

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	Serlby Park Academy
Number of pupils in school	503
Proportion (%) of pupil premium eligible pupils	42.7% (215 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Pippa Robinson
Pupil premium lead	Kirsty Smith
Governor / Trustee lead	Mr S Sylvester

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 198,970
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	£198,970

Part A: Pupil premium strategy plan

Statement of intent

Serlby Park Academy is committed to ensuring our socially disadvantaged students have their pastoral, social and academic need met within a caring and nurturing environment. We wish to develop a love for learning that they will continue to build on throughout their life, raising aspirations and allowing the children to realise and reach their potential. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. It is worth noting however that the fact that one may qualify for the pupil premium is not in itself a barrier for learning. Pupils in receipt of the pupil premium are not a homogenous group that can benefit from a one size fits all intervention, but a series of individuals who require excellent teaching and personalised pastoral support – like any other student.

By acknowledging the difficulties that some of our socially disadvantaged students face, and through the use of evidence based research, Serlby Park endeavours to use our Pupil Premium Grant funding in the most effective manner. Gaps will be narrowed with pupils learning being accelerated and will be at least equal to their peers. This will ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

Aims:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts through quality first teaching and targeted interventions
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Encourage all pupils to have high aspirations with regards to both their education and future careers
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world.

Challenges

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

Challenge number	Detail of challenge															
1	<p>Social, emotional and mental health</p> <p>Pupils in distress find it hard to self-regulate which impacts on learning. As within our school catchment area there are regions suffering from high levels of deprivation we acknowledge that following on from the pandemic and the current economic situation that more children are suffering from social, emotional and mental health issues.</p>															
2	<p>Literacy and Reading levels</p> <p>Within the Y7 and 8 cohort, following GL assessment testing approximately 50% of students are below average in reading levels.</p>															
3	<p>Academic progress</p> <p>Pupils make less progress than other pupils in their cohort and pupils nationally.</p> <table border="1"> <thead> <tr> <th></th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>+0.15</td> <td>+0.33</td> <td>+0.07</td> <td>-0.22</td> </tr> <tr> <td>Non PP</td> <td>+0.53</td> <td>+0.81</td> <td>+0.86</td> <td>+0.33</td> </tr> </tbody> </table> <p>Using strategic seating plans, collaborative learning, random name generators, live marking and other teaching and learning strategies we continue to have our PP students as a constant focus during our lessons with the aim of closing the progress gap.</p>		2019	2020	2021	2022	PP	+0.15	+0.33	+0.07	-0.22	Non PP	+0.53	+0.81	+0.86	+0.33
	2019	2020	2021	2022												
PP	+0.15	+0.33	+0.07	-0.22												
Non PP	+0.53	+0.81	+0.86	+0.33												
4	<p>Attendance</p> <p>Persistent absence rates are higher on average than those of our non-disadvantaged pupils. Absence has a direct link on the academic and social progress of these students.</p>															
5	<p>Wider opportunities / Cultural Capital</p> <p>Pupils do not visit places of interest out of school or have the opportunity to perform. This has an impact on their knowledge and understanding of the world. We intend to financially support our PP students when excursions are planned to ensure they have the same opportunities as our Non-PP students. Transportation home following afterschool activities are also provided to ensure all students are able to participate.</p>															
6	<p>Low aspirations</p> <p>Linked with levels of self-esteem, disadvantaged students have significantly lower expectations for their futures than their counterparts. High quality careers guidance is in place to reduce the possibility of students becoming NEET but as importantly that they understand what is available to them as their next steps.</p>															

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
The gap between disadvantaged pupils and the national average for non-disadvantaged pupils is reduced.	The Progress 8 achievement gap between disadvantaged pupils and non-disadvantaged pupils is closing and moving towards the national average for non-disadvantaged pupils.
Disadvantaged pupils are supported in their career plan and with their mental health to ensure that aspirations are raised and self-esteem is high.	<p>Destination data shows all pupils are on appropriate progression pathways.</p> <p>Ambitious curriculum is in place that enables all to access the full range of opportunities post 16.</p> <p>FTE exclusion data is reduced and in line with non-pupil premium peers.</p> <p>A robust EPC curriculum is in place that is accessed by all pupil premium pupils through lessons, form time and assemblies. This will be evidenced through quality assurance activities, book scrutiny and student voice data.</p>
Improved reading comprehension among disadvantaged pupils across Key Stage 3. To include improved reading ages for targeted cohorts in Years 7,8 and 9.	<p>By the end of 2024/25, students that are disadvantaged to have reading ages that are at their chronological age by the end of the academic year they are in.</p> <p>Data supported by GL assessments twice per year and from Accelerated reader/star reader tests to support this.</p>
Attendance for disadvantaged pupils improves and the gap reduces with non-disadvantaged pupils	<p>Attendance rates for disadvantaged pupils are increasing year on year and are broadly in line with all pupils. Sustained high attendance from 2024/25 will be demonstrated by:</p> <ul style="list-style-type: none"> - the overall attendance for all pupils being in-line with, or greater than, the national average for attendance and the attendance gap between disadvantaged and non- disadvantaged pupils will be significantly reduced so there is little difference between the average attendance - the percentage of pupils who are persistently absent is reduced to below the national average for persistent absenteeism and the figure among disadvantaged pupils is reduced so that there is little difference from non- disadvantaged pupils
To achieve and sustain improved wellbeing for all pupils, including those that are disadvantaged.	<p>Student voice to show general improvement in how much students enjoy school. Community engagement to increase with parents attending more school events. Enrichment opportunities take up to increase – especially for disadvantaged students.</p>

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: £72,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff bespoke CPD to support the development of quality first teaching	Staff CPD is planned based on the analysis of results and the academy's needs. A calendar of sessions is planned for teachers at different stages e.g. ECTs and provision is made to support and develop teaching and learning – further supported by PMR enquiry questions and underpinned by the Quality Assurance programme	2, 3
Recruitment of lead teachers	Recruitment of lead teachers in MFL and History brings in high level subject specific expertise in developing departments within the school.	3
Delta Director support: English, maths, Science, History, MFL and Computing <ul style="list-style-type: none"> • Progress and attainment improvement focus for identified students • Support for curriculum leaders • 121/221/small group interventions • Cross-Trust analysis of examination results and performance (including question level analysis) • Cross-Trust analysis and sharing of good practice/strategies 	Delta subject directors will work with targeted pupils to support their learning. Small group tuition EEF (educationendowmentfoundation.org.uk)	2, 3
Developing the Serlby Way to improve resilience and collaborative learning	Students are introduced to the Serlby Way through CPD delivered by specialists and involving all secondary teachers. Collaborative learning techniques are shared and practiced developing both independence and peer support in their learning. Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)	2, 3

	<p>Feedback and live marking strategies to be delivered in CPD sessions to improve the feedback loop. Immediate feedback will be encouraged, supporting student progress.</p>	
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[Feedback | EEF](#)

[\(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

[Feedback approaches and educational attainment in children and... | EEF](#)

[\(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

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

Budgeted cost: £68840

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Comprehensive literacy programme</p> <ul style="list-style-type: none"> - Reading routes - Star reader - Accelerated reader - Reading plus - Phonics - Word Consciousness - Library manager 	<p>Reading Routes introduced to Y7 and continued through KS3 develops a love of reading. A passion for reading can break down social barriers, improve a child's ability to empathise with others and connect them to a wider community within society.</p> <p>Reading Agency - Impacts on children of reading for pleasure</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject.</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	2, 3
<p>Afterschool, holiday and weekend revision classes</p>	<p>Holiday revision and intervention has historically led to student improvement. Sessions open to all but targeted for disadvantaged students by curriculum leaders and supported by Y11 learning manager.</p> <p>Summer schools EEF (educationendowmentfoundation.org.uk)</p>	3, 4, 6
<p>One to one tutors</p> <ul style="list-style-type: none"> - Maths/English/Science - Identified students to access small group/121 interventions - Students who are unable to access school will be provided with online teaching 	<p>Departmental intervention for pupils identified as underachieving.</p> <p>Y11 sessions to be held after school in enrichment time.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	2, 3
<p>Online subscriptions across a number of subjects:</p> <ul style="list-style-type: none"> - Hegarty/Sparx maths - GCSE Pod - Language nut 	<p>Resources to aid learning from home, supporting the development of independent learning for our students through a different method to increase engagement.</p>	3

	Homework EEF (educationendowmentfoundation.org.uk) Extending school time EEF	
Teaching assistants <ul style="list-style-type: none"> - In class interventions - SEMH interventions including coping strategies - Memory interventions - Key worker emotional support 	Student voice is positive when referencing support in lessons. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Mentoring EEF	1, 2, 3
Bridge Provision <ul style="list-style-type: none"> - Children identified for curriculum/behavioural/SEMH support are provided with interventions 	Small group tuition EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk) Mentoring EEF Social and Emotional Learning EEF Behaviour EEF	1, 2, 3, 4, 6
Learning Managers <ul style="list-style-type: none"> - SEMH support - Communication with parents - Behavioural support - Targeted support for individuals 	Year group learning managers hold a key role in supporting all areas of student development from learning and behaviour to wellbeing and day to day resilience in school. Their detailed knowledge of each of their students and level of targeted support help address each of the key challenge areas – as well as engaging all stakeholders involved with the child’s learning – including parents. Behaviour interventions EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk) Mentoring EEF Social and Emotional Learning EEF	1, 3, 4, 6
GL assessments <ul style="list-style-type: none"> - Regular data tracking to identify students for additional support - Reading intervention identification 	Regular testing ensures that the correct students are identified for interventions quickly and appropriately. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2, 3
Leadership	High quality leadership and management is crucial to organise and implement curriculum, intervention and all elements involved in delivering the Pupil Premium strategy including attendance and support.	1, 2, 3, 4, 5, 6
Music lessons <ul style="list-style-type: none"> - 121 lessons subsidised for pupil premium students 	Providing the opportunity to access lessons which can enhance a passion that is not linked to academia can have a positive effect on self confidence and worth.	5, 6

	Arts participation EEF (educationendowmentfoundation.org.uk)	
	One to one tuition EEF (educationendowmentfoundation.org.uk)	

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

Budgeted cost: £57,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer</p> <ul style="list-style-type: none"> - First response to attendance concerns - Link with parents – phone calls and meetings - Key part of the inclusion team – provides a direct link for Pupil Premium children to an appropriate member of staff dependant on their independent attendance issues - Weekly updates for all students on their current attendance 	<p>There is a very strong link between attendance and achievement.</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 4, 6</p>
<p>Attendance rewards</p> <ul style="list-style-type: none"> - Half termly and termly rewards 	<p>High visibility and awareness for all students as to the importance of attending school to improve their level of achievements.</p> <p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS2) and KS4, the lower the likely level of attainment at the end of KS2 and KS4. • Students with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than students that missed 10-15% of all sessions • Students with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than students that missed 15-20% of KS4 lessons <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	<p>3, 4, 6</p>
<p>Education materials</p> <ul style="list-style-type: none"> - Revision guides for all pupil premium students provided in all subjects - Specialist equipment e.g. ingredients for food 	<p>Additional support with curriculum learning, homework, engagement with learning will all support improvements in both attendance and academic achievement.</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3, 4, 5, 6</p>

<p>technology lessons provided for Pupil premium students</p> <ul style="list-style-type: none"> - Educational activities/trips offsite are subsidised 	<p>Metacognition-and-self-regulation EEF</p>	
<p>Career and post 16 support</p> <ul style="list-style-type: none"> - HEPPSY and Progress careers services providing impartial advice - Parental engagement when appropriate - EPC curriculum providing information throughout KS3 and KS4 - Visits to local post 16 providers - Visits to Higher Education institutes 	<p>.Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	3, 5, 6
<p>CASY counselling</p> <ul style="list-style-type: none"> - Students identified by the inclusion team are allocated to periods of CASY counselling within school time 	<p>Pupil premium students are often at a higher risk of SEMH issues, providing barriers to attendance and social development.</p> <p>Social and Emotional Learning EEF</p>	1, 4
<p>Buses passes/mobility with time-limited places at alternative provisions or other mainstream schools</p>	<p>Removing the barrier to accessibility to an alternative education provider for a time-limited placement.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	1, 3
<p>Spare items of uniform provision</p> <ul style="list-style-type: none"> - Removes a physical barrier to learning avoiding confidence/pastoral issues for pupil premium students - PE Kit provided for loan - Items bought for individual students where it will provide a barrier to a students attendance 	<p>The availability of spare uniform and equipment has reduced the numbers of internal exclusions significantly and therefore increased the time in lessons with face-to-face teaching.</p> <p>Social and Emotional Learning EEF</p> <p>School uniform EEF (educationendowmentfoundation.org.uk)</p>	1, 4
<p>Year 7 uniform issued to all new starters. Ensure all Year 7 DAPs access lessons without pastoral or confidence issues</p>	<p>School uniform EEF (educationendowmentfoundation.org.uk)</p> <p>Social and Emotional Learning EEF</p>	1, 4

Provision of skirts as part of a re-established uniform to all pupil premium students who would wish to wear one	Removes the physical barrier to learning. School uniform EEF (educationendowmentfoundation.org.uk) Social and Emotional Learning EEF	1, 4, 6
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Total budgeted cost: £198970

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 2021 to 2022 academic year.

Summary of outcomes

	Disadvantaged
Number of pupils	44 (56% of cohort)
Progress 8 score	-0.21
Progress 8 score: English	0.13
Progress 8 score: Maths	0.11
Progress 8 score: Ebacc	-0.4
Progress 8 score: Open	-0.47
Grade 5 or above in English and maths GCSEs	34.10%
Grade 4 or above in English and maths GCSEs	56.80%
Attainment 8 score	36.13
Attainment 8 score: English	8.73
Attainment 8 score: Maths	7.23
Attainment 8 score: Ebacc	9.78
Attainment 8 score: Open	10.39

- Progress 8 scores in both English and Maths continue to be positive and approximately 0.5 about the national average, however both are below their non-disadvantaged counterparts within the academy.
- Disadvantaged pupils at Serlby Park have outperformed the national figures for overall progress by 0.24 however the closing of the gap between our disadvantaged and non-disadvantaged pupil progress will continue to be key priority.
- Achievement of grade 5 and above, and grade 4 and above in English and maths are significantly above the national average for disadvantaged pupils of 25% and 45% respectively.
- Progress 8 figures for both EBacc and the Open basket are higher than the national averages however they are both areas in which we will continue to focus to improve their outcomes in line with non-disadvantaged students at Serlby Park.

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
Hegarty Maths	Hegarty Maths
Sparx Maths	Sparx Maths
Accelerated reader	Accelerated reader
Reading Plus	Reading Plus
GCSE Pod	GCSE Pod
Language Nut	Language Nut