

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	537
Proportion (%) of pupil premium eligible pupils	40.6% (218 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2023
Date on which it will be reviewed	Termly
Statement authorised by	Johnathon Hodgson
Pupil premium lead	Kirsty Smith
Governor / Trustee lead	Mr S Sylvester

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 225,630
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	£225,630

Part A: Pupil premium strategy plan

Statement of intent

It is important to consider the context of our school and the consequent challenges our families face when deciding how to allocate our pupil premium funding whilst also using the EEF research to inform our judgements. There are a range of barriers that prevent disadvantaged children making similar progress or attainment to others such as weak language and communications skills, limited parental support, attendance and punctuality issues and having fewer experiences than others. It is imperative that we ensure all children have access to a high-quality curriculum that not only gives them knowledge and skills to become confident learners but also motivates them to become passionate about learning. Teachers need to be acutely aware of the strengths and weaknesses across the school and therefore we will ensure that all teaching staff are involved in the analysis of data and identifying next steps through systems such as regular RAG meetings.

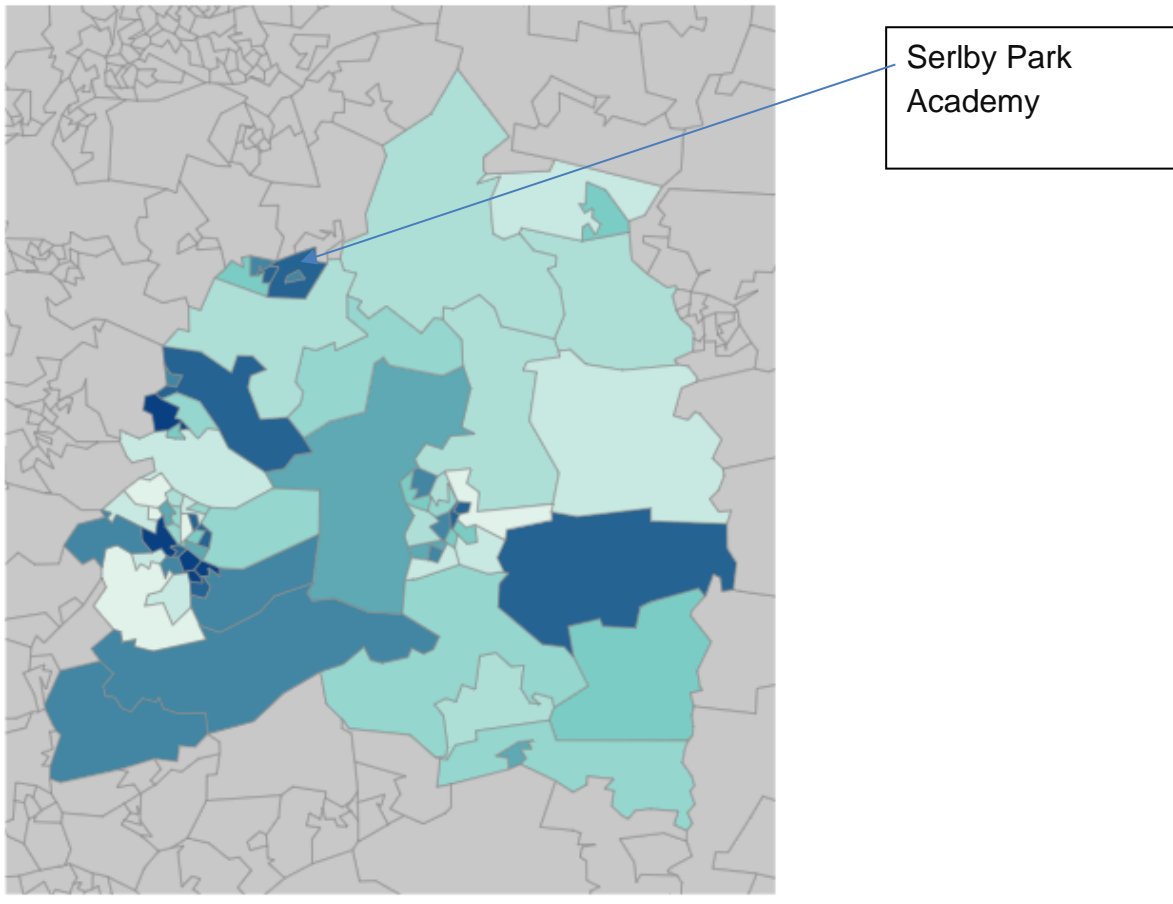
Principles

- We will ensure that effective teaching, learning, and assessment meets the needs of all pupils through the rigorous analysis of data (RAG meetings) as well as through the delivery of high quality CPD for our staff and through the introduction of a coaching programme.
- Through regular and timely Year Group RAG meetings and teaching and learning systems class teachers and Heads of faculty will identify intervention and support for individual pupils.
- Alongside academic support, we will ensure that those pupils who have social, emotional, and mental health needs will access high quality provision from appropriately trained adults. Our Thrive approach will also extend to support our families.
- Through our broad and balanced curriculum, we aim to develop the whole child: intellectually, physically, emotionally and socially. We will provide opportunities through a wide range of activities, both in and beyond the classroom.
- Our progressive curriculum is based on a rich accumulation of knowledge, skills, concepts and attributes that aim to contribute towards success for all pupils.
- Reading is threaded throughout our curriculum and is central to ensuring our children can access a challenging and inspiring curriculum.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Demography and School Context

Serlby Park is an all-age school with a primary phase and a secondary phase. It is a larger than average Primary School. It is important to understand the context of the school and the challenges faced by families of pupils attending Serlby Park Academy. It is these factors, in addition to a research-based response with which the Pupil Premium Strategy Plan has been devised.

The map below displays the 'Lower Super Output Areas' (LSOA) which surround the school, and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived.



We serve an area of high deprivation, with the index of multiple deprivation being in decile 2, income deprivation affecting children is at 2.8 and education and skills is at 2.3. The LSOA in which the school is located is ranked as 5626th out of 32,844 in terms of deprivation. The percentage of pupils supported by the pupil premium funding at Serlby Park Academy (Secondary Phase) is above average, currently at 40.6% compared to 23% nationally.

Serlby Park Academy is committed to ensuring our socially disadvantaged students have their pastoral, social and academic needs 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. Through well-planned use of the Pupil Premium Grant funding, 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. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop pupils' confidence in their own abilities so that they can communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Ensure all pupils access a wide range of opportunities to develop their knowledge and understanding of the world.
- Increase access to before and after school clubs, trips and residential visits.
- Increase attendance and punctuality

Quality first teaching, targeted interventions that strengthen both academic achievement and social skills will '***support our pupils in being the best that they can be.***'

This list is not exhaustive and will be adapted when needed to ensure continual support of all our disadvantage pupils. This has been developed alongside the Education Endowment Foundation guide and their pupil premium toolkit.

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 Y8 cohort, following GL assessment testing approximately 37% 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" data-bbox="304 767 1697 930"> <thead> <tr> <th></th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2022</th> <th>2023 – Available Oct</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>+0.15</td> <td>+0.33</td> <td>+0.07</td> <td>-0.22</td> <td></td> </tr> <tr> <td>Non PP</td> <td>+0.53</td> <td>+0.81</td> <td>+0.86</td> <td>+0.33</td> <td></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	2023 – Available Oct	PP	+0.15	+0.33	+0.07	-0.22		Non PP	+0.53	+0.81	+0.86	+0.33	
	2019	2020	2021	2022	2023 – Available Oct														
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>																		

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Low aspirations

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.

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.</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.

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.

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
<p>Staff bespoke CPD to support the development of quality first teaching</p>	<p>The EEF state that “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” Weekly CPD has a focus on ensuring that staff are up to date with latest developments and new initiatives.</p> <p>Weekly CPD for all staff to further develop the high quality teaching and learning across the Academy. Rigorous QA cycle in place which monitors the quality of education via learning walks, work scrutiny and pupil voice.</p>	<p>2, 3</p>
<p>Delta Director support: English, maths, Science, History, MFL and Computing</p> <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 	<p>Delta subject directors will work with targeted pupils to support their learning.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3</p>

<p>Developing the Serlby Way to improve resilience and collaborative learning</p>	<p>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.</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p> <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> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Feedback approaches and educational attainment in children and... EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3</p>
<p>A well sequenced curriculum which fully addresses gaps in knowledge and understanding through recall and retention practice.</p>	<p>Full coverage of the national curriculum means that all pupils get a comprehensive coverage of all subject areas. Knowledge recall used at the start of each lesson to improve retention. The EEF state “to be able to retrieve, use, and apply knowledge in the long term, it is highly effective to practice retrieving, using, and applying knowledge during learning”</p>	<p>3</p>

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

Budgeted cost: £85643

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Comprehensive literacy programme</p> <ul style="list-style-type: none"> - Reading routes - Accelerated reader - Rapid Plus - 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>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. 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"> - 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> <p>Homework EEF (educationendowmentfoundation.org.uk) Extending school time EEF</p>	<p>3</p>
<p>Teaching assistants</p> <ul style="list-style-type: none"> - In class interventions - SEMH interventions including coping strategies - Memory interventions - Key worker emotional support 	<p>Student voice is positive when referencing support in lessons.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Mentoring EEF</p>	<p>1, 2, 3</p>
<p>Bridge Provision</p> <ul style="list-style-type: none"> - Children identified for curriculum/behavioural/SEMH support are provided with interventions 	<p>Bridge manager builds relationships with some of our most vulnerable students and is able to deliver 121 interventions to support their SEMH.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk) Mentoring EEF Social and Emotional Learning EEF Behaviour EEF</p>	<p>1, 2, 3, 4, 6</p>
<p>Learning Managers</p> <ul style="list-style-type: none"> - SEMH support - Communication with parents - Behavioural support - Targeted support for individuals 	<p>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.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk) Mentoring EEF Social and Emotional Learning EEF</p>	<p>1, 3, 4, 6</p>

<p>GL assessments</p> <ul style="list-style-type: none"> - Regular data tracking to identify students for additional support - Reading intervention identification 	<p>Regular testing ensures that the correct students are identified for interventions quickly and appropriately.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 3</p>
<p>Leadership</p>	<p>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.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Music lessons</p> <ul style="list-style-type: none"> - 121 lessons subsidised for pupil premium students 	<p>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.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>5, 6</p>

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

Budgeted cost: £67127

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 technology lessons provided for Free School meal students - Educational activities/trips offsite are subsidised when necessary 	<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) Metacognition-and-self-regulation EEF</p>	<p>2, 3, 4, 5, 6</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>Structured support from a careers advisor supports many in the application process for local colleges and apprenticeships. Visits to local colleges give a real experience of the possible next steps for students so that their choices can be informed.</p> <p>.Aspiration interventions EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>3, 5, 6</p>
<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>	<p>1, 4</p>
<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) Extending school time EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3</p>
<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 	<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>1, 4</p>

<ul style="list-style-type: none"> - PE Kit provided for loan - Items bought for individual students where it will provide a barrier to a students attendance 	School uniform EEF (educationendowmentfoundation.org.uk)	
<p>Year 7 uniform issued to all new starters. Ensure all Year 7 DAPs access lessons without pastoral or confidence issues</p>	School uniform EEF (educationendowmentfoundation.org.uk) Social and Emotional Learning EEF	1, 4
<p>Raising aspirations through the Ambition project with a focus on pupil premium students - building self esteem and providing experiences to support their next step choices.</p>	https://www.betterlearnersbetterworkers.org.uk/about/	3, 5, 6

Total budgeted cost: £225,630

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.

Review of spending will result in one of three outcomes for each initiative

Activity will continue without moderation

Activity will continue in moderated format

Activity will stop and be used on better options.

Teaching			
Item/Project	Objective	Impact/Commentary	Status
Staff bespoke CPD to support the development of quality first teaching	To continue to ensure that our disadvantaged students have access to high quality teaching across all subjects and that staff are well trained and up to date with new initiatives.	The main focus of CPD was to ensure staff were able to deliver high quality live lessons to support the continuation of learning. A focus around live marking, recall, and the RAGB activities which was driven with pupil premium at the forefront of this.	
Recruitment of lead teachers	To ensure we have specialised staff teaching our students, providing the	Associate Lead teachers were appointed in both MFL and History, areas which previously were affected by long term absence of staff. Y11 groups were monitored closely by new	

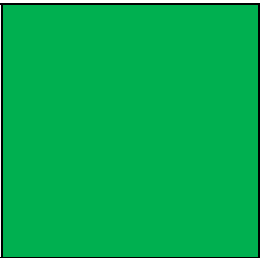
	best opportunities for them to succeed.	staff and time allocated in their SOL to address the gaps in knowledge due to previous staffing issues.	
<p>Delta Director support: English, maths, Science, History, MFL and Computing</p> <ul style="list-style-type: none"> • Progress and attainment improvement 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 	Improve outcomes for disadvantaged pupils and ensure that all staff deliver high quality lessons which contribute to outstanding outcomes.	<p>Academy directors have supported departments by teaching core groups where necessary as well as small group work. Their teams have modified the curriculum to support the movement back to a pre-pandemic examination process in all subjects.</p> <p>Data to be added when validated in Nov 2023</p>	
Developing the Serlby Way to improve resilience and collaborative learning	Staff to become part of the ownership of how students are taught in Serlby Park, to create an environment	Serlby way CPD delivered and feedback taken from staff on adaptations to support teaching as a whole.	

	where they can derive resilience from our students.	KS3 students participated in training sessions led by specialists in collaborative learning to experience a number of methods which could be used in lesson with them.	
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Item/Project	Objective	Impact/Commentary	Status
<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>To improve reading ages of students in line with their chronological age. This supports full access to our curriculum at GCSE.</p>	<p>Students who need to access Rapid Plus, Reading Plus and Fresh Start Phonics are identified and staff trained in each program deliver 121/small group sessions.</p> <p>Reading routes introduced to all KS3 students each half term. Library lessons where students have the possibility to borrow reading books as well as a reading route book.</p>	
<p>Afterschool, holiday and weekend revision classes</p>	<p>To support academic progress of Y11 students to ensure they can access the next steps they desire.</p>	<p>Afterschool intervention sessions held throughout the year for all appropriate subjects for both Y10 and Y11.</p> <p>Dallowgill residential weekend held for targeted grade 4/5 students in Maths/Science.</p>	
<p>One to one tutors</p> <ul style="list-style-type: none"> - Maths/English/Science - Identified students to access small group/121 interventions 	<p>To support academic progress of identified students to ensure progress and fill gaps of knowledge where necessary.</p>	<p>Students identified and changed following each assessment cycle.</p> <p>Students unable to enter the school premises have been allocated online teaching slots throughout the year when appropriate.</p>	

Students who are unable to access school will be provided with online teaching			
<p>Online subscriptions across a number of subjects:</p> <ul style="list-style-type: none"> - Hegarty/Sparx maths - GCSE Pod - Language nut 	To support academic progress of all students. Tasks set by staff to support in class learning and to recall of previous learning.	Revision/ homework tools used by pupils which allowed staff to set homework/ tasks throughout the year.	
<p>Teaching assistants</p> <ul style="list-style-type: none"> - In class interventions - SEMH interventions including coping strategies. - Memory interventions - Key worker emotional support 	To support our SEND students to ensure that the gap is not widened further between them and their non-SEND counterparts.		
<p>Bridge Provision</p> <p>Children identified for curriculum/behavioural/SEMH support are provided with interventions</p>	Enables pupils who require additional support to access this. This will support and prepare pupils to be able to access the full curriculum whilst learning essential life skills for the future.	<p>Some students who have profound SEMH issues ad blended timetables at points in the year whereby in certain lesson they accessed the bridge and had appropriate interventions.</p> <p>Bridge used for short term twilight sessions to support students re-entering full time education.</p>	
Learning Managers	Learning Managers to develop excellent	Learning Managers have had significant impact on the wellbeing of	

<ul style="list-style-type: none"> - SEMH support - Communication with parents - Behavioural support - Targeted support for individuals 	<p>relationships with pupils in their year group and provide support when needed. This is support regarding mental well-being, attendance, behaviour and academic. This also includes developing excellent relationships with families.</p>	<p>all students at Serlby Park academy. Relationships with both students and parents has allowed our students to receive the necessary support they need at appropriate times.</p>	
<p>GL assessments</p> <ul style="list-style-type: none"> - Regular data tracking to identify students for additional support - Reading intervention identification 	<p>To identify current reading ages of students at two key points within the year.</p>	<p>All Y7 and Y8 students participated in the GL assessments along with targeted Y9 students. Reading interventions have then been identified for students below chronological reading age.</p>	
<p>Leadership</p>	<p>To continue to drive forward an already well-established pupil premium policy by ensuring that pupil premium and raising the outcomes of disadvantaged pupils remains at the heart of the Academy.</p>	<p>Data to be added when validated in Nov 2023</p>	
<p>Music lessons</p>	<p>To enhance life chances and experience for pupil</p>	<p>All pupil premium pupils who wanted the opportunity to further develop their</p>	

121 lessons subsidised for pupil premium students	premium pupils. To take away the barrier of funding to allow all pupils to have the same opportunities irrelevant of finance	music skills were given the chance.18 Pupils took part.	
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Item/Project	Objective	Impact/Commentary	Status
<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>Attendance and persistent absence is reduced and it is in line with Non-PP and above national data.</p>	<p>Overall PP attendance 83.5%.</p>	
<p>Attendance rewards</p> <ul style="list-style-type: none"> - Half termly and termly rewards 	<p>Attendance and persistent absence is reduced and it is in line with Non-PP and above national data.</p>	<p>Amazon vouchers provided in attendance draws to students who achieved 100% as well as smaller prizes for all those who achieved 100%</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 technology lessons provided for Pupil premium students 	<p>All Y11 students have access to additional materials to support revision.</p> <p>All students have access to the food technology</p>	<p>Revision guides and knowledge organisers provided to all Y11 students in all subjects prior to their first significant set of mock exams.</p> <p>All food needed to access the food technology curriculum in both KS3 and</p>	

<ul style="list-style-type: none"> - Educational activities/trips offsite are subsidised 	<p>curriculum without a financial barrier.</p> <p>Provide memorable experiences throughout pupils 5 years at the academy to broaden the horizons and raise aspirations and offer opportunities which they otherwise wouldn't get.</p>	<p>KS4 food is bought for pupil premium students.</p> <p>All students had access to multiple trips throughout last year at no cost.</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 	<p>All pupils to get specialised careers support to ensure that they make the correct informed choices for their post-16 providers. Provide pupils with as many opportunities as possible to speak with careers experts/ local post-16 providers.</p>	<p>Careers support for all Y11 pupils. Support with writing statements and applying for the correct courses.</p> <p>All students had the opportunity to visit local colleges for taster days and visits to 2 different Universities.</p> <p>2023 data shows 1% NEET.</p>	

- Visits to Higher Education institutes			
CASY counselling Students identified by the inclusion team are allocated to periods of CASY counselling within school time	To support our most vulnerable students who suffer with SEMH.	Children identified by Learning Managers and 6 weeks courses allocated when necessary. Drop in one off sessions also provided at times of high need.	
Buses passes/mobility with time-limited places at alternative provisions or other mainstream schools	Remove the barrier of transport to access alternative education.	Two mini busses provide transport to all necessary placements.	
Spare items of uniform provision - 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	To ensure the high expectations of the Academy are met. This will also eliminate potential attendance/ confidence issues.	Uniform provided whenever necessary.	
Year 7 uniform issued to all new starters. Ensure all Year 7 students access lessons without pastoral or confidence issues	To fully integrate all pupils into the Academy and ensure the high expectations of the Academy are met. This will	All Year 7 pupils given free uniform and any other pupils who require. Attendance for pupil premium Y7 was 88.7%.	

	also eliminate potential attendance/ confidence issues.		
Provision of skirts as part of a re-established uniform to all pupil premium students who would wish to wear one	To ensure the high expectations of the Academy are met. This will also eliminate potential attendance/ confidence issues.	All pupils given free skirts.	

Summary of outcomes – Unverified until Oct 2023	
	Disadvantaged
Number of pupils	
Progress 8 score	
Progress 8 score: English	
Progress 8 score: Maths	
Progress 8 score: Ebacc	
Progress 8 score: Open	
Grade 5 or above in English and maths GCSEs	
Grade 4 or above in English and maths GCSEs	
Attainment 8 score	
Attainment 8 score: English	
Attainment 8 score: Maths	
Attainment 8 score: Ebacc	
Attainment 8 score: Open	

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