

Pupil premium strategy statement (secondary)

| 1. Summary information | | | | | |
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| School | Serlby Park Academy | | | | |
| Academic Year | 2016/2017 | Total PP budget | £134,640 | Date of most recent PP Review | Nov 2016 |
| Total number of pupils | 331 | Number of pupils eligible for PP | 144 | Date for next internal review of this strategy | Jan 2017 |

| 2. Current attainment | | |
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| | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| % achieving 5A* - C incl. EM (2015-16 only) | 54.5 | 71.8 |
| % achieving expected progress in English / Maths (2015-16 only) | 71.4/52.4 | 79.5/79.5 |
| Progress 8 score average | -0.35 | 0.07 |
| Attainment 8 score average | 43.95 | 53.13 |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>) | |
| A. | Literacy skills entering year 7 are significantly lower for pupils eligible for PP than for other pupils, which prevents them making good progress in year 7. |
| B. | The proportion of pupils eligible for PP whom have not met the basic measures is significantly greater than other pupils. |
| C. | Progress 8 predictions for pupils eligible for PP is lower than other pupils. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Attendance rates for pupils eligible for PP are 91.1% compared to non PP students which are 94.5% and are below the target of 95% |

| 4. Desired outcomes (<i>desired outcomes and how they will be measured</i>) | | Success criteria |
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| A. | High levels of progress in literacy for Year 7 pupils eligible for PP. | Pupils eligible for PP in Year 7 make accelerated progress with at least 50% exceeding targets and 100% meet their targets. All 'other' pupils in year 7 will continue to make at least expected progress. This will be evidenced using teacher assessment and data collected half termly. |
| B. | Improved rates of progress for all pupils eligible for PP in KS3 to diminish the difference between pupils eligible for PP and all other learners. | Pupils eligible for PP identified from KS2 levels make more than expected progress so that they are on track to make at least 4 levels progress by the end of KS4. These pupils will be tracked by departments and Wave 1 interventions will be put in place where progress is not 'more' than expected. Pupils to become in line with the national average. |
| C. | Progress 8 predictions for pupils eligible for PP to increase and diminish the difference between PP and non PP students | Progress 8 predictions for pupils eligible for PP will improve (Currently -1.17) and the gap between non PP students (Currently -0.52) will diminish. These pupils will be tracked using internal departmental assessments and monitored through weekly RAG meetings and half termly data capture. |
| D. | Increased attendance rates for pupils eligible for PP | Attendance rates for pupils who are eligible for PP will increase throughout the Academic Year. Currently attendance rates for PP students are 91.1% This will improve to be significantly closer to the target of 95%. The number of PP students who are persistent absentees is currently 25.3% and this will be reduced to close the gap to bring in line with national average. |

| 5. Planned expenditure | | | | | |
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| Academic year | | 2016/2017 | | | |
| The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| A. Improved Year 7 literacy progress B. Improved progress for KS3 pupils eligible for PP | Staff training on high quality marking and feedback delivered by SLT. | We feel that if we invest some of PP in longer term change, this will help ALL pupils. Research suggests that high quality marking and feedback is an effective way to ensure progression. This will focus specifically on effective feedback and whole school marking policy on literacy. | Use twilight sessions and INSET days to deliver training. Complete book scrutiny and embed policy of school making and feedback policy across the whole academy. Monitored through the Academy QA process | Faculty leaders | Half termly through data capture and weekly via RAG meetings. |
| B. Improved progress for KS3 pupils eligible for PP C. Improved Progress 8 predictions for pupils eligible for PP | Staff training on the implementation of collaborative learning | Evidence demonstrates that collaborative learning significantly reduces the gap between low and high attainers | Use twilight, INSET and directed time to deliver training. Staff coaching and peer observations. QA at both faculty and SLT level to ensure consistent and effective delivery | | |
| | Staff training in the use of the Collaborative learning. | The Sutton Trust and Teaching and learning toolkit suggests that the range of approaches any teacher can employ within lessons will assist with pupils' attention to the lessons and achievement will therefore increase. | Use twilight, INSET and directed time to deliver training. Staff coaching and peer observations. QA at both faculty and SLT level to ensure consistent and effective delivery. Lesson observations and work scrutinies. | | |

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| C. Improved Progress 8 predictions for pupils eligible for PP | Use of the 'Bridge' to provide focused interventions in order to target academic underachievement | Evidence suggests that small group work and 1 to 1 tuition can be highly effective in accelerating progress for pupils. The interventions will be additional to, but explicitly linked with, mainstream teaching, regular monitoring will assess the effectiveness of the interventions being used. 'Bridge' interventions will be used as a block of interventions to quickly accelerate pupils' progress in order for them to be able to access mainstream classes without gaps in their learning. | Student progress will be tracked and measured through regular teacher assessments. Data capture and discussions at weekly RAG meetings will ensure that provision is focused and effective in optimising pupil progress | | |
| | Timetabled intervention classes for identified students to improve progress in English and Maths | Evidence suggests that small group work and 1 to 1 tuition can be highly effective in accelerating progress for pupils. The interventions will be additional to, but explicitly linked with, mainstream teaching, regular monitoring will assess the effectiveness of the interventions being used. | Regular 'mock' exams will take place half termly and will be moderated across other Academies to ensure standardisation. Student progress will be monitored at weekly RAG meetings and interventions adapted to ensure progress is accelerated and therefore diminish differences between those whom are eligible for PP and 'others'. | | |
| | After school revision sessions | Evidence from the Sutton Trust –EEF Teaching and Learning Toolkit suggests that extra revision sessions can enable pupils to make additional progress throughout the year. Other benefits are evident with pupils from families of low income in terms of being unable to access provision required at home to complete their own revision. Eg computer access etc | Attendance at after school sessions will be recorded and rewarded. Pupil progress will be evident through department tracking, line management meetings, half termly data input and weekly RAG meetings. | | |

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| | Holiday and weekend study support sessions | Evidence from the Sutton Trust –EEF Teaching and Learning Toolkit suggests that extra revision sessions can enable pupils to make additional progress throughout the year. | Attendance at after school sessions will be recorded and rewarded. Pupil progress will be evident through department tracking, line management meetings, half termly data input and weekly RAG meetings | | |
| Minimise the frequency of low level disruptive behaviour within classrooms. | Staff training to implement the new behaviour policy within school. Training delivered by SLT. | Low level disruptive behaviour within the classroom impacts negatively on the learning of all. The new behaviour system will ensure that all pupils have the maximum possible learning time throughout the school day. | SLT walk rounds to immediately address any behaviour concerns identified within the lessons. Faculty tracking of pupils' behaviour log. Learning manager and SLT tracking incidents of repeated low level disruption. | Faculty leaders, learning managers and SLT. | |
| Total budgeted cost | | | | | £60,000 |
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |

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| A. Improved Year 7 literacy progress | Small group provision of Read Write Inc 'Fresh Start' for struggling Yr 7 Pupils | Sutton Trust –EEF Teaching and Learning Toolkit, Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading. We have decided as an Academy to ensure the approach to phonics we adopt is whole school and therefore intend to implement the various Ruth Miskin programmes whole school with each age range completing the programme specific to them. It has been evidenced tht a consistent approach will enable pupils to continually progress through the varying programmes. | Data tracking of these students to show impact of the programme. Teaching assistants trained to deliver the programme. Learning walks and pupil voice to be completed. | Pupil premium coordinator | |
| A. Improved Year 7 literacy progress | Form group for targeted pupils requiring daily 1:1 and small group intensive interventions. | Daily small group and 1:1 targeted interventions. Small group and 1:1 interventions with highly qualified staff are known to be effective in helping to diminish differences according to the Sutton Trust-EEF and Teaching and Learning toolkit. | Track data half termly in English to measure impact. | Assistant principal for English | |

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| <p>A. Improved Year 7 Literacy progress</p> | <p>Peer reading interventions.</p> | <p>According to the Sutton Trust –EEF Teaching and Learning toolkit, the introduction of peer tutoring approaches appears to have a positive impact on learning. Previously we carried out our own post graduate research into peer reading and found that benefits were evident for both younger and older students within the paired group. We found that the pupils that made the most significant progress were those that were from the most disadvantaged backgrounds. We found that not only did the reading improve but so did the outlook on learning and their emotional and mental health.</p> | | | |
| <p>B. Pupils eligible for PP make more than expected progress</p> | <p>Small group targeted for additional timetabled lessons for key focus group built within the curriculum.</p> | <p>To ensure that disadvantaged pupils diminish the differences and make more than expected progress. Pupils eligible for PP receive financial support when purchasing revision guides and resources. In addition to provide students with the resources they require to aid the revision process we also run homework clubs so they are able to work within a quiet space if this provision is not available within their home environment.</p> | <p>Regular assessments in order to inform half termly data capture. Lesson observations to ensure quality first teaching. Climate for learning drop ins by SLT and head of faculty. Learning support department to track attendance at homework club and quiet spaces provided for pupils to revise.</p> | <p>Pupil premium coordinator.</p> | |

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| C. Improved Progress 8 predictions for pupils eligible for PP | Purchase of My Maths programme | My Maths is a programme used within the academy over a number of years. The main use of this is to set individuals homework on specific areas within Maths they may not be quite at the level we want them to be at. My Maths provides pupils with instant formative assessment. Teachers are then able to access this and set tasks specific to individuals' particular need within Maths. This also enable teaching staff to adjust their planning according to the needs of the pupils within their groups. | Data tracked by Maths department and feedback given at weekly department meetings. RAG rating meetings held weekly for Maths and English key members of staff. | | |
| Total budgeted cost | | | | | £40,000 |
| iii. Other approaches | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| D.Increased attendance rates | HOY to monitor pupils and follow up trancies immediately. First day calling provision in place. | In order for any pupil to progress academically they need to attend school and be present in lessons. | HOY complete first day calling to ensure those vulnerable students are in school. | MC and Learning Managers | |
| Ensure that pupil eligible or PP have opportunities to access out of the classroom provision in order to extend their life experiences | We have peripatetic music teachers in school every week offering a variety of instruments for the students to learn. | Students eligible for PP are able to access music lessons through the Nottinghamshire Instrumental and Music lessons scheme. This allows pupils to loan an instrument and any repairs etc will be carried out by picking the instruments up from school at no extra cost to the family. As part of this scheme our school is able to offer low cost lessons to pupils eligible for PP and also ensure they can play their instrument of | Weekly timetabled lessons are monitored by the Music teacher. | MTu | |

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| | | choice without having to buy it. | | | |
| | Support for educational visits. | <p>NEA Educational Policy and Practice Department state that '<i>Expanding access to afterschool and other extended learning programs which engage and enrich students will provide many more of our students with firm foundations for success. And it will help reduce stress on many working parents to know their children are safe and supervised.</i>'</p> <p>—NEA President Dennis Van Roekel</p> <p>It has been noted that parents with low income occupations do not always involve their children in extracurricular activities. We intend to use PP funding to ensure that those in receipt of this are given financial support towards trips and out if school activities that will enrich their lives.</p> | This is monitored and tracked by our Educational Visit Coordinator within school. | | |
| Ensure pupils have the guidance and support needed to make informed choices about post 16 choices. | Career advisors employed within school. | DfE Careers guidance and inspiration in Schools (2015) 'Schools should secure access to face-to-face careers guidance where it is the most suitable support for young people to make successful transitions. While most young people can benefit from face-to-face guidance, it is likely to be particularly useful for children from disadvantaged backgrounds, those who are at risk of disengaging or those who have special educational needs, learning difficulties or disabilities. | Weekly meetings are held in school where pupils can access information about post 16 options from highly qualified staff. Where necessary, parents are also invited into the meetings. | Careers advisors | |
| Total budgeted cost | | | | | £35,000 |

| A. Review of expenditure | | | | |
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| Previous Academic Year | | | | |
| i. Quality of teaching for all | | | | |
| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
| To raise attainment levels for those pupils eligible for PP in Mathematics. | Booster classes within form time for pupils eligible for PP | Last year's attainment at Key Stage four within Maths did not meet national standards. This year 14% of pupils eligible for PP gained A*/A grades within Mathematics which exceeded all other pupils within the academy. (13% A*/A all other pupils) 68% of pupils eligible for PP gained A* - C grades and 91% gained A*-G. (all other pupils 80% A*-C and 97% A-G) | Form booster classes were found to be highly effective in ensuring progress for pupils eligible for PP and therefore we intend to continue with this intervention again this year. | Focussed intervention classes to improve attainment for HAPS £15,000 |
| To increase teaching capacity within Maths to reduce class sizes | Employed an extra member of staff within the Maths department to reduce the class sizes. | New member of the department focussed on key cohorts of students eligible for PP. | Reducing class sizes had a positive impact of the overall attainment for all students including those eligible for PP and we will continue to implement this wherever possible. | Additional staffing within Maths to ensure smaller class sizes £35,000 |
| Saturday school provision in core subjects. | Saturday school classes for pupils eligible or PP | Higher levels of attainment demonstrated for pupils eligible for PP. High attaining pupils eligible for PP exceeded all 'others' in obtaining A* and A grades in GCSE Mathematics and 4.5% gaining these grades in English compared to 23.1% of others. | Saturday school was evidently a secure way to ensure progression for pupils eligible for PP and we intend to continue with these this year and also introduce a revision weekend. We still need to focus on raising levels of attainment for High Achieving pupils in English that are eligible for Pupil Premium. | Staffing plus awards for attending £10,000 |
| To raise attainment levels for those pupils eligible for PP in English. | Booster classes within form time for pupils eligible for PP | In English this summer 77% PP pupils obtained a grade A*-C alongside 84.6% of all other pupils. 91% gained a-G grade diminishing the difference between pupils eligible for PP and others at 97%. | Form booster classes were found to be highly effective in ensuring progress for pupils eligible for PP and therefore we intend to continue with this intervention again this year. | Extra staffing for small group interventions/booster classes £6,000 |
| ii. Targeted support | | | | |
| Desired | Chosen action / | Estimated impact: Did you meet the | Lessons learned | Cost |

| outcome | approach | success criteria? Include impact on pupils not eligible for PP, if appropriate. | (and whether you will continue with this approach) | |
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| To ensure expected or above level of progress for all pupils eligible for PP in Mathematics. | After school booster classes and Saturday school. | We were very concerned the previous year due to low levels of progress made by pupils eligible for PP. 39% of PP pupils made 3 LOP and 0 secured 4 LOP. This year we witnessed significant impact within the LOP for all pupil eligible for PP. 57% PP Pupils made 3 levels of progress compared to 77% of all others and 29% made 4 LOP compared to 26% of all others. We also had 4.8% of PP pupils make 5LOP. | Saturday school was evidently a secure way to ensure progression for pupils eligible for PP and we intend to continue with these this year and also introduce a revision weekend. | Staffing costs plus attendance awards for students £10,000 |
| To ensure expected or above level of progress for all pupils eligible for PP in English. | After school booster classes and Saturday school. | 71.4% of PP pupils made 3 LOP compared to 79.5% of all others. This reflected the diminishing difference between those eligible for PP and others. 28.6% of PP Pupils made 4 LOP compared to 38.5% of others. | We need to continue to focus on exceeding expected progress for all pupils eligible for PP in order to ensure that we continue to diminish differences between them and other pupils within the academy and nationally. | Staffing costs plus attendance awards for students £10,000 |

iii. Other approaches

| Desired outcome | Chosen action / approach | Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | Lessons learned (and whether you will continue with this approach) | Cost |
|---|---------------------------------|---|---|-------------|
| To ensure that teaching staff have a programme that helps to ensure accurate and vigorous tracking of students eligible for PP. | SISRA Analytics | Data collection was half termly and would be analysed at departmental meetings. Interventions were put in place through departments to plug any gaps in learning identified through the data. | Continue to use SISRA Analytics but will alter to adapt to the new 1-9 assessment system. | £5,000 |
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B. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

37.1% of all students this financial year were students eligible for Pupil Premium. The aim is to ensure that overall they make more than expected progress so they are able to close the gap nationally between themselves and others' We will track weekly through subject RAG and also through close analysis of data every half term to ensure we monitor progress closely and adjust provision accordingly in order to enable students to reach their highest potential possible.

