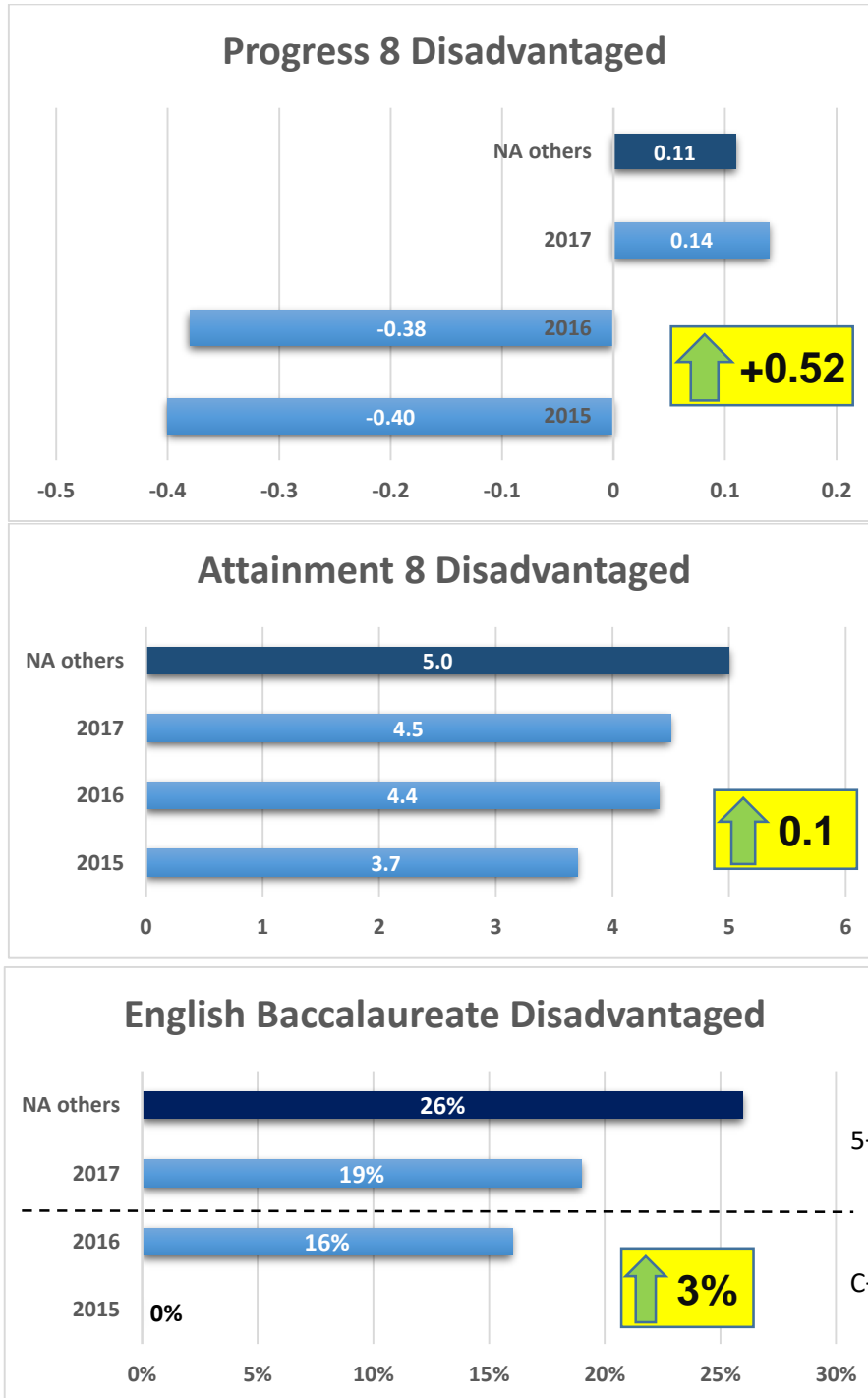


Pupil Premium Impact Assessment 2016/17



The strategies employed at Serlby Park Academy in 2016/17 have had a significant positive impact on both the progress and attainment of our disadvantaged students. We are delighted to announce that we have diminished the differences in progress for our disadvantaged students and that our disadvantaged cohort now makes more progress than the progress of non-disadvantaged students nationally.

The progress for disadvantaged students in the EBacc has increased from -0.81 (2016) to +0.02 (2017), an amazing increase of 0.83, almost one grade per student. Attainment for disadvantaged students in the EBacc has increased year on year to 19%. Progress in the open subjects has seen some of the largest improvements, increasing from -0.65 (2015) to +0.09 (2016) to +0.94 (2017), an increase of 1.59 over two years, over one and a half grades per student. These significant gains are a result of a number of key strategies that have ensured no disadvantaged students are left behind at Serlby Park Academy.

The strategies that have had most impact in 2016/7 and have provided the best value for money from the Pupil Premium funding have included;

- Extensive work from our attendance team with PP students given priority tracked daily closing the attendance gap between PP and Non-PP students by the first term of Summer PP students' attendance in Yr11 was in line with Non-PP peers.
- Introduction of "Bridge" targeted intervention and social and emotional support.
- Weekly RAG meetings where we discuss every Year 11 student and ensure any intervention is evaluated appropriate. Both PP students and our more able disadvantaged were key cohorts that were discussed weekly in SLT.
- Teaching and learning CPD programme, with specific focus on marking and feedback, prioritising PP books when marking, marking them first.
- A new 'praise culture' from all staff starting with SLT on the 'blue line' in the morning, targeting key PP students. Rewards assemblies regularly celebrating small increment success throughout the year to maintain focus
- Increased accountability on middle leaders to ensure PP students are given priority and are positively discriminated in terms of support and intervention
- Tracking of PP students throughout Year 11 and immediate interventions to close any gaps across the curriculum especially with HAP PP girls, where the gap was wider last year.
- Improvements in teaching and learning such as our collaborative learning structures and strategic seating plans ensure all staff are aware of their PP students and the new structures will not allow for any 'opt out' of lessons from PP students.