

2020-21 Pupil Premium Strategy Statement

Academy name	Serlby Park Academy
Number of pupils on roll	402 (including 35 nursery)
Proportion of disadvantaged pupils	34%
Pupil premium allocation this academic year	£178,200
Publish date	September 2020
Review date	July 2020
Statement authorised by	Miss P Robinson
Pupil premium lead	Miss P Robinson
AAB lead	Mr S Sylvester

Disadvantaged pupil progress scores for 2019

Measure	Score
Reading	-0.1
Writing	-0.4
Maths	+2.3

Disadvantaged pupil performance overview for 2019

Measure	Score
% meeting combined expected standard in reading, writing and maths at KS2	71%
% meeting combined high standard in reading, writing and maths at KS2	28%
% passing Y1 phonics screening check	73%
% passing phonics screening check by end of Y2	89%

Barriers

What are the barriers?	Why are they barriers?
Social, emotional and mental health	Pupils in distress find it hard to self-regulate which impacts on learning.
Gaps in reading, writing, maths and phonics	Pupils are not working at age-related expectations or better. There are significant gaps due to the impact of

	lost schooling as a result of Covid-19
Speech, language and communication	Pupils become frustrated as they are unable to communicate clearly with peers and adults. Progress in writing is impacted as the gap widens between themselves and peers.
Attendance	Pupils miss significant chunks of learning. Gaps widen and progress is negatively impacted across the curriculum.
Wider opportunities	Pupils do not visit places of interest out of school or have the opportunity to perform. This has an impact on their knowledge and understanding of the world.
Parental engagement	Parents unable to encourage and support learning.
Pupils arrive at school unprepared for learning.	Pupils arrive at school hungry and are unable to concentrate on learning. Pupils do not have appropriate school uniform which negatively impacts on self- esteem and sense of belonging.

Teaching priorities to enable quality first teaching

Priority	Desired impact	Action	Staff Lead	Amount
1. Staff have the appropriate CPD to implement catch up plans and close gaps in reading, writing and maths through Quality First Teaching.	All teaching staff, including early career teachers - NQTS and RQTs - to be delivering high quality first teaching.	Dedicated ECF time. Access to all ECF weekly training events. Dedicated mentor time. Subject specific training	CR	£12,000
2. All relevant staff have the appropriate CPD to enable pupils to make accelerated progress in phonics.	Strong teaching in phonics. Pupils achieving better than national in PSC.	Letters and Sounds CPD Purchase resources including home school books Development days Director of Learning time	EL	£30,000
3. All staff have the appropriate resources and CPD to improve the teaching and the Pupils' progress in Science.	Strong teaching in Science. Pupils scientific enquiry skills are strong across the academy. Scientific vocabulary being accurately used by the pupils.	Train new Science Leader. Purchase Empiriboxes Staff to attend Empiribox training.	CR	£25,000
4. All staff have the appropriate resources and CPD to implement the	A knowledge rich curriculum that builds in challenge across the school.	Purchase new books for every year group. Purchase new resources to meet the curriculum demands.		£30,000

Booked Curriculum.	Strong teaching in all foundation subjects. Pupils skills developed over time and subject specific vocabulary is being accurately used by the pupils.	Provide CPD for all staff		
--------------------	---	---------------------------	--	--

Targeted academic support for current academic year – every class has a detailed plan for all pupils in receipt of PP funding

Priority	Desired impact	Action	Staff Lead	Amount
5. Small-group intervention in reading, writing, maths and phonics.	Pupils make accelerated progress. Pupils are at least in-line with all other pupils nationally.	Daily reading fluency interventions Small group phonic intervention Reading inference interventions Early reader interventions	EL	£10,000
6. 1:1 intervention	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally	Reading, maths, phonics and spelling interventions	CR NW EL	£15,000

Wider strategies for current academic year linked to the development of cultural capital

Priority	Desired impact	Action	Staff Lead	Amount
7. All pupils come to school ready to learn.	All pupils have a settled start to the school day. No pupil starts the day hungry. All pupils have the necessary equipment.	Subsidised Breakfast club School to provide uniform School to provide resources for learning	VT	£20,000
8. All pupils attend regularly and on time.	Absence and PA are at least in-line with national averages. Pupils are at least in-line with others.	Use 50% of the school EWO time Rewards for good attendance and punctuality	VT LS PR	£25,000
9. Pupils have access to a wide range of	Pupils have the opportunity to	Y3 & Y4 ukulele wider opportunities	VT	£15,00

activities within and beyond the curriculum experience to enhance their cultural capital.	perform in front of a live audience and experience visits to places of interest which improve their confidence and aspiration.	Y5 & Y6 ukulele development sessions Visits to theatres/museums Subsidised Y5/6 residential visit Subsidised after-school clubs		
10. All children behave well and demonstrate high levels of engagement and enthusiasm for learning.	Behaviour, including learning behaviour, is good. Pupils make good progress in learning.	Reward shop Star of the week certificates Reward activities – visits/visitors	CR PR	£3000
11. Children have positive mental health and the ability to understand and manage their own emotions with increasing independence.	Improved SEMH of all pupils. Instances of poor behaviour reduced. Exclusions decrease.	Thrive CPD Resources for Thrive Whole-school Thrive approach adopted by all staff	PR TC	£8,000
12. Improve pupils' confidence in being able to speak clearly and coherently.	Early intervention and assessment of speech and language acquisition. Improved speech and language for pupils. Pupils speak to a wide range of audiences with confidence.	Implement robust speech and language programme using Launchpad for Literacy. Develop oracy in the wider curriculum. Develop debating in order to give pupils opportunities to speak to a range of audiences.	EL CR	£2000
13. Developing parents' knowledge, skills and understanding in order to provide effective encouragement and support.	Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home reading and learning tasks.	Providing pastoral support through Family Support Worker/Learning Mentor. Books to support stay and read sessions.	SJ	£3200

Total Spend: £178,200

Review:

Priority	Impact
1	All identified staff had dedicated ECF time and weekly training events. Dedicated

	<p>mentor time. Subject specific training</p> <p>All teaching staff, including early career teachers -NQTS and RQTs - to be delivering high quality first teaching.</p>
2	<p>Strong teaching in phonics.</p> <p>Pupils achieving better than national in PSC.</p>
3	<p>Strong teaching in Science. Pupils scientific enquiry skills are strong across the academy. Scientific vocabulary being accurately used by the pupils.</p>
4	<p>A knowledge rich curriculum that builds in challenge across the school. Strong teaching in all foundation subjects. Pupils skills developed over time and subject specific vocabulary is being accurately used by the pupils.</p>
5	<p>Phonics Pupils make accelerated progress.</p> <p>Pupils are at least in-line with all other pupils nationally.</p>
6	<p>1:1 intervention</p> <p>Pupils make accelerated progress.</p> <p>Pupils are at least in-line with all others pupils nationally</p>
7	<p>All pupils come to school ready to learn.</p> <p>All pupils have a settled start to the school day.</p> <p>No pupil starts the day hungry.</p> <p>All pupils have the necessary equipment.</p>
8	<p>All pupils attend regularly and on time.</p> <p>Absence and PA are at least in-line with national averages.</p> <p>Pupils are at least in-line with others.</p>
9	<p>Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.</p> <p>Pupils have the opportunity to perform in front of a live audience and experience visits to places of interest which improve their confidence and aspiration.</p>
10	<p>All children behave well and demonstrate high levels of engagement and enthusiasm for learning.</p> <p>Behaviour, including learning behaviour, is good.</p> <p>Pupils make good progress in learning.</p>
11	<p>Children have positive mental health and the ability to understand and manage their own emotions with increasing independence.</p> <p>Improved SEMH of all pupils.</p> <p>Instances of poor behaviour reduced.</p> <p>Exclusions decrease.</p>
12	<p>Improve pupils' confidence in being able to speak clearly and coherently.</p> <p>Early intervention and assessment of speech and language acquisition. Improved speech and language for pupils.</p> <p>Pupils speak to a wide range of audiences with confidence.</p>
13	<p>Developing parents' knowledge, skills and understanding in order to provide effective encouragement and support.</p> <p>Strengthened partnership with parents/carers.</p> <p>Parents/Carers regularly support pupils with home reading and learning tasks.</p>