

# Pupil premium strategy statement (primary) **review**

1. Summary information					
School	Serlby Park Academy				
Academic Year	2016/2017	Total PP budget	£192,720	Date of most recent PP Review	16/11/2016
Total number of pupils	336	Number of pupils eligible for PP	144	<b>END OF YEAR REVIEW</b>	<b>JULY 2017</b>

2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve progress and overall attainment for pupils eligible for PP in KS2 Maths	<p>Pupils eligible for PP make accelerated progress in order to diminish differences and bring them in line or exceed age related expectations.</p> <p><b>End of KS2 outcomes: Disadvantaged outcomes improved (+14%)</b></p>
B.	Improved phonics screening results at the end of year 1 for pupils eligible for PP and end of year 2 results	<p>Pupils' results improve to become in line with age related expectations. Teacher assessments will measure the progress throughout the year.</p> <p><b>PHONICS- improving Y1 and Y2</b></p> <p><b>Y1 +3%</b></p> <p><b>Y2 + 13% (in line with national)</b></p>
C.	Higher rates of progress in high and low attaining pupils eligible for PP in reading.	<p>Pupils eligible for PP identified as high and low attaining groups will make accelerated progress in reading. Measured in year 3,4, 5 and 6 through the use of teacher assessment and data capture.</p> <p><b>All Dis- reading rapid progress and increased attainment in Y4,5</b></p> <p><b>All- KS1 Gaps closing Reading; attainment + 18% (gap closing from 33% to 15%)</b></p> <p><b>LAPs- Y4,5,6 made above national expected progress</b></p> <p><b>LAPs- Y1,2,5 made above national better than expected progress</b></p>
D.	Higher ability pupils continue to make progress from their base line in Early years in all subjects.	<p>The % of higher ability pupils eligible for PP will be in line with the national % and the attainment of this group, expected and above expected, will be in line with the national average.</p> <p><b>PHONICS</b></p> <p><b>Y1 +3%</b></p> <p><b>Y2 + 13% (in line with national)</b></p> <p><b>KS1 Gaps closing Reading + 18%</b></p> <p><b>KS1 Gaps closing Writing + 18%,</b></p> <p><b>KS1 Gaps closing Maths +14%</b></p> <p><b>greater depth attainment improved in reading and writing in KS1</b></p>

3. Planned expenditure					
Academic year					
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	JULY 17 review
A. Improve progress and overall attainment for pupils eligible for PP in KS2 Maths	Staff training on same day interventions and high quality marking/feedback.	We would like to invest some of the PP into a longer term change that will impact positively on all pupils and raise attainment throughout the school. Same day interventions have been proven to be effective in tackling any misconceptions and helping pupils progress.	Use INSET days to deliver training. Same day interventions to be embedded across the primary curriculum. Learning walks embedded into Quality assurance.	Head of primary academy phase	End of KS2 outcomes: Disadvantaged outcomes improved (+14%) diminishing the difference to be line with national Disadvantaged- from EYFS outcome 76% achieved expected progress and 20% better than expected Rapid progress and improved attainment in Y4,5 for disadvantaged pupils means the gap to national is diminishing across KS2
B Improved phonics screening results at the end of year 1 for pupils eligible for PP and end of year 2 resits.	Introduction of a new phonics programme.	Evidence of the effectiveness of the programme helped decide which programme to choose to implement within the school. It has found to help with phonics skills and also reading/spelling ability. By targeting a specific cohort we will ensure progress of all pupils.	Use INSET days to deliver training from experts on Read Write Inc. Ensure all teachers and TAs receive the training. Learning walks and regular phonics screening to be completed according to the Quality assurance policy.	Literacy leader. Year 1 class teachers	PHONICS- improving Y1 and Y2 gap closing in Y1 Y2 accumulative in line with national
C. Higher rates of progress in high and low attaining pupils eligible for PP in reading.	CPD on differentiation within the classroom and also on strategies on how to stretch the high attaining pupils.	High and low attaining pupils who are eligible for PP are currently not making as much progress as 'others' in reading. We want to ensure that these cohorts of pupils are achieving high attainment and not just making expected progress so we can begin to diminish the difference with 'others' within the academy and nationally.	Use INSET and Twilights to deliver training.	Literacy leader. KS2 class teachers	KS1 Gaps closing Reading attainment + 18% gap closing from 33% to 15% greater depth attainment improved in reading and writing in KS1 LAPs/ HAPs - Y4,5 made good progress  All Dis- reading rapid progress and increased attainment in Y1,4,5

	Larger teaching capacity with extra member of staff to deliver in year 6 where the pupils eligible for PP is at 60%	Evidence suggests that being able to teach pupils in smaller classes ensures that misconceptions are identified early and acted upon hence giving the opportunity for pupils to progress more quickly.	Use INSET and Twilights to deliver training of quality first teaching to all staff. Learning walks to be built into the QA calendar throughout the year. Books and work scrutiny also to be added to the QA calendar.	KS2 leader and SLT.	Teaching profile improved – 73% graded good or better
E.To improve attendance of all pupils eligible for PP	Inclusion manager to be employed within the academy.	The inclusion manager would have an important role in insuring pupils attend school. It is evident that if pupils do not attend they cannot learn. Our inclusion manager, financed by Pupil Premium funding, would help keep students in school and support their learning as a number of pupils have ongoing issues outside of the academy which hinders their learning once they are attending. In addition to this we intend to set up a nurture group to ensure all emotional needs of the pupils are met.	Data tracker of attendance figures and also behaviour log of any incidents within school. Observations of the nurture group and regular target settings.		<p>Consistent improved attendance of disadvantaged pupils over the academic year in all year groups.</p> <p>Diminishing the gap between the overall attendance of disadvantaged compared to non-disadvantaged.</p> <p>Consistent decrease in the number of disadvantaged pupils who are persistent absentees.</p>
<b>Total budgeted cost</b>					£95,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>JULY 17 review</b>
A. Improve progress and overall attainment for pupils eligible for PP in KS2 Maths	Whole school approach following same day interventions. Small group interventions when required	Some of pupils need to have the opportunity to address any misconceptions instantly and to also embed their learning to ensure it is secure. It means any difficulties can be identified and worked on the same day.	Organise timetable to structure in time for same day interventions within the curriculum. Time built in to the curriculum for teaching staff to quick mark and give instant feedback and address misconceptions.	Class teachers	<p>End of KS2 outcome: Disadvantaged significantly improved (+14%) diminishing the difference to be line with national</p> <p>Disadvantaged- from EYFS outcome 76% achieved expected progress and 20% better than expected</p> <p>ARE rapidly improved in all year groups, Y1,4,5,6- bringing pupils nearer to national</p>
B Improved phonics screening results at the end of year 1 for pupils eligible for PP and end of	Booster groups before and after school.	Small group boosters have been significantly effective in ensuring pupils make expected levels for their peer group. By targeting a specific, small group of pupils we will ensure progress.	Whole school training for all staff delivering the new phonics programme. Regular learning walks written in to the Quality assurance timetable. Regular assessments to monitor and track progress.	Teaching staff.	<p>PHONICS- improving Y1 and Y2 gap closing in Y1</p> <p>Y2 accumulative in line with national</p>

year 2 resits.	Introduction of the Read Write Inc programme to deliver phonics/reading whole class in the foundation stage and throughout key stage 1 and 2	The programme has been used to develop pupils' word skills knowledge and also their confidence in answering questions and reading out in class. The programme is based on partner work which enables pupils to grow in confidence and also to develop their writing skills as they are able to discuss	INSET days to deliver training from a qualified trainer in Read Write Inc. programme. Learning walks and lesson observations will allow SLT to check delivery of the programme and regular data collection will measure progress.	Teaching staff and literacy lead.	KS1 Gaps closing Reading attainment + 18% gap closing from 33% to 15%
C Higher rates of progress in high and low attaining pupils eligible for PP in reading.	Small group sessions in literacy for high and low attaining pupils eligible for PP.	We would like to provide extra support to the identified cohort of pupils to ensure expected or more than expected progress is made in reading. Small group interventions have been shown to be effective. The implementation of the Fresh Start programme has also proven to be highly successful for enhancing reading skills and progress.	Organise timetable to ensure time is given to support small identified groups with reading. Impact will be measured through class teacher assessments and tracked by the literacy leader.	Class teachers/ Literacy leader	KS1 Gaps closing Reading attainment + 18% gap closing from 33% to 15%  LAPs- Y4,5,6 made above national expected progress LAPs- Y1,2,5 made above national better than expected progress
	After school reading club	We would like to provide extra support to those pupils eligible for PP to ensure they make progress with their reading. Some of the pupils do not have the opportunity to read to parents at home on a 1:1 basis and this gives them the opportunity to practise this in a safe, quiet and supportive environment	Organise a timetable for after school club and identify pupils that would benefit from an invitation to stay to read with staff.	TAs.	

**Total budgeted cost** £30,000

### 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	JULY 17 review
Increased attainment and progress in Early years and Key Stage 1.	Speech and language training for teaching assistants within foundation and key stage 1.	Historically we have had a high level of need for those pupils whom require extra support with speech and language difficulties. External agencies and at capacity and therefore training other staff will result in more pupils being able to access this kind of provision working alongside specialists.	Seek advice from external agencies/specialists in this field. Ask for them to deliver to staff and continue to visit to help track and monitor progression and provide ongoing training to staff.	Teaching assistants in foundation and Key Stage 1.	PHONICS- improving Y1 and Y2 KS1 Gaps closing Reading + 18% KS1 Gaps closing Writing + 18%, KS1 Gaps closing Maths +14%

To improve behaviour as a result of unhealthy emotional health and well-being.	Targeted provision to support the personal development, behaviour and welfare of pupils eligible for PP.	Access training provided by the Bassetlaw Behaviour Partnership. Ensure staff are trained in nurture groups and play therapy as these have shown to have a positive impact on pupils' emotional health and well-being.	Track behaviour incidents to measure the impact of nurture/paly therapy. Observe pupils whilst completing the activities.	PH	
Pupils to be fully engaged in their learning and develop an awareness of the world around them.	Provide a range of experiences and opportunities that will support the curriculum. Such as trips and after school clubs.	A lot of pupils eligible for PP often miss out on activities arranged to enhance the curriculum due to limited finances. Using the money available we will be able to ensure that those eligible for PP have a fully enriched experience and can attend out of school activities and clubs.	Track attendance figures for after school clubs and school visits.		
<b>Total budgeted cost</b>					£63,000