exclusion and improve behaviour and attendance	<ul style="list-style-type: none"> • Exclusion data • ATL reports 1-4 • AP Observations • School attendance figures (PA) 	1,2,3 and 4
Disadvantaged pupils to be provided with revision guides and a Chromebook (if needed) to support work from home. £1000	<ul style="list-style-type: none"> • A2L reports to indicate positive progress and narrowing of the gap 	4 and 5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase opportunities for pupils to experience activities outside the classroom as part of the curriculum – improved extracurricular and educational visits programme £220	<ul style="list-style-type: none"> • Student surveys • Extra-curricular registers and review • Wider staff use of Evolve and Evolve training • Increased communication and celebration regarding trips on social media channels and in the newsletter • Number of pupils who have attended trips will increase • Parent surveys / feedback 	3,4 and 5
Continue to work with families of	<ul style="list-style-type: none"> • Attendance data 	3 and 5

pupils who find attendance at school a challenge – use of attendance officers and pastoral leaders	<ul style="list-style-type: none"> • Data of PAs • Exclusion data • ATL reports • Outcome data • Home visits data recorded • Data of PAs 	
Provide resources for those pupils and their families who find the financial costs of school equipment a challenge – focus on specific technology subjects	<ul style="list-style-type: none"> • Attendance data shows improvement from previous year in Year 11 • Student surveys • Outcome data will improve for all students to meet school priority targets 	4 and 5
Engage with the attendance hub and national support for raising attendance locally	<ul style="list-style-type: none"> • Attendance data in line with national averages • Student surveys • Outcome data will improve for all students. 	3
Appoint a successful attendance officer and a strategic lead to drive forward improvements in attendance. £28,794	<ul style="list-style-type: none"> • Attendance data for disadvantaged students will be at 94% or better • Attendance data for persistent absentees amongst disadvantaged students will be reduced from the 2022/23 figure. • Outcome data will improve for disadvantaged students. 	3 and 5
Recruitment of additional two Head of Years to complete the team – One Head of Year / year group. £66,656	<ul style="list-style-type: none"> • Attendance data in line with national averages • Reduction in number of C3 / C4 across every year group • Outcome data will improve for all students. • Positive feedback – parental surveys • Improved communication with home for all students 	3 and 5
Introduce a revised attendance policy	<ul style="list-style-type: none"> • Attendance data in line with national averages 	3 and 5

that is founded on evidence-based strategies and best practice at schools with a similar demographic	<ul style="list-style-type: none"> • Outcome data will improve for all students. 	
Embed the Respect Agenda	<ul style="list-style-type: none"> • Behaviour data • Student surveys • Outcome data 	3,4 and 5
Continue to develop a strong rewards programme for all students, including disadvantaged students to improve engagement and outcomes. £3,000	<ul style="list-style-type: none"> • Attendance data will show improvement from 2022/23 • Attendance data for persistent absentees amongst disadvantaged students will be reduced from the 2022/23 figure. • Outcome data will improve for disadvantaged students. • Student surveys • Social Media communications and the school newsletter. • Parent survey. 	3 and 5
Employ a careers advisor to provide information, advice and guidance for students seeking future pathways beyond. £5,248	<ul style="list-style-type: none"> • Students make informed choices regarding post 16 pathways • Individual profiles for each student to record conversations and advice • Successful entry on to post 166 course at suitable provider 	5
Provide transport for identified PP students so that they can attend Period 6 lessons and return home safely afterwards. £1,100	<ul style="list-style-type: none"> • Attendance at Period 6 lessons (4 times a week) shows improvement from Autumn 2023 • Progress and attainment in English, Maths and Science shows improvement from Autumn 2023 	

Total budgeted cost: £253,087

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Analysis of the performance of the school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data (GCSE 2023)

For 2023, the Progress 8 score for our PP pupils was -0.9 , compared with -0.28 for non-PP (a difference of -0.62). For Attainment 8 the figure for PP was 29.52 compared with 40.04 for non-PP pupils (a gap of -10.52). These two measures indicate a significant difference and therefore a priority for the current Year 11 (2023 / 24). Data for this cohort indicates a more positive picture but gaps remain between both P8 and A8.

For the current Year 11 (2023/24), the Progress 8 score for our PP pupils was -0.11 , compared with 0.19 for non-PP (a difference of -0.3). For Attainment 8 the figure for PP was 36.6 compared with 46.51 for non-PP pupils (a gap of -9.91).

When compared with the 2021/ 22, the impact of the actions against the intended outcomes can be seen. For 2022, the Progress 8 score for our PP pupils was -0.83 , compared with -0.66 for non-PP (a difference of -0.17). For Attainment 8 the figure for PP was 40.41 compared with 39.99 for non-PP pupils (a positive gap of 0.42)

To compare performance against national figures, the following data is available from 2021 / 2022.

The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

EBacc entry for disadvantaged pupils in 2023 was 21.8% (compared to 48.98% non-pp), which was higher than the current Year 11 (2023 / 24) with figures of 15.1% of PP pupils entered for the Ebacc compared with 44.4% for non-disadvantaged pupils. EBacc entry for disadvantaged pupils in 2022 was 51.85% (compared to 48.94% non-pp), which was significantly higher than the 2023 cohort (figures above).

Absence among disadvantaged pupils is the same as their peers for the current Year 11 cohort. The attendance figures overall are low (88% - compared to 93.1% National Average) which is why raising the attendance of all our pupils is a focus going forward.

Based on the information above, the performance of our disadvantaged pupils did not meet expectations and at present we are on course to improve the outcomes for

disadvantaged pupils in 2024 when compared to data from 2023, as stated in the intended outcomes section above.

The increased focus for both the attendance officer and the pastoral staff on working with the disadvantaged students has impacted positively and the school has therefore continued with these strategies and further increased the capacity of the pastoral team. Pastoral support to promote mental wellbeing, particularly in light of disruption to face to-face learning, continues to be a priority. This approach is supported by The Public Health England COVID-19 mental health and wellbeing surveillance report which suggests that whilst some evidence shows that children and young people have generally coped well during the pandemic (March to September 2020), other evidence suggests that some children and young people, especially those with certain characteristics, such as those who are disadvantaged economically appear to have experienced greater negative impacts on their mental health and wellbeing. Adjustments to the curriculum and in particular, the development of Life has increased awareness of mental health and wellbeing among the school community. The life lessons have been well received by the students and will continue to deliver this, along with a carefully planned programme for tutors, which also covers careers and personal development with a focus on raising aspirations. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The NTP programme had some success and helped contribute to the reduced gap in attainment.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils
N/A