

## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Ebor Academy Filey				
Academic Year	19/20	Total PP budget	£143,055	Date of most recent PP Review	July 2018
Total number of pupils	386	Number of pupils eligible for PP	153	Date for next internal review of this strategy	

2. Current attainment		
	Pupils eligible for PP (your school 2019)	Pupils not eligible for PP (national average 2019)
Progress 8 score average	-0.83	0.13
Attainment 8 score average	35.18	50.14
% of PP pupils achieving 9-4 in English & Maths	40	71
% of PP pupils achieving 9-5 in English & Maths	24	50

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Low reading ages for groups of children
B.	Lack of aspiration for post 16
C.	Language aquisition skills
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
D.	Low whole school attendance –especially key groups.
E.	A higher percentage of PP students experience social, emotional and mental health issues (SEMH) which affects behaviour and attendance and therefore has a detrimental effect on progress

4. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )	Success criteria

<b>A.</b>	Improved literacy/reading skills for all students in the school	Students in Y7 make rapid progress by the end of the year, to at least meet access to curriculum reading age of 9.6 years
<b>B.</b>	Gaps are identified and targeted teaching/interventions teach to gaps	Data meetings are systematically identifying students and it is impacting upon progress and outcomes.
<b>C.</b>	High aspirations and expectations are in place for all students with a 96% whole school attendance.	Whole school attendance is 96% with reduced percentages of PAs.

**5. Planned expenditure****Academic year****2019/20**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
To raise the reading ages of all students within the school.	For all students to increase their reading ages to within the range of less than 2 years behind.	Evidence shows that the ability to read is one of the biggest drivers to achieving at GCSE, post 16 and in life.	Weekly access to library in classes and undertaken by the library staff.	MAn, (GEI/CBr)	Termly analysis of data.
Increased usage of tier 2 vocabulary through daily exposure across the curriculum.	For students to increase their language banks and to use them in their writing.	Evidence shows that by increasing student's vocab it improves outcomes at GCSE, post 16 and life.	Direct teaching in form group every week	MAn and English team	Termly analysis of students writing through book scrutiny.
<b>Total budgeted cost</b>					<b>£37,000</b>

<b>ii. Targeted academic support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Data meetings reveal the students needing support to ensure progress against starting point.	Students are identified at data collection points through the year for targeted support from ELT and SLT.	Data meets started in Sept 2018 and identified and helped combat significant underachievement in students. For Sept 2019 onwards, the data meets will focus on KS3/4 progress in Ebacc subjects	Three members of SLT will oversee the meetings along with FLS from the core subjects. Subject teachers identify barriers to learning and bespoke in class interventions	TCA FMUr API	Review of successful interventions done three times per year per year group after each subsequent data drop
<b>Total budgeted cost</b>					£41,000

<b>iii. Wider Strategies</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve whole school attendance to 96% and reduce PA percentages.	Whole school attendance is at 96%	Our attendance is below 96% and evidence tells us that students whose attendance is 96% and above have outcomes are significantly better than those with lower attendance.	Member of staff allocated to target students with attendance in specific brackets.	APi/ FMUr	Daily, weekly, half termly, termly
				<b>Total budgeted cost</b>	<b>£66,000</b>

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To ensure that disadvantaged students make accelerated progress and have high aspirations throughout their time at Ebor Academy Filey.	<p><b>All students</b></p> <p>Raise the aspirations of students at EAF and increase social mobility with an increased number of students accessing higher education and courses that take them out of the coastal area.</p> <p>All disadvantaged students to be making progress towards their reading level at or above their chronological age.</p>	<p>All reading ages of the vast majority of targeted students have increased and are more in line with their chronological age (data held by MAn and GEI)</p> <p>Accelerated reader will continue in all year groups for 2019/2020</p>	Need to have really specific teaching targets that meet the needs and raise the attainment of all pupils.	£39,300

<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
To ensure that disadvantaged students take full advantage of the enrichment and extra-curricular activities at EAF.	<p><b>37%</b> of all students attending an extracurricular club will be disadvantaged students.</p> <p><b>37%</b> of all students on a trip will be disadvantaged students.</p> <p>Students' attitudes to learning will improve as a result of visits.</p>	It has been hard to measure the impact of this target as it needs to be specific and focus on how it affects the groups of students identified through targeted academic support.	It needs to be more specific and target specific students through analysis of data- which we are doing now.	

<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>To improve the attendance of PP and disadvantaged groups and reduce number of PAs for those groups.</p> <p>To reduce the number of PP students who are excluded which impacts on attendance and progress.</p>	<p>Whole school attendance has increased.</p> <p>Number of PAs is reduced especially those who are PP.</p>	<p>Attendance is not within the range for school in the area. Our school target is 96%- which we are not at.</p>	<p>A more systematic approach to attendance is required with the dedication of a full time member of staff to look at attendance.</p>	<p>£48,500</p>