Pupil premium strategy statement

This statement details our school's use of pupil premium 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	551
Proportion (%) of pupil premium eligible pupils	44.1% (243 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2025
Date this statement was published	September 2024
Date on which it will be reviewed	Termly
Statement authorised by	Johnathon Hodgson
Pupil premium lead	Kirsty Smith
Governor / Trustee lead	Mr S Sylvester

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 269,379
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£269,379

Part A: Pupil premium strategy plan

Statement of intent

It is important to consider the context of our school and the consequent challenges our families face when deciding how to allocate our pupil premium funding whilst also using the EEF research to inform our judgements. There are a range of barriers that prevent disadvantaged children making similar progress or attainment to others such as weak language and communications skills, limited parental support, attendance and punctuality issues and having fewer experiences than others. It is imperative that we ensure all children have access to a high-quality curriculum that not only gives them knowledge and skills to become confident learners but also motivates them to become passionate about learning. Teachers need to be acutely aware of the strengths and weaknesses across the school and therefore we will ensure that all teaching staff are involved in the analysis of data and identifying next steps through systems such as regular RAG meetings.

Principles

- We will ensure that effective teaching, learning, and assessment meets the needs of all pupils through the rigorous analysis of data (RAG meetings) as well as through the delivery of high quality CPD for our staff.
- Through regular and timely Year Group RAG meetings and teaching and learning systems class teachers and Heads of faculty will identify intervention and support for individual pupils.
- Alongside academic support, we will ensure that those pupils who have social, emotional, and mental health needs will access high quality provision from appropriately trained adults.
- Through our broad and balanced curriculum, we aim to develop the whole child: intellectually, physically, emotionally and socially. We will provide opportunities through a wide range of activities, both in and beyond the classroom.
- Our progressive curriculum is based on a rich accumulation of knowledge, skills, concepts and attributes that aim to contribute towards success for all pupils.
- Reading is threaded throughout our curriculum and is central to ensuring our children can access a challenging and inspiring curriculum.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Demography and School Context

Serlby Park is an all-age school with a primary phase and a secondary phase. It is a larger than average Primary School. It is important to understand the context of the school and the challenges faced by families of pupils attending Serlby Park Academy. It is these factors, in addition to a research-based response with which the Pupil Premium Strategy Plan has been devised.

The map below displays the 'Lower Super Output Areas' (LSOA) which surround the school, and they are colour coded according to which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived.

Serlby Park
Academy
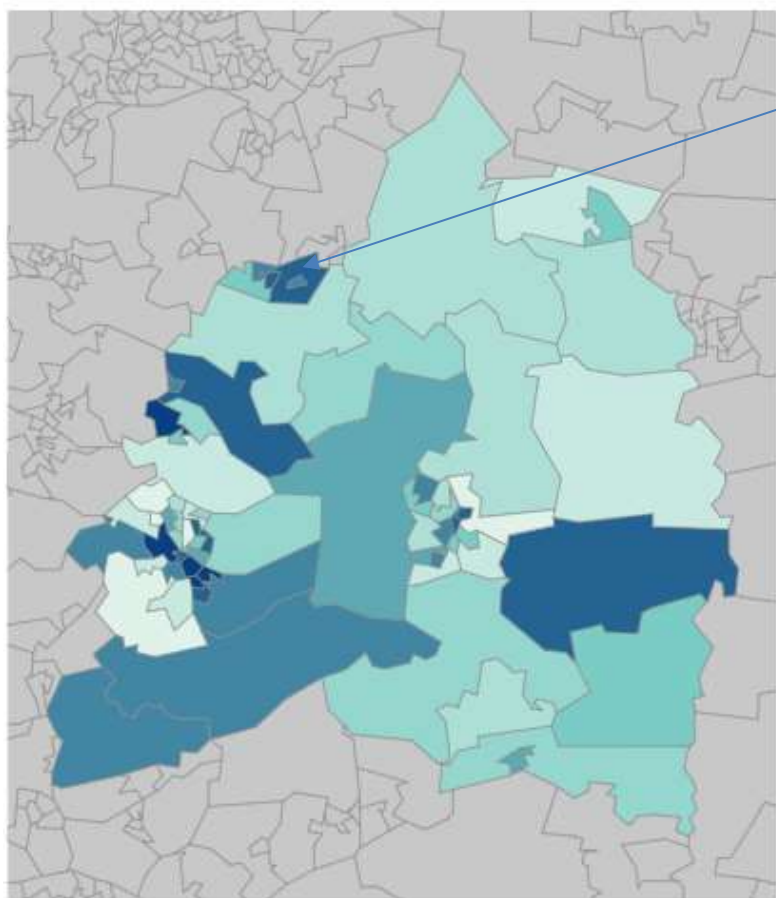
We serve an area of high deprivation, with the index of multiple deprivation being in decile 2, income deprivation affecting children is at 2.8 and education and skills is at 2.3. The LSOA in which the school is located is ranked as 5626th out of 32,844 in terms of deprivation. The percentage of pupils supported by the pupil premium funding at Serlby Park Academy (Secondary Phase) is above average, currently at 44.1% compared to 24.6% nationally.

Serlby Park Academy is committed to ensuring our socially disadvantaged students have their pastoral, social and academic needs 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 used 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 can read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop pupils' confidence in their own abilities so that they can communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Ensure all pupils access a wide range of opportunities to develop their knowledge and understanding of the world.
- Increase access to before and after school clubs, trips and residential visits.
- Increase attendance and punctuality

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.'***

This list is not exhaustive and will be adapted when needed to ensure continual support of all our disadvantage pupils. This has been developed alongside the Education Endowment Foundation guide and their pupil premium toolkit.

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. As within our school catchment area there are regions suffering from high levels of deprivation we acknowledge that following on from the pandemic and the current economic situation that more children are suffering from social, emotional and mental health issues.
2	**Literacy and Reading levels** Within the Y7 and Y8 cohort, following GL assessment testing approximately 25% of students are below average in reading levels.
3	**Academic progress** Pupils make less progress than other pupils in their cohort and pupils nationally. <table><tr><td></td><td>2019</td><td>2020</td><td>2021</td><td>2022</td><td>2023</td><td>2024</td></tr><tr><td>PP</td><td>+0.15</td><td>+0.33</td><td>+0.07</td><td>-0.22</td><td>-1.68</td><td>-0.8</td></tr><tr><td>Non PP</td><td>+0.53</td><td>+0.81</td><td>+0.86</td><td>+0.33</td><td>-0.56</td><td>+0.06</td></tr></table> Using strategic seating plans, collaborative learning, random name generators, live marking and other teaching and learning strategies we continue to have our PP students as a constant focus during our lessons with the aim of closing the progress gap.
4	**Attendance** Persistent absence rates are higher on average than those of our non-disadvantaged pupils. Absence has a direct link on the academic and social progress of these students.
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. We intend to financially support our PP students when excursions are planned to ensure they have the same opportunities as our Non-PP students. Transportation home following afterschool activities are also provided to ensure all students are able to participate.

6	**Low aspirations**
	Linked with levels of self-esteem, disadvantaged students have significantly lower expectations for their futures than their counterparts. High quality careers guidance is in place to reduce the possibility of students becoming NEET but as importantly that they understand what is available to them as their next steps.

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
The gap between disadvantaged pupils and the national average for non-disadvantaged pupils is reduced.	The Progress 8 achievement gap between disadvantaged pupils and non-disadvantaged pupils is closing and moving towards the national average for non-disadvantaged pupils.
Disadvantaged pupils are supported in their career plan and with their mental health to ensure that aspirations are raised and self-esteem is high.	Destination data shows all pupils are on appropriate progression pathways. Ambitious curriculum is in place that enables all to access the full range of opportunities post 16. FTE exclusion data is reduced and in line with non-pupil premium peers. A robust EPC curriculum is in place that is accessed by all pupil premium pupils through lessons, form time and assemblies. This will be evidenced through quality assurance activities, book scrutiny and student voice data.
Improved reading comprehension among disadvantaged pupils across Key Stage 3. To include improved reading ages for targeted cohorts in Years 7,8 and 9.	By the end of 2024/25, students that are disadvantaged to have reading ages that are at their chronological age by the end of the academic year they are in. Data supported by GL assessments twice per year and from Accelerated reader.
Attendance for disadvantaged pupils improves and the gap reduces with non-disadvantaged pupils	Attendance rates for disadvantaged pupils are increasing year on year and are broadly in line with all pupils. Sustained high attendance from 2024/25 will be demonstrated by: - the overall attendance for all pupils being in-line with, or greater than, the national average for attendance and the attendance gap between disadvantaged and non-disadvantaged pupils will be significantly reduced so there is little difference between the average attendance - the percentage of pupils who are persistently absent is reduced to below the national average for persistent absenteeism and the figure among disadvantaged pupils is reduced so that there is little difference from non- disadvantaged pupils

To achieve and sustain improved wellbeing for all pupils, including those that are disadvantaged.	Student voice to show general improvement in how much students enjoy school. Community engagement to increase with parents attending more school events. Enrichment opportunities take up to increase – especially for disadvantaged students.

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: £77,602

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff bespoke CPD to support the development of quality first teaching	The EEF state that "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils" Weekly CPD has a focus on ensuring that staff are up to date with latest developments and new initiatives. Weekly CPD for all staff to further develop the high quality teaching and learning across the Academy. Rigorous QA cycle in place which monitors the quality of education via learning walks, work scrutiny and pupil voice.	2, 3
Delta Director support: English, maths, Science, History, MFL and Computing • Progress and attainment improvement focus for identified students • Support for curriculum leaders • 121/221/small group interventions • Cross-Trust analysis of examination results and performance (including question level analysis) • Cross-Trust analysis and sharing of good practice/strategies	Delta subject directors will work with targeted pupils to support their learning. Small group tuition | EEF (educationendowmentfoundation.org.uk)	2, 3

Implementing the Delta Learning Principles into all lessons to ensure progress for all students	A consistent format of lesson applied across a curriculum creates a standardised approach for all staff and students. Students know that the expectations in all lessons are the same.	2, 3
	A recall activity at the beginning of a lesson encourages the long term memory to be embedded with previous knowledge. A section to combat any previous misconceptions from the previous lesson allows for reflection and correction. At the end of a lesson a session to demonstrate the learning and understanding from the lesson in which a teacher can respond to.	
	Feedback and live marking strategies to be delivered in CPD sessions to improve the feedback loop. Immediate feedback will be encouraged, supporting student progress.	
	Feedback | EEF (educationendowmentfoundation.org.uk)	
	Feedback approaches and educational attainment in children and… | EEF (educationendowmentfoundation.org.uk)	
A well sequenced curriculum which fully addresses gaps in knowledge and understanding through recall and retention practice.	Full coverage of the national curriculum means that all pupils get a comprehensive coverage of all subject areas. Knowledge recall used at the start of each lesson to improve retention. The EFF state "to be able to retrieve, use, and apply knowledge in the long term, it is highly effective to practice retrieving, using, and applying knowledge during learning'"	3

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

Budgeted cost: £98674

Activity	Evidence that supports this approach	Challenge number(s) addressed
Comprehensive literacy programme - Reading routes - Rapid Plus - Reading plus - Phonics - Word Consciousness - Library manager - Drop Everything and Read	Reading Routes introduced to Y7 and continued through KS3 develops a love of reading. A passion for reading can break down social barriers, improve a child's ability to empathise with others and connect them to a wider community within society. Drop Everything and Read is a daily 15minute slot of reading for all of KS3 students. Daily exposure to reading for all KS3 students creates good reading habits, and impresses on students the importance we attach to reading by replacing curriculum time with it. Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. Improving Literacy in Secondary Schools	EEF (educationendowmentfoundation.org.uk) Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English Reading comprehension strategies	EEF (educationendowmentfoundation.org.uk)	2, 3
Afterschool, holiday and weekend revision classes	Holiday revision and intervention has historically led to student improvement. Sessions open to all but targeted for disadvantaged students by curriculum leaders and supported by Y11 learning manager. Summer schools	EEF (educationendowmentfoundation.org.uk)	3, 4, 6
One to one tutors - Maths/English/Science - Identified students to access small group/121 interventions	Departmental intervention for pupils identified as underachieving. Y11 sessions to be held after school in enrichment time. One to one tuition	EEF (educationendowmentfoundation.org.uk) Small group tuition	EEF (educationendowmentfoundation.org.uk)	2, 3

- Students who are unable to access school will be provided with online teaching		
Online subscriptions across a number of subjects: - Sparx maths and science - GCSE Pod - Language nut	Resources to aid learning from home, supporting the development of independent learning for our students through a different method to increase engagement. Homework | EEF (educationendowmentfoundation.org.uk) Extending school time EEF	3
Teaching assistants - In class interventions - SEMH interventions including coping strategies - Memory interventions - Key worker emotional support	Student voice is positive when referencing support in lessons. Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk) Mentoring EEF	1, 2, 3
Bridge Provision - Children identified for curriculum/behavioural/SEMH support are provided with interventions	Bridge manager builds relationships with some of our most vulnerable students and is able to deliver 121 interventions to support their SEMH. Small group tuition | EEF (educationendowmentfoundation.org.uk) One to one tuition | EEF (educationendowmentfoundation.org.uk) Mentoring EEF Social and Emotional Learning EEF Behaviour EEF	1, 2, 3, 4, 6
Learning Managers - SEMH support - Communication with parents - Behavioural support - Targeted support for individuals	Year group learning managers hold a key role in supporting all areas of student development from learning and behaviour to wellbeing and day to day resilience in school. Their detailed knowledge of each of their students and level of targeted support help address each of the key challenge areas – as well as engaging all stakeholders involved with the child's learning – including parents. Behaviour interventions | EEF (educationendowmentfoundation.org.uk) Parental engagement | EEF (educationendowmentfoundation.org.uk) Mentoring EEF Social and Emotional Learning EEF	1, 3, 4, 6

GL assessments - Regular data tracking to identify students for additional support - Reading intervention identification	Regular testing ensures that the correct students are identified for interventions quickly and appropriately. Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk)	2, 3
Leadership	High quality leadership and management is crucial to organise and implement curriculum, intervention and all elements involved in delivering the Pupil Premium strategy including attendance and support.	1, 2, 3, 4, 5, 6
Music lessons - 121 lessons subsidised for pupil premium students	Providing the opportunity to access lessons which can enhance a passion that is not linked to academia can have a positive effect on self confidence and worth. Arts participation | EEF (educationendowmentfoundation.org.uk) One to one tuition | EEF (educationendowmentfoundation.org.uk)	5, 6

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

Budgeted cost: £93103

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education Welfare Officer - First response to attendance concerns - Link with parents – phone calls and meetings - Key part of the inclusion team – provides a direct link for Pupil Premium children to an appropriate member of staff dependant on their independent attendance issues - Weekly updates for all students on their current attendance	There is a very strong link between attendance and achievement. Attendance interventions rapid evidence assessment | EEF (educationendowmentfoundation.org.uk) Parental engagement | EEF (educationendowmentfoundation.org.uk)	3, 4, 6
Attendance rewards - Half termly and termly rewards	High visibility and awareness for all students as to the importance of attending school to improve their level of achievements. The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence rate across Key Stage (KS2) and KS4, the lower the likely level of attainment at the end of KS2 and KS4. • Students with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than students that missed 10-15% of all sessions • Students with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than students that missed 15-20% of KS4 lessons Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	3, 4, 6

Education materials - Revision guides for all pupil premium students provided in all subjects - Specialist equipment e.g. ingredients for food technology lessons provided for Free School meal students - Educational activities/trips offsite are subsidised when necessary	Additional support with curriculum learning, homework, engagement with learning will all support improvements in both attendance and academic achievement. Aspiration interventions | EEF (educationendowmentfoundation.org.uk) Metacognition-and-self-regulation EEF	2, 3, 4, 5, 6
Career and post 16 support - HEPPSY and Progress careers services providing impartial advice - Parental engagement when appropriate - EPC curriculum providing information throughout KS3 and KS4 - Visits to local post 16 providers - Visits to Higher Education institutes - Careers fair	Structured support from a careers advisor supports many in the application process for local colleges and apprenticeships. Visits to local colleges give a real experience of the possible next steps for students so that their choices can be informed. .Aspiration interventions | EEF (educationendowmentfoundation.org.uk) Parental engagement | EEF (educationendowmentfoundation.org.uk)	3, 5, 6
CASY counselling - Students identified by the inclusion team are allocated to periods of CASY counselling within school time	Pupil premium students are often at a higher risk of SEMH issues, providing barriers to attendance and social development. Social and Emotional Learning EEF	1, 4
Buses passes/mobility with time-limited places at alternative provisions or other mainstream schools	Removing the barrier to accessibility to an alternative education provider for a time-limited placement. Behaviour interventions | EEF (educationendowmentfoundation.org.uk) Extending school time | EEF (educationendowmentfoundation.org.uk)	1, 3
Spare items of uniform provision	The availability of spare uniform and equipment has reduced the numbers of internal exclusions significantly and therefore increased the time in lessons with face-to-face teaching.	1, 4

- Removes a physical barrier to learning avoiding confidence/pastoral issues for pupil premium students - PE Kit provided for loan - Items bought for individual students where it will provide a barrier to a students attendance	[Social and Emotional Learning EEF](#) [School uniform | EEF (educationendowmentfoundation.org.uk)](#)	
Year 7 uniform issued to all new starters. Ensure all Year 7 DAPs access lessons without pastoral or confidence issues	[School uniform | EEF (educationendowmentfoundation.org.uk)](#) [Social and Emotional Learning EEF](#)	1, 4
Raising aspirations through the Ambition project with a focus on pupil premium students - building self esteem and providing experiences to support their next step choices.	https://www.betterlearnersbetterworkers.org.uk/about/	3, 5, 6

Total budgeted cost: £269,379

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 2023 to 2024 academic year.

Review of spending will results in one of three outcomes for each initiative		
Activity will continue without moderation	Activity will continue in moderated format	Activity will stop and be used on better options.

Teaching

Item/Project	Objective	Impact/Commentary	Status
Staff bespoke CPD to support the development of quality first teaching	To continue to ensure that our disadvantaged students have access to high quality teaching across all subjects and that staff are well trained and up to date with new initiatives.	The main focus of CPD was to ensure staff were able to deliver high quality live lessons to support the continuation of learning. A focus around live marking, recall, and the RAGB activities which was driven with pupil premium at the forefront of this.	
Delta Director support: English, maths, Science, History, MFL and Computing	Improve outcomes for disadvantaged pupils and ensure that all staff deliver high quality lessons which	Academy directors have supported departments by teaching core groups where necessary as well as small group work. Their teams have modified the curriculum to	

• Progress and attainment improvement focus for identified students • Support for curriculum leaders • 121/221/small group interventions • Cross-Trust analysis of examination results and performance (including question level analysis) • Cross-Trust analysis and sharing of good practice/strategies	contribute to outstanding outcomes.	support the movement back to a pre-pandemic examination process in all subjects.	■
Developing the Serlby Way to improve resilience and collaborative learning	Staff to become part of the ownership of how students are taught in Serlby Park, to create an environment where they can derive resilience from our students.	Serlby way CPD delivered and feedback taken from staff on adaptations to support teaching as a whole. This will be adapted in the coming year with a new Teaching and Learning Trust Policy and movement to rows as a standard seating plan.	■

Item/Project	Objective	Impact/Commentary	Status
Comprehensive literacy programme - Reading routes - Star reader - Accelerated reader - Reading plus - Phonics - Word Consciousness - Library manager	To improve reading ages of students in line with their chronological age. This supports full access to our curriculum at GCSE.	Students who need to access Rapid Plus, Reading Plus and Fresh Start Phonics are identified and staff trained in each program deliver 121/small group sessions. This was significantly more successful in the 23/24 academic year. 36% graduated off all reading interventions during the year. 55% moved up at least one reading intervention level during the year. Reading routes introduced to all KS3 students each term. Library lessons where students have the possibility to borrow reading books as well as a reading route book. Reading for pleasure needs improvement. Exposure to reading; students use of the library; competitions.	
Afterschool, holiday and weekend revision classes	To support academic progress of Y11 students to ensure they can access the next steps they desire.	Afterschool intervention sessions held throughout the year for all appropriate subjects for both Y10 and Y11. Dallowgill residential weekend held for targeted higher level students in Science. Holiday booster sessions held for most subjects at some point through the year. Attendance for some subjects needs to improve.	

One to one tutors - Maths/English/Science - Identified students to access small group/121 interventions Students who are unable to access school will be provided with online teaching	To support academic progress of identified students to ensure progress and fill gaps of knowledge where necessary.	Students identified and changed following each assessment cycle. Students unable to enter the school premises have been allocated online teaching slots throughout the year when appropriate.	
Online subscriptions across a number of subjects: - Sparx maths - GCSE Pod - Language nut	To support academic progress of all students. Tasks set by staff to support in class learning and to recall of previous learning.	Revision/ homework tools used by pupils which allowed staff to set homework/ tasks throughout the year. Engagement needs to increase.	
Teaching assistants - In class interventions - SEMH interventions including coping strategies. - Memory interventions - Key worker emotional support	To support our SEND students to ensure that the gap is not widened further between them and their non-SEND counterparts.	Students identified through the pastoral/SEND team. Pupil voice provided evidence to say that interventions are supportive of our students and that they meet the needs of individuals.	
Bridge Provision Children identified for curriculum/behavioural/SEMH support are provided with interventions	Enables pupils who require additional support to access this. This will support and prepare pupils to be able to access the full curriculum whilst	Some students who have profound SEMH issues had blended timetables at points in the year whereby in certain lesson they accessed the bridge and had appropriate interventions.	

	learning essential life skills for the future.	Bridge used for short term twilight sessions to support students re-entering full time education.	
Learning Managers - SEMH support - Communication with parents - Behavioural support - Targeted support for individuals	Learning Managers to develop excellent relationships with pupils in their year group and provide support when needed. This is support regarding mental well-being, attendance, behaviour and academic. This also includes developing excellent relationships with families.	Learning Managers have had significant impact on the wellbeing of all students at Serlby Park academy. Relationships with both students and parents has allowed our students to receive the necessary support they need at appropriate times.	
GL assessments - Regular data tracking to identify students for additional support - Reading intervention identification	To identify current reading ages of students at two key points within the year.	All Y7 and Y8 students participated in the GL assessments along with targeted Y9 students. Reading interventions have then been identified for students below chronological reading age.	
Leadership	To continue to drive forward an already well-established pupil premium policy by ensuring that pupil premium and raising the outcomes of disadvantaged pupils	Data below	

	remains at the heart of the Academy.		
Music lessons 121 lessons subsidised for pupil premium students	To enhance life chances and experience for pupil premium pupils. To take away the barrier of funding to allow all pupils to have the same opportunities irrelevant of finance	All pupil premium pupils who wanted the opportunity to further develop their music skills were given the chance. 24 pupils took part.	

Item/Project	Objective	Impact/Commentary	Status
Attendance Officer - First response to attendance concerns - Link with parents – phone calls and meetings - Key part of the inclusion team – provides a direct link for Pupil Premium children to an appropriate member of staff dependant on their independent attendance issues - Weekly updates for all students on their current attendance	Attendance and persistent absence is reduced and it is in line with Non-PP and above national data.	Overall PP attendance 85.1% compared to 83.5% in the previous year.	
Attendance rewards - Half termly and termly rewards	Attendance and persistent absence is reduced and it is in line with Non-PP and above national data.	Attendance rewards prizes launched at Easter for the end of summer term. Attendance rewarded at the end of Term 1 and 2 for all students at 100% and larger prize from a prize draw. Attendance discussed in tutor time each week with individuals.	
Education materials - Revision guides for all pupil premium students provided in all subjects	All Y11 students have access to additional materials to support revision.	Revision guides and knowledge organisers provided to all Y11 students in all subjects prior to their first significant set of mock exams.	

- Specialist equipment e.g. ingredients for food technology lessons provided for Pupil premium students - Educational activities/trips offsite are subsidised	All students have access to the food technology curriculum without a financial barrier. Provide memorable experiences throughout pupils 5 years at the academy to broaden the horizons and raise aspirations and offer opportunities which they otherwise wouldn't get.	All food needed to access the food technology curriculum in both KS3 and KS4 food is bought for pupil premium students. All students had access to multiple trips throughout last year at no cost.	
Career and post 16 support - HEPPSY and Progress careers services providing impartial advice - Parental engagement when appropriate - EPC curriculum providing information throughout KS3 and KS4	All pupils to get specialised careers support to ensure that they make the correct informed choices for their post-16 providers. Provide pupils with as many opportunities as possible to speak with careers	Careers support for all Y11 pupils. Support with writing statements and applying for the correct courses. All students had the opportunity to visit local colleges for taster days and visit Nottingham University. Current data shows 1% NEET.	

- Visits to local post 16 providers - Visits to Higher Education institutes	experts/ local post-16 providers.		
CASY counselling Students identified by the inclusion team are allocated to periods of CASY counselling within school time	To support our most vulnerable students who suffer with SEMH.	Children identified by Learning Managers and 6 weeks courses allocated when necessary. Drop in one off sessions also provided at times of high need.	
Buses passes/mobility with time-limited places at alternative provisions or other mainstream schools	Remove the barrier of transport to access alternative education.	Two mini busses provide transport to all necessary placements.	
Spare items of uniform provision - Removes a physical barrier to learning avoiding confidence/pastoral issues for pupil premium students - PE Kit provided for loan - Items bought for individual students where it will provide a barrier to a students attendance	To ensure the high expectations of the Academy are met. This will also eliminate potential attendance/ confidence issues.	Uniform provided whenever necessary.	

Year 7 uniform issued to all new starters. Ensure all Year 7 students access lessons without pastoral or confidence issues	To fully integrate all pupils into the Academy and ensure the high expectations of the Academy are met. This will also eliminate potential attendance/ confidence issues.	All Year 7 pupils given free uniform and any other pupils who require. Attendance for pupil premium Y7 was 88.8% compared to 88.7% in the previous year.	

Summary of outcomes – Unverified until Oct 2024	
	Disadvantaged
Number of pupils	29
Progress 8 score	-0.8
Progress 8 score: English	-0.45
Progress 8 score: Maths	-0.98
Progress 8 score: Ebacc	-0.85
Progress 8 score: Open	-0.85
Grade 5 or above in English and maths GCSEs	21%
Grade 4 or above in English and maths GCSEs	31%
Attainment 8 score	33.21
Attainment 8 score: English	8.14
Attainment 8 score: Maths	5.93
Attainment 8 score: Ebacc	9.14
Attainment 8 score: Open	10

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
Sparx Maths	Sparx Maths
Accelerated reader	Accelerated reader
Reading Plus	Reading Plus
GCSE Pod	GCSE Pod
Language Nut	Language Nut