

**Strategies to Support Pupil Premium**

**students in Ebor Academy Filey**

**Rationale**

As part of the programme of implementation for pupils in receipt of Pupil Premium Funding, we have devised a plan to raise the profile of eligible pupils that we have who face challenging personal circumstances that they have to deal with on a daily basis.

**School context:**

Students in parts of Filey are in the top 20% most deprived nationally against most of

the government deprivation indices. North Yorkshire County Council’s which takes in Scarborough, Whitby and Filey documents that *“Children living in poverty are a significant issue for the CCG area with rates in Scarborough being significantly higher than the national average. The CCG has over 3800 children living in poverty (i.e. in “low income families” as defined by the Department for Work & Pensions) within its boundaries… some of North Yorkshire’s most deprived communities can be found within the CCG boundaries – 15 of the 23 LSOA within the County that are among the 20% most deprived nationally are located within the boundaries of the Scarborough & Ryedale CCG. Almost 1 in 4 residents in Scarborough District are economically inactive, and approximately 6000 individuals are classified as “long term sick”. This equates to 38.8% of the economically inactive population within the district and compares with 23.5% across the wider region. This demonstrates the generally poorer health experienced by many residents within the district and the impact this has on wider socio-economic outcomes and is reflected in higher rates of premature mortality (346 per 100,000 in 2012-14) than elsewhere in the County.”*  *(i)*

**Aim**

Our aim is to introduce different agencies and different student experiences to staff and parents, to increase awareness of some of the challenges that our students eligible for Pupil Premium funding face. The following table outlines the different organisations/activities we are currently involved with:

1. **Teaching & Learning –** Using research from the Sutton Trust and EEF around Pupil Premium *(hereafter PP)* and having circulated the Sutton Trust report on strategies to all staff we are seeking to identify the key difference we can make is through wave one quality teaching. *(ii)* Studies have shown that pupils from white working class backgrounds are less likely to achieve than their peers so money has been made available to address concerns over revision by providing workshops through Learning Performance and also providing students with a Study Skills revision guides and planner. *(iii).*

PP students are provided with a variety of learning opportunities to support learning outside of the school timetable. An after-school homework club, subject revision sessions and a late bus have been introduced to support these students’ withy revision and homework guidance.

1. **Pastoral care -** Pastoral staff present information to teachers on the transition process from primary school to secondary school and school attendance. They focused on some of the issues faced by disadvantaged groups and some of the strategies used to engage our more challenging learners. This can extend to working with outside agencies like:

**(i).** **Social Services -** Where needed, teaching staff are made aware of the more serious issues facing disadvantaged families in our area and how the social services team handle their caseload. Inter-professional dialogue takes place to discuss how the school and social services can work together more effectively to support students and their parents.

**(ii). The local police** - where local police and PCSO officers work collaboratively together to support vulnerable students and their families. The school has worked hard to develop a relaxed, constructive approach to police visiting the school and improving relationships within the local area. For example students and local police representatives have cooperated together on local initiatives such as the Ravine Skate park, speeding and parking awareness. Staff members have also joined beat officers after school hours.

**(iii). Youth Agencies** – Many of our vulnerable and disadvantaged students are supported by our colleagues from the Prevention Team, Compass, Healthy Schools Team and Thirsk clock. This support is essential for students, offering advice and guidance above and beyond what the school pastoral team can offer. This support can be accessed individually or in small group work both within and outside of school hours.

1. **Careers Guidance –** All of our PP students are offered careers guidance both individually by our school careers adviser and in designated year groups as appropriate. For example our year 11 students each have a careers action plan which is updated throughout the key stage. PP students also benefit from our close links with local Colleges and Universities in Scarborough, Hull and York, providing opportunities for visits, competitions and the use of visiting speakers, etc. One such example included curriculum time being set aside to work with Yorkshire Community College and FORCE to challenge the stereotypes that surround going to University and raise individual aspirations. PP students are also involved in the “High 5” project which likewise seeks to encourage students to consider moving on to higher education.

**Evaluation of Impact**

We are hoping that by raising the awareness in this area and providing training we will see the outcomes of pupils eligible for PP funding increase and accelerate at least as rapidly as their peers, if not even more. We believe that by raising staff awareness and understanding of the needs of some of our most vulnerable pupils then they can implement a range of in-school interventions designed to improve PP outcomes.

Notes:

(i). “Joint Strategic Needs Assessment Annual Update 2016 - Scarborough Ryedale CCG “ <http://hub.datanorthyorkshire.org/dataset/2cb529f6-4715-4c2d-9364-a770deb03472/resource/7f35fa96-956a-4203-9f9f-fd605976c2b6/download/north-yorkshire-jsna-overview-for-srccg-jan-16refreshfinal.pdf>

(ii). <http://www.suttontrust.com/wpcontent/uploads/2015/06/Pupil-Premium-SummitReport-FINAL-EDIT.pdf>

(iii). <https://www.york.ac.uk/media/iee/documents/Closing%20the%20Gap.pdf>