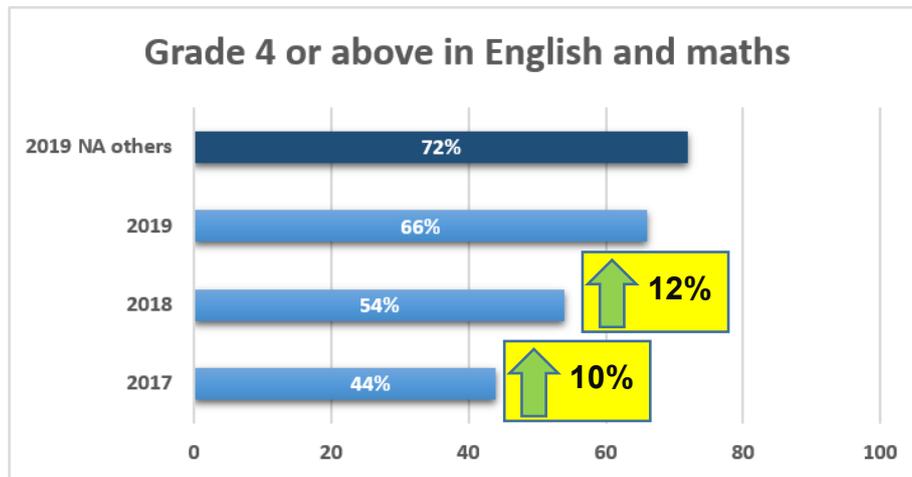
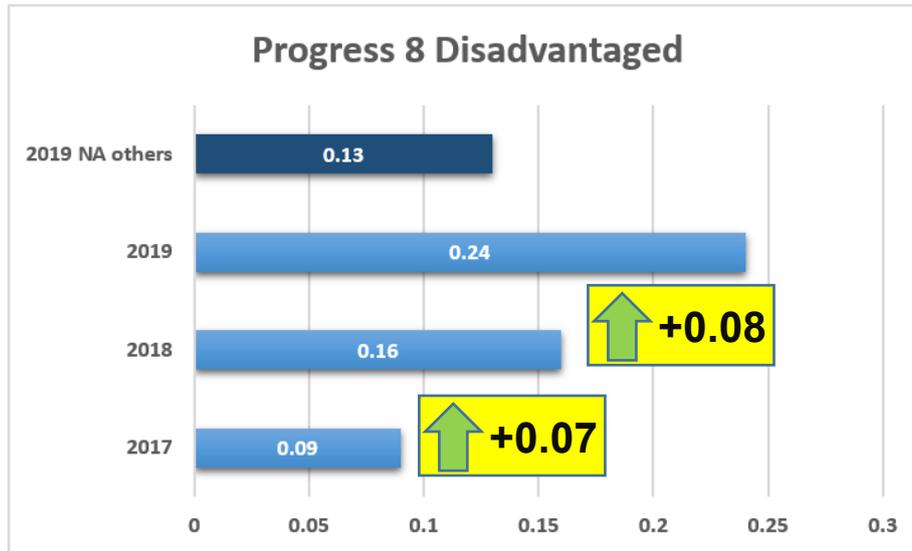


## Secondary Pupil Premium Impact Assessment 2018/19



The strategies employed at Serlby Park Academy in 2018/19 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 for the last two years our disadvantaged cohort have made more progress than the progress of non-disadvantaged students nationally. Attainment of disadvantaged students in English and maths have increased year on year and are closing the gap between disadvantaged and others nationally.

<b>2019 Progress Score by Basket</b>			
<b>Basket</b>	<b>School Disadvantaged Pupils</b>	<b>England Non-Disadvantaged Pupils</b>	<b>Difference</b>
<b>English</b>	<b>+0.38</b>	<b>+0.11</b>	<b>+0.27</b>
<b>Maths</b>	<b>+0.61</b>	<b>+0.11</b>	<b>+0.50</b>
<b>EBacc</b>	<b>-0.12</b>	<b>+0.14</b>	<b>-0.26</b>
<b>Open</b>	<b>+0.29</b>	<b>+0.12</b>	<b>+0.17</b>

The progress for disadvantaged students in English and maths have increased significantly and perform significantly above that of non-disadvantaged students nationally. The strategies that have had most impact in 2018/19 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 and tracked daily.
- Use 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.
- Teaching and learning CPD programme, with specific focus on marking and feedback, prioritising PP books when marking, marking them first.
- A 'praise culture' from all staff starting with SLT on the 'blue line' in the morning. 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.
- 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.
- Heavily subsidised revision weekend trip ensured PP students could access the trip.
- All revision guides made free of charge for all subjects.