

Scalby School

Pupil Premium Impact –2016 - 2017

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 2017 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%**
- 5A* - C / 4+** Summer 2015 English & Maths – 28%, Summer 2016 – 44%, **Summer 2017 – 58%**
- Attainment 8** Summer 2015 Attainment 8 – 33.59, Summer 2016 – 40.71, **Summer 2017 – 41.43**
- Progress 8** Summer 2015 (-0.77), Summer 2016 (-0.32), **Summer 2017 (+0.05)**
- EBACC 4+** Summer 2015 EBACC – 18%, Summer 2016 – 22%, **Summer 2017 – 18%**
- English 4+** Summer 2015 – 36%, Summer 2016 – 62%, **Summer 2017 – 78%**
- Maths 4+** Summer 2015 – 44%, Summer 2016 – 57%, **Summer 2017 – 65%**

	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	201	27.97	50.52	+0.58	76%	86%	56%	79%	52%	77%	39%	38%	74%
FSM	17	27.9	39.09	-0.23	65%	82%	18%	53%	18%	53%	12%	12%	53%
Any Pupil Premium	40	27.93	41.43	+0.05	63%	78%	25%	65%	25%	60%	18%	13%	58%

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 Express are the strategies which are used.

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.

Average % increase in reading age per class (taking highest % retest) .	Average class increase in reading age (months)	Average number of words read per class.	Average number of words read per student.	% comprehension quizzes passed
81	7.7	791,410	30, 185 - demonstrating high level of engagement with reading on AR.	77 - demonstrating strong impact in developing students' comprehension skills.

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 of time.

During this pilot year, it is clear that Thinking Reading is already showing evidence of improving students' reading ages rapidly, evidenced here by high ratio-gains. The table below outlines student progress made up to this point.

Student	Sessions p/w	Initial reading age	Reading age June '17	Years' progress	Reading age progress in months per session	Ratio- gain
Student 1	3	7	14.5	7.5 - <u>Graduated</u>	1.5	11.25
Student 2	3	9.5	14	3.5	1.13	6
Student 3	3	9	12	4.5	1.44	9
Student 4	1	11	13	2	1.71	6
Student 5	1	12	14	2	1.71	6
Student 6	1	11	13	2	1.26	4
Student 7	3	8.5	10	1.5	0.5	2.
Student 8	3	6.5	8	1.5	0.86	4.5
Student 9	3	5	7.5	2.5	1.43	7.5
Student 10	3	5	8	3	1.64	9
Student 11	3	8.5	10	1.5	0.90	4.5
Student 12	3	8.5	11	2.5	0.94	5
Student 13	3	7.5	10	2.5	0.62	3.75

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 is 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 2016-17	43
% of students tested with increased reading ages between Sep '16 and May '17:	70%
Attendance from Sep '16 - May '17 (inclusive of detentions and certified absence).	77%

Student feedback

"I think that it has improved my confidence reading in front of a group of people. Also, I've put more expression in my reading. It has helped me in English reading in front of people and in every lesson. 7/10"

"I think it has helped my reading. I know this because I last week did a reading test and I have gone up by ten months in my reading age. It helps me in other books and other things... 10/10"

"I can read faster. I can now put more expression into my reading. 5/10"

" [Guided Reading has] made me learn new words, made me confident and my reading speed. 10/10"

"We take turns reading out loud and this gives me more confidence because I am not very good at that. Normally I stutter but I'm not stuttering as much. 8/10"

"It's made me read more at home and I can read more fluently, now. 7/10"

"Guided Reading is 8/10 because it has helped me with my punctuation."

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."

Reading Eggspress:

Students in 7A4 and 8A4 receive one hour a fortnight to work through this online reading support programme which develops their reading fluency, comprehension, spelling and vocabulary growth. For 2016-17 this has been for 60 users over 12 months. Data from the programme for both classes is below:

Class	Average books read per student.	Average student % comprehension scores.	Average reading lessons completed per student.	Average spelling lessons completed per student.
7A4	4	71	10	5
8A4	3	69	9	10

Some feedback from the students:

<u>Class</u>	<u>Comments</u>
Year 7	<i>"I have enjoyed the games on Reading Eggs and reading the books on Reading Eggs." "It's been really fun to use to help me spell and read. I have enjoyed it. The reading library is good place to read fun books." "It should be a bit more hard and challenging." "I think some levels should be a little harder because they are easy."</i>
Year 8	<i>"I liked the fact that: you could do multi player and interact with your friends." "[I have enjoyed] that you can do quizzes and then it makes you do it again, so you learn from your mistakes." "I have enjoyed Reading Eggspress because I have learnt lots of new things. It could be improved by stopping it freezing all the time plus I think there should be more complicated games." "[I would give it an] 8.5 because I have learnt lots more about English. Like I now know what a complex sentence is."</i>

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

Consequences

The percentage of pupil premium students in consequences has remained stable compared to the previous year and shows a significant reduction still on 2014-15 figures.

	2014-15	2015-16	2016-17
% of Pupil Premium	48.29%	39.63%	42.85%

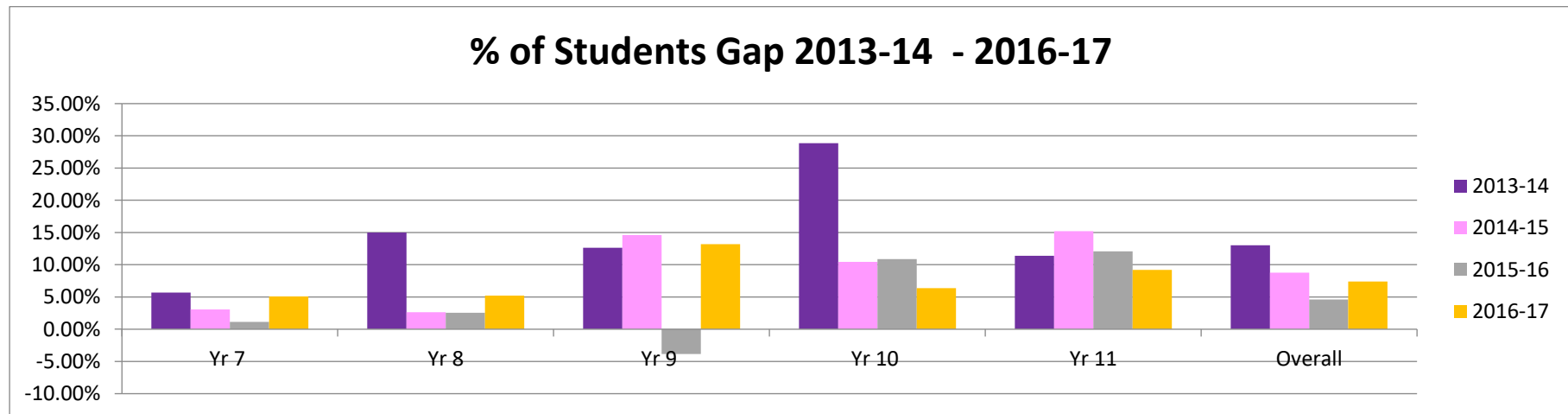
Internal Exclusions

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
% of Pupil Premium	39.62%	52.11%

External Exclusions

There has been an increase in the number of exclusions of PP students in 2016-17 and a subsequent larger gap appearing. However the numbers are still smaller than 2015-16. The reason for this increase is 9 students who account for a significant number of these exclusions. Four of these students were students who started after Year 7. Steps will be taken to have a further impact with these numbers in 2017-2018.



Attendance – To improve student attendance with a particular emphasis on disadvantaged learners

Attendance for disadvantaged students has dropped slightly from 2015/6 figures but still remains significantly above 2014/15 figures which is pleasing.

	2014/2015	2015/2016	2016/2017
Pupil Premium	90.13%	91.07%	90.98%
Not Pupil Premium	94.64%	95.17%	94.91%