

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Serlby Park Academy
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	34.9% (145 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	
Pupil premium lead	Sophie Ogden
Governor / Trustee lead	Mr S Sylvester

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,341 (£1133 per pupil)
Recovery premium funding allocation this academic year	£6000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2500
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£172,841

Part A: Pupil premium strategy plan

Statement of intent

Serlby Park Academy is committed to ensuring our socially disadvantaged students have their pastoral, social and academic need met within a caring and nurturing environment. We wish to develop a love for learning that they will continue to build on throughout their life, raising aspirations and allowing the children to realise and reach their potential. Through well-planned use of the Pupil Premium Grant funding, gaps will be narrowed with pupils learning being accelerated and will be at least equal to their peers. This will ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.

Access a wide range of opportunities to develop their knowledge and understanding of the world.

Quality first teaching, targeted interventions that strengthen both academic achievement and social skills will support our pupils in being the best that they can be.

Our context:

Serlby Park Academy is an all-age school with a primary phase and a secondary phase. It is a larger than average Primary School. The percentage of pupils supported by the pupil premium funding is 34% which is above the national average.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- ✓ Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching

- ✓ Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- ✓ Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- ✓ Provide opportunities for all pupils to participate in enrichment activities including sport and music
- ✓ Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Social, emotional and mental health Pupils in distress find it hard to self-regulate which impacts on learning.
2	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
3	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.
4	Attendance Pupils miss significant chunks of learning. Gaps widen and progress is negatively impacted across the curriculum.
5	Wider opportunities / Cultural Capital 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.
6	Parental engagement Parents unable to encourage and support learning.
7	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.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2.
Phonics	Achieve at least 90% of pupils in Y1 pass the PSC
Attendance	Ensure attendance of disadvantaged pupils is at least 96%
Behaviour	Pupil exclusions will decrease.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £61,352

Activity	Evidence that supports this approach	Challenge number(s) addressed
Voice 21 CPD	Spoken Language is a barrier to learning for pupils who do not experience a rich and varied range of vocabulary. Through the use of the Voice 21 project and raising oracy standards in school will increase the attainment score of pupils leaving KS2 from the current progress measure of -0.4 for disadvantage pupils.	145
Numicon Training	Whilst progress for Maths in 2019 was at +2.3 for disadvantaged pupils, the Covid19 Pandemic has led to gaps in learning, which is particularly detrimental to lower attaining pupils and pupils in KS1. This training will support quality first teaching in classrooms as well as targeted interventions for lower attaining pupils.	145
Directors of Learning to support Phonics, Science, Maths, EYFS and Reading Enhanced Curriculum	<p>The Covid19 Pandemic has led to gaps in learning which is particularly detrimental to reading, including early reading and phonics, EYFS and maths. Progress measures for disadvantaged pupils in reading was -0.1 for 2019 and this support will ensure the gaps that have appeared due to lost learning can be closed. In 2019 73% of disadvantaged Year 1 pupils passed the phonics screening check and this intervention will ensure this is improved and in line with National.</p> <p>The importance of a broad and balanced curriculum is essential and so the investment in Director of Learning across the curriculum, with reading at its core, will further support the improvement of progress measures.</p>	145
Reading CPD – reading reconsidered.	The progress score for reading in 2019 was -0.1 for disadvantaged pupils. Through focused and targeted reading	145

	training for staff, progress for pupils can be improved.	
In house training	Through the use of expertise across the trust and within Serlby Park Academy, teachers will be supported in various areas of their professional development with a focus on raising attainment in reading (including early reading and phonics), writing and mathematics. This CPD will look at enhancing provision in classrooms, including assessment and feedback, as well as creating personalised targeted interventions.	145

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £49,407

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of new reading books	Through the use of an engaging range of texts, well matched to the ability of children, including phonetically decodable books, the accessibility of the texts will improve and will impact upon phonic and reading outcomes.	145
Phonics scheme	Studies show that fidelity to a phonic scheme makes accelerated progress. The use of the ELA phonic scheme will support teachers in providing a consistent, uniformed approach across school to improve phonic and reading outcomes.	50
Launchpad for Literacy	Launchpad supports teachers to quickly identify literacy attainment gaps in both Early Years & KS1. It provides staff with key 'tracking assessment' tools, ensuring children make accelerated progress from low starting points.	25
1:1 intensive interventions KS1	The Covid19 Pandemic has led to gaps in learning which is particularly detrimental to reading, including early reading and phonics, and maths. Progress measures for disadvantaged pupils in reading was -0.1 for 2019 and this support will ensure the gaps that have appeared due to lost learning can be closed. In 2019 73% of disadvantaged Year 1 pupils passed the phonics screening check and this	25

	intervention will ensure this is improved and in line with National. Interventions provide by a teacher will also improve these outcomes.	
TA after school intervention	The Covid19 pandemic has created gaps in learning across all subject areas and across all areas of Primary school. The use of targeted interventions will improve progress measures as well as support children in being more confident in lessons with the benefit of pre-teaching and repetition.	96
Year 6 interventions	Outcomes for Key Stage 2 in 2019, for disadvantage pupils were +2.4 for maths, -0.4 for writing and -0.1 for reading. Targeted interventions for pupils will support	29
Accelerated reader	Reading outcomes for disadvantaged pupils in 2019 was -0.1. Accelerated reading allows pupils in Year 5 and 6 to access a range of reading texts and supports the accelerated development of comprehension and fluency. The progressive nature of the programme ensures children are always experiencing challenge.	56
Myon	Reading outcomes for disadvantaged pupils in 2019 was -0.1. Myon allows pupils in Year 5 and 6 to access a range of reading texts and supports the development of comprehension and fluency. The site also helps to foster a love of reading.	56
Subscriptions – Oxford Owl, Times Table Rock Stars, Purple Mash	<p>Pupils in KS1 and LKS2 have access to Oxford Owl reading online. The website allows access to a wider range of texts as well as to help foster a love of reading for pupils, especially those who are encouraged through reading through a different medium.</p> <p>Whilst progress for Maths in 2019 was at +2.3 for disadvantaged pupils, the Covid19 Pandemic has led to gaps in learning, which is particularly detrimental to lower attaining pupils and pupils in LKS2. The use of Times Table Rockstars allows the children to improve their multiplication knowledge and speed of recall in a motivating and enjoyable manner.</p>	145

	The use of Purple Mash across all Key Stages allows pupils access to a variety of resources to support their home learning, both home work and when required to isolate. It also supports home school communication.	
Text books and other curriculum resources	The use of additional resources helps to engage and motivate children in lessons as well as to support home learning.	145

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £62,082

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive and Thrive practitioner	The Thrive approach promotes positive mental health and emotional wellbeing in children and young people, supporting them to becoming ready to learn.	145
Breakfast club	The use of a Breakfast club allows children to be fed before they start school and allows them a gradual start to the school day which can support their learning. Children who are hungry do not perform as well.	145
School trips	In order to improve the culture capital and wider world experience of our children, which has been hindered through the Covid19 Pandemic, school trips will be used to provide children with experiences that they may otherwise have missed. This supports and engages children in learning.	145
Rewards shop	The use of rewards helps to promote positive behaviour in class. Children feel recognised and valued. Rewards also support the promotion of school attendance.	145
Music Service	Every child should have the opportunity to learn to play an instrument/perform in front of an audience.	93
Education Welfare Officer	The Covid19 Pandemic has resulted in lost learning and has also impacted upon attendance. As new measures and responses to positive cases are changing, attendance should improve. The Education Welfare Officer supports	145

	monitoring of attendance, spots patters of behaviours and allows attendance matters to be addressed promptly.	
Learning mentor	The learning mentor currently supports pupils across school. This supports the Social, Emotional and mental well being of pupils, supporting them to access learning.	145
Safeguarding	The safeguarding team supports with pupil welfare and works to protect children and support families.	145
Parent workshops	Parental engagement improves when parents are encouraged to participate in their child's education. Parental workshop shares teaching techniques, the wok that their children are doing and helps to foster relationships, essential for helping children to improve.	145
Inclusion team / Family Liaison	Parents are an important part of school life and through having a family liaison team, as well as members of the inclusion team and SENDco they feel supported. Through the work the team do with children, supporting the children in being able access learning.	145
After school clubs	Children should be provided with a wide range of opportunities in order to broaden their experiences and raise aspirations.	145

Total budgeted cost: £172,841

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Impact
All identified staff had dedicated ECF time and weekly training events. Dedicated mentor time. Subject specific training
All teaching staff, including early career teachers -NQTs and RQTs - to be delivering high quality first teaching.
Strong teaching in phonics ensured rapid progress was made in phonics during the year.
Pupils scientific enquiry skills are strong across the academy. Scientific vocabulary being accurately used by the pupils.
A knowledge rich curriculum that builds in challenge across the school has been implemented. Strong teaching in all foundation subjects ensures pupils skills develop over time and subject specific vocabulary is being accurately used by the pupils.
1:1 and small group interventions have ensured identified pupils made accelerated progress.
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.
All pupils attend regularly and on time. The attendance team have tracked individual children and ensured that they had the best attendance possible. Bespoke interventions and rewards have been used to support the improvement in attendance.
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.
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.
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.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Thrive	Thrive
Times Table Rockstars	Times Table Rockstars
Purple Mash	2Simple

Accelerated reader	Accelerated reader
Bug Club	Pearsons

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	CPD for staff, small group interventions in reading, writing, maths and phonics as well as 1:1 interventions. Attendance and behaviour initiatives as well-being such a Thrive.
What was the impact of that spending on service pupil premium eligible pupils?	60% of our service children made progress in line, or better than ARE.