

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Filey Academy
Number of pupils in school	466
Proportion (%) of pupil premium eligible pupils	159 students = 34%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Miss H Pegg
Pupil premium lead	Mr J Philliskirk
Governor / Trustee lead	Alan Knowles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171, 446
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£171, 446

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Filey Academy, irrespective of their background, or challenges they face, make good progress and achieve high attainment across the curriculum in line with other pupils nationally and within the academy.

Whilst we recognise that there is a national gap in attainment of PP and Non-PP students, our pupil premium strategy is designed to support disadvantaged pupils to achieve and make progress in all subjects. Historically disadvantaged pupils have needed additional support in Core subjects and our strategy addresses this. The strategy aims to improve outcomes for pupils of all abilities. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, LAC, PLAC, and those with SEND.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for improvement, notably in its targeted support through small group tuition and additional support for pupils who arrive to us with less than expected progress. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The intent of this strategy is also to support our most vulnerable students to access the wider opportunities that school presents, such as educational visits and resources to support learning. We will do this financially where necessary and through careful communication with all stakeholders.

Further focus will be on increasing attendance of our disadvantaged learners and providing quality first teaching for an inclusive classroom, helping support our disadvantaged learners to make the relevant progress. We will also target our Y11 cohort with a programme of enrichment, intervention and opportunity. This aims to improve the outcomes of our learners giving them the best possible life chances when they leave Filey Academy.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils have high expectations and an ambitious curriculum
- Act early to intervene at the point need is identified by meeting regularly and conducting RAG meetings for KS4 pupils
- Analysing the performance of KS3 pupils after each trust assessment.
- Measuring impact towards the end of each term and publishing this on the academy website

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Using a reading RAG to identify the weakest readers in KS3 and intervene with impact
- A strategic plan on improving attendance for all students but have a focus on disadvantaged pupils
- Use PowerBi to identify data driven focus on learning and attendance

Challenges

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

Challenge number	Detail of challenge
1	Consistent high-quality teaching for all learners is needed due to the gaps that already exist on entry. PP average scaled scores are lower than that of other pupils.
2	Literacy and Numeracy levels are low on entry. The programme of testing, monitoring and review is in place to ensure pupils can read at age-appropriate level.
3	Low levels of attendance, and persistent absence. Disadvantaged pupils' attendance rates are lower than that of other pupils and this has a negative impact on their attainment.
4	Behaviour of pupils. The number of disadvantaged pupils represented in receiving time in reflection and detention is high and affects their attainment across the curriculum.
5	Communication and engagement with Parents. The attendance of parents / carers of PP pupils at Parent Consultation Evenings is typically lower than that of 'others'. This means that these parents / carers are not fully aware of their child's current academic progress or how best to support them.
6	Lack of understanding and respect culture. On entry some PP pupils lack the cultural capital required to access the highest grades within their subjects and consequently need to engage in 'out of the classroom experiences' to unlock this potential.

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
<p>Ensure the attainment of all pupils meets the requirements of further educational study beyond Filey Academy.</p> <p>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p>	<p>Attainment of disadvantaged pupils is in line with or better than that of disadvantaged students nationally</p> <p>Analysis of the evidence gathered through the routine monitoring of the quality of education will demonstrate work is demanding and matches the intention of the curriculum for all pupils eligible for the Pupil Premium. Analysis of Years 7 to 11 will show that there are no gaps in progress between pupils eligible for the Pupil Premium and 'other' non-PP pupils. Where gaps exist, these will be closing rapidly and in line with National Averages. The Most Able Pupils eligible for the Pupil Premium will attain the highest results in national tests, grades (7-9) at equivalent, or better, rates than 'other' non-PP pupils. Monitoring and evaluation of work through learning walks, drop-ins and book scrutiny will show that PROUD is in place. Pupils' work across the curriculum is of good quality. PP pupils can articulate what they are learning and why they are learning it.</p>
<p>Improved literacy and vocabulary of disadvantaged learners. GL assessments take place to give a starting point.</p> <p>Pupils in Yr7 and 8 make rapid progress in their literacy skills and achieve in line with all pupils in assessments.</p>	<p>All new Year 7 and 8 pupils eligible for PP will have a reading age that is at least in line with their chronological age by the end of KS3. Pupils eligible for PP in Year 7 and 8 make more progress by the end of the year than 'other' pupils, in English and mathematics in order to catch up. We will evidence this using:</p> <ul style="list-style-type: none"> • Reading ages in October, December, March and June (GL assessment reading tests), • Reading RAGS. • Reading Plus, Rapid Reading Plus, Phonics • Y7 & 8 English and maths trust assessment results
<p>Improve attendance rates for pupils eligible for Pupil Premium / Free School Meals [FSM].</p> <p>National PP attendance = 85.4% (Secondary) PP attendance at Filey 2024-</p>	<p>Reduce the number of persistent absentees (PA) amongst pupils eligible for PP to national average or below.</p> <p>2024/25 = 41.2%</p>

25= 82.1% compared to 87.2% for all pupils.	Improve overall attendance rates of pupils eligible for PP to 95% or above. Show a pattern of improvement year on year in attendance.
Significant improvements in the attitudes and behaviour of an identified cohort of pupils eligible for the Pupil Premium will ensure that they are less frequently removed from lessons and therefore able to achieve well. This will be reflected in national tests and examinations that meet government expectations, or in the qualifications obtained. Vulnerable disadvantaged pupils with behaviour at risk of deteriorating will be identified in Y6 so that support can be offered as early as possible.	Evidence gathered from the routine monitoring and evaluation will show that pupils eligible for the Pupil Premium in Years 7-9, particularly boys, are engaged by high quality lessons that deliver the academy's curriculum intent. Analysis of behavioural data showed a reduction in the average number of negative behaviour events logged per pupil. Closer work with our feeder primary schools to identify any additional support needed in the transition to Filey Academy.
Increased parental engagement including improved attendance rates for parents / carers of pupils eligible for the Pupil Premium at Parent Consultation Evenings	The parents / carers of pupils eligible for PP attend at least one event.
Prepared for further education or the world of work and life in the 21 st Century	All students 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: £84,008.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed inclusive classroom practice techniques within teaching and curriculum to allow PP students to make increased progress and outcomes	<ul style="list-style-type: none"> • SLT feedback • Staff CPD • RAG meetings • Power BI data • Staff questionnaires 	1-6

Delta Director Support to improve curriculum implementation and outcomes across curriculum areas including English, Maths, Science, History, Spanish.	<ul style="list-style-type: none"> • SLT Feedback • RAG meetings • Assessment outcomes 	
Further increase the capacity of AT's in the school to support disadvantaged and SEND learners in the classroom	<ul style="list-style-type: none"> • Staff questionnaires • AP observations • Feedback at LSM 	1-6
Improvement of teaching and learning offer across the curriculum ensuring consistently high-quality teaching and flexibility in design	<ul style="list-style-type: none"> • SLT feedback • LM meeting minutes • Outcomes are in line with previous years • Curriculum that can adapt to the needs of all students 	1-6
Quality assurance process that takes clear account of the impact of T&L on pupils who are in receipt of the pupil premium.	<ul style="list-style-type: none"> • QA schedule • Quality of work in books of PP students 	1-6
Review		
Impact Term 1		
Impact Term 2		
Impact Term 3		

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

Budgeted cost: £56,577.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and numeracy interventions across KS3 for low attaining disadvantaged pupils	<ul style="list-style-type: none"> • Reading age data • Impact report from intervention strategies • PowerBi tracking data • Assessment data and department / class trackers • Reading Plus, Rapid reading Plus, Phonics interventions 	1-6
Development of an enrichment programme using extended school day to enhance outcomes in core	<ul style="list-style-type: none"> • Attendance registers • Trackers from departments and SLT 	1-6

subjects and where possible across the curriculum. Use CPD to improve teaching so that all students receive a high quality education.	<ul style="list-style-type: none"> • Data drops and RAG analysis • Power BI 	
Use of small group tutoring and 1:1 sessions. Equipping our students with study skills so that they can improve their independent study skills as well as improving their attainment.	<ul style="list-style-type: none"> • Attendance registers • Trackers from departments and SLT • Drop down days • Data drops and RAG Analysis 	1-6
Use of alternative provision to reduce the risk of exclusion	<ul style="list-style-type: none"> • Exclusion data • RAG data • Power BI data 	1-6
Programme of holiday revision and enrichment sessions to support students at key assessment points	<ul style="list-style-type: none"> • Programme letters • Programme timetables • Student registers • Bromcom 	1-6
Parent events to share and communicate key information regarding assessments and key events throughout the year	<ul style="list-style-type: none"> • Letters to parents • Parent voice • School website 	1-6
Use of targeted programmes such as SLT progress groups and academic attainment teams	<ul style="list-style-type: none"> • Personalised mentoring of students towards targets • Student monitoring cards • Leaderboards and data sharing 	1-6
Review		
Impact Term 1		
Impact Term 2		
Impact Term 3		

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

Budgeted cost: £30,860.28

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing students experience outside the classroom as part of the curriculum – improved extra-curricular programme	<ul style="list-style-type: none"> • Student surveys • Extra-curricular registers and review 	1-6

Increasing students experience outside the classroom as part of the curriculum – Educational visits programme	<ul style="list-style-type: none"> • Number of pupils who have attended trips • Student surveys 	1-6
Continue to work with families of students who find attendance at school a challenge – use of attendance officers and pastoral leaders.	<ul style="list-style-type: none"> • Attendance data • Data of PA's • Exclusion data • RAG data • Outcome data 	1-6
Provide resources for those students and their families who find the financial costs of school equipment a challenge	<ul style="list-style-type: none"> • Attendance data • Student surveys • Outcome data 	1-6
Providing an effective reward strategy that PP students can benefit from.	<ul style="list-style-type: none"> • Bromcom and Power BI data 	1-6
Review		
Impact Term 1		
Impact Term 2		
Impact Term 3		

Total budgeted cost:

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Of the 26 PP students who sat examinations in 24/25 31% achieved 4+ in Maths and English and 27% achieved 5+. There is still a gap between PP and non-PP students. This is a national issue, and this is something the school is working to reduce. Current 2026 predictions are showing an improvement in performance with our PP students.

Investment in staff CPD and retention has helped the school to improve teaching and learning for all students. Further focus on the inclusive classroom will be done this coming year to help further support our PP students. Ofsted recognised this in their 2025 inspection report "The school is ambitious that all pupils will succeed". They also stated, "The school has recently accelerated the pace of improvement, and this has had a positive impact on pupils' educational experience".

Our reading and literacy interventions have ensured PP students have increased their reading ability. We recognise that PP students often have lower reading ages and work to address this. Ofsted commented on this stating "Support for struggling readers at the school is improving". "Staff with specialist training now lead extra reading sessions. This is beginning to have a positive impact on how well pupils of all ages can read". There has been considerable investment in our Reading Plus, Rapid Reading Plus and Phonics programme in 25/26 to ensure students who have lower reading ages are recognised early and intervention is prompt and purposeful.

Improving PP attendance remains a priority. In the 24/25 academic year PP attendance was 82.1%. Whilst PP attendance was below non-PP students, we are investing in strategies to improve attendance particularly with PP students. We will continue to plan, monitor and intervene when it comes to attendance with our PP students. There has been considerable improvement in attendance at the beginning of the 25/26 academic year

We have improved student experiences outside the classroom for PP students. We were able to subsidise trips for PP students. We also were able to invest in equipment and educational resources to help our PP students succeed

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)