

Pupil premium strategy statement (primary)

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	Date for next internal review of this strategy	30/07/2017

2. Current attainment		
	<i>Pupils eligible for PP in the Academy</i>	<i>National average</i>
% achieving in reading, writing and maths combined	30% (33% all)	53% (dis 60%)
progress in reading	-2.7	0
progress in writing	+3.25	0
progress in maths	-3.35	0

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Progress in Mathematics from KS1 to KS2; the difference is significant for pupils eligible for PP
B.	Attainment in Mathematics and reading for pupils eligible for PP (Mathematics 48% compared to 68% all; Reading 38% compared to 63% all)
C.	Phonics pass rate for pupils eligible for PP is below national for Yr 1 (70%) and Yr 2 resists (80%)
D.	Prior high attaining pupils eligible for PP show achievement which is below national in reading and mathematics in KS2
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Persistent Absences within the academy consist of 5.3% of pupils eligible for PP in contrast to only 2.7% being ineligible for PP. In addition those eligible for PP that are also within the CP cohort have an average attendance of 84.6% in contrast to others at 94.4%

4. 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	Pupils eligible for PP make accelerated progress in order to diminish differences and bring them in line or exceed age related expectations.
B.	Improved phonics screening results at the end of year 1 for pupils eligible for PP and end of year 2 resits	Pupils' results improve to become in line with age related expectations. Teacher assessments will measure the progress throughout the year.

C.	Higher rates of progress in high and low attaining pupils eligible for PP in reading.	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.
D.	Higher ability pupil continue to make progress from their base line in Early years in all subjects.	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.

5. 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	When will you review implementation?
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	Weekly PLT meetings and half termly data capture.
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	
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	
	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.	

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.		
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Total budgeted cost	£95,000
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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?
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	
B Improved phonics screening results at the end of year 1 for pupils eligible for PP and end of year 2 resits.	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.	
	Introduction of the Read Write Inc programme to deliver phonics/reading whole class in the foundation stage and throughout key stage 1 and 2 as an interventions.	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 ideas first.	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.	

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	
	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	When will you review implementation?
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.	
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.		
Total budgeted cost					£63,000

6. Review of expenditure				
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 improve oral language skills throughout primary phase	Employment of specialised speech and language coordinator	All pupils eligible for PP showed progress with their oral language skills. Completed courses appropriate to their individual level of need.	We worked closely with specialist from the Schools and family service throughout the academic year to ensure interventions were appropriate and met the individual needs of the pupils. Unfortunately the county have experienced major shifts and they are waiting to employ new staff before we can access this provision.	Employment of specialised TA to deliver speech and language interventions. £18,000 Reading club intervention after school £8,000 – resources and staffing.
ii. Targeted support				
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 improve progress in literacy in all key stages	Use of 1:1 catch up literacy programme delivered by trained staff.	We found that during the sessions pupils showed progress however, there was still a significant gap in reading between those eligible for PP and 'others'	Felt that this programme was not the most appropriate to meet the needs of our learners and have now changed literacy programmes to support them further.	Catch up training and resources including staffing for delivery £12,000
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 improve progress in Maths in all key stages	Use of 1:1 catch up maths programme delivered by trained staff.	We found that KS1 progress in Maths improved however there still remained a gap at KS2 between those eligible for PP and 'others'	The teaching methods need to be consistent between key stages to ensure accelerated progress for pupils eligible for PP and diminish differences both on a school level and nationally. We have now adopted same day interventions to raise progress throughout key stage 2 in Maths.	Catch up training and resources including staffing for delivery £12,000
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.serlbyparkacademy.org.uk