Scalby School
Pupil Premium Impact –2017 - 2018

Key Aim:

- To raise overall attainment and narrow the achievement gap between disadvantaged students and the rest of the cohort.

Success Criteria:

Progress - To ensure that disadvantaged students make accelerated progress throughout their time at Scalby.

Summer 2018 Exam Data indicates that once again there has been significant improvement in KPIs relating to student outcomes for Pupil Premium students.

- **4+ / C** Summer 2015 English & Maths Basic – 33%, Summer 2016 – 53%, Summer 2017 – 60%, **Summer 2018 – 55%**

- **5A* - C / 4+** Summer 2015 English & Maths – 28%, Summer 2016 – 44%, Summer 2017 – 58%, **Summer 2018 – 48%**

- **Attainment 8** Summer 2015 Attainment 8 – 33.59, Summer 2016 – 40.71, Summer 2017 – 41.43, **Summer 2018 – 35.92**

- **Progress 8** Summer 2015 (-0.77), Summer 2016 (-0.32), Summer 2017 (-0.05), **Summer 2018 – (-0.16)**

- **EBACC 4+** Summer 2015 EBACC – 18%, Summer 2016 – 22%, Summer 2017 – 18%, **Summer 2018 – 23%**

- **English 4+** Summer 2015 – 36%, Summer 2016 – 62%, Summer 2017 – 78%, **Summer 2018 – 61%**

- **Maths 4+** Summer 2015 – 44%, Summer 2016 – 57%, Summer 2017 – 65%, **Summer 2018 – 57%**

	Number on Roll	Key Stage 2 APS	Attainment 8 Score	Progress 8 Score	Achieving English (5+)	Achieving English (4+)	Achieving Maths (5+)	Achieving Maths (4+)	Achieving E + M Threshold (5+)	Achieving E + M Threshold (4+)	Achieving EBACC (4+ / C)	Achieving EBACC (5+ / C)	5 Passes (C+/4+) Inc. E+M
All Pupils	196	28.04	49.52	0.43	73%	83%	61%	78%	57%	73%	45%	34%	71%
FSM	22	24.57	31.68	-0.37	36%	50%	32%	50%	27%	45%	14%	9%	32%
Any Pupil Premium	44	25.34	35.92	-0.16	46%	61%	38%	57%	36%	55%	23%	16%	48%

Reading Interventions

At Scalby, we continue to recognise the central role that Literacy plays in improving students' outcomes at GCSE as well as success and well-being in their later lives. The school's literacy strategy aims to support all students in their reading, writing, oracy and SPAG and also provides a number of specific interventions for students most in need of literacy development. We find this especially important for our Pupil Premium students where literacy has been identified as a key barrier to learning. Accelerated Reader, Thinking Reading, Guided Reading, Reading Eggspress are the strategies that are currently in use.

Accelerated Reader

AR continues to provide a highly effective platform for supporting students with their reading in sets three and four in Years 7 and 8 as well as for 9a4. The table below outlines the impact that AR has achieved this academic year.

AR Impact:

- Average of **76%** of comprehension quizzes passed across all classes. Represents very good outcomes for all of our weakest readers.
- Average of **58%** of students have increased in their reading age since the start of the autumn term. Highest proportion of whole-class progress has taken places in 7A4 [67%] and 8A4 [71%], our weakest readers.
- **37, 396** words read, on average, student.

	No PP pupils	Matched data	% increased RA *	Highest increase in RA
7a 3	10	10	70	1.08
7a4	14	14	57	2.04
7b3	9	9	55	0.08
8a3	16	15	80	2.01
8a4	9	8	75	2.01
8b3	6	5	40	1.01
9a4	9	9	56	2.05

Thinking Reading

Thinking Reading is one of the few Secondary phonics-based reading support programmes. It swiftly raises students' reading ages to their chronological age and improves students' reading fluency and comprehension as well as their writing, spelling and vocabulary development. It is already raising students' reading ages swiftly and demonstrating remarkable impact over a short period.

During the programmes second year, thinking Reading continues to show evidence of improving students' reading ages rapidly, evidenced again by the high ratio-gains. The table below outlines sample student progress made up to this point.

Student	Sessions p/w	Initial reading age	Reading age June '17	Years' progress	Ratio- gain
Student 1	3	7.5	14	6.5 **Graduated**	6
Student 2	3	8.5	14	5.5 **Graduated**	5.07
Student 3	3	8.5	14.5	7.5 **Graduated**	6.0
Student 4	3	7	12	6	8
Student 5	3	6.5	9.5	3	2.3
Student 6	3	5	13	8	5.6
Student 7	3	5	8.5	3.5	5.25
Student 8	3	9	14	6	9
Student 9	3	6	9.5	3.5	5.25

The success of this programme has a significant impact on student's access to the curriculum. The sessions develop students reading decoding; fluency; spelling, handwriting and comprehension.

Guided Reading

During this academic year, the Guided Reading programme continues to provide additional weekly reading support for students in Years 8-10 whose reading ages are significantly below their chronological age. It has focused upon Years 8-10.

The table below outlines qualitative and quantitative outcomes from the programme. You will see the very positive impact that this programme has on student reading and engagement:

Number of participating students in Guided Reading during 2017-18	49
% of students retested [17] with increased reading ages between Sep '17 and June '18:	71
Attendance from Sep '17 - May '18 for students with PP funding only (not inclusive of detentions and certified absence).	70

Student feedback
"[In class] it has helped me read out loud and become more confident. In English, when I get picked, I am more confident. Before, I got stuck on words but now I can get them straight away. It has made me spell more words correctly, like 'beautiful'. I am now reading more at home."   *"When in class reading out loud, it's been easier because I have more confidence with longer words. Before, I had to stop quite a lot but now I am more fluent. Spellings are a lot easier. I now understand how to spell different homophones. I am reading a little bit more now when I get home."*   *"[The programme] was delivered very well. It was a bit pushy at times but that made me work better and faster. [I have enjoyed] all of it apart from spelling. [I can] read better and take things in better. I will be able to do better in school and work and in life. [In lessons] it has been a lot better because I have been able to take a lot more in and I have been able to read out loud in lesson."*   *"It has made my reading a lot better. My vocabulary has improved."*   *"I think I have improved on my speed and fluency...makes me more confident...helps me with spelling."*
Mentor feedback
"Student 1 has developed his reading skills really well. His STAR reader test showed a two year growth. He participates willingly and he has good comprehension."   *"Student 2 speed of reading has improved as he spoke haltingly at the beginning. His comprehension has been good. He is particularly pleased that his reading age has increased."*   *"Student 3 initially read very quickly, but once we slowed the pace down, I found accuracy improved greatly. Pronunciation of words, misreading words, missing words out, or putting in words which weren't there, all was helped by slowing down the pace of his*

reading. This in turn built his confidence in reading in the group."
""Student 4 tries very hard in his reading. Very slow to start with having gained confidence in punctuation and his speed."
"Student 4's confidence grew dramatically. She went from only wanting to read one page per session to reading two chapters!"
"Student 5's speed of reading and confidence improved too. She was making fewer mistakes and becoming more interested in the stories."

Reading Eggspress:

Over 2017-18, students in the support groups received weekly one-hour sessions to work through this online reading support programme which develops their reading fluency, comprehension, spelling and vocabulary growth. Year 8 worked on this up to Spring 2018 and Year 7 through to the end of the academic year. Data from the programme for both classes is below:

Class	Average books read per student.	Average student % comprehension scores.
Students in Year 7-9	7 – [285 across 43 students]	71

We found that providing students with access to Reading Eggspress provided them with significant opportunities to expand their vocabulary, decoding and comprehension skills. A number of students were able to access this at home and a handful were able to work through the tasks in 1:1 support sessions. It is a low cost intervention that plays an important role in developing the literacy skills of some of our weakest readers.

Behaviour – **To continue to reduce exclusions with a particular emphasis on disadvantaged learners**

Consequences

The percentage of pupil premium students in consequences has increased compared to the previous year but still shows a reduction in comparison to 2014-15 figures.

|	2014-15	2015-16	2016-17	2017-18
% of Pupil Premium	48.29%	39.63%	42.85%	48.19%

Internal Exclusions

Although there has been a percentage increase in students. More effort has been made to put students in internal exclusion rather than external exclusion. This has led to a direct rise in this percentage.

	2015-16	2016-17	2017-18
% of Pupil Premium	39.62%	52.11%	54.00%

External Exclusions

There has been an increase in the number of exclusions of PP students in 2017-18 and a subsequent larger gap appearing. However, there is reducing trend in Years 9 & 11. Further action to have a further impact in the other year groups with these numbers in 2018-2019.
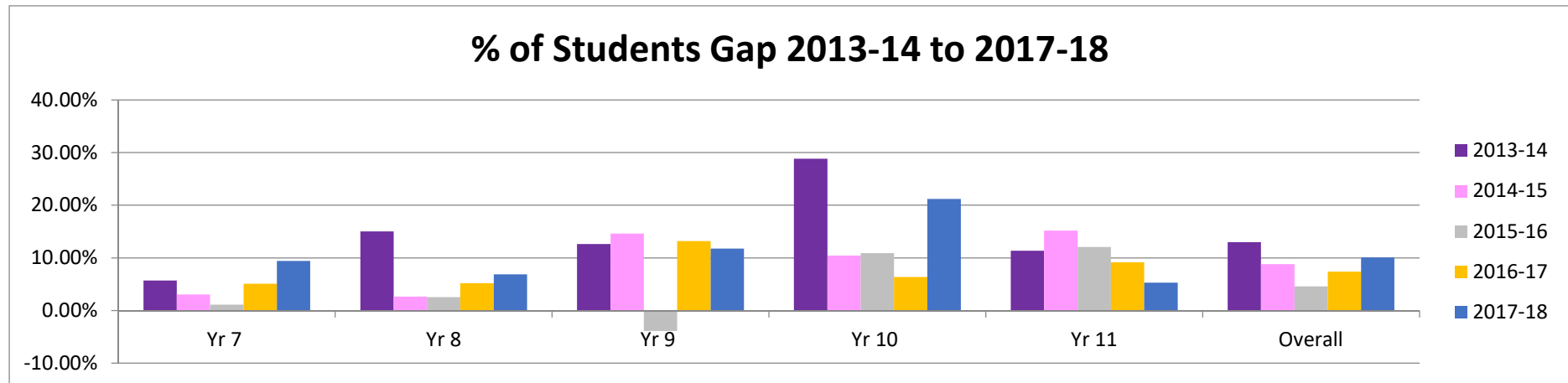
Attendance – To improve student attendance with a particular emphasis on disadvantaged learners

Attendance for disadvantaged students has dropped slightly from 2016/17 figures this is an area for development in 2018/19. There are 6 students whose attendance had a significant impact on the overall figures. Every effort was made to re-engage these students with education to no avail. The pupil premium attendance without these 6 outlying students would have been increased to 93%.

	2014-2015	2015-2016	2016-2017	2017-18
Pupil Premium	90.13%	91.07%	90.98%	89.38%
Not Pupil Premium	94.64%	95.17%	94.91%	95.88%