

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	De Warenne Academy
Number of pupils in school	759
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	John Hall (Principal)
Pupil premium lead	Luke Staniforth (Vice Principal)
Governor / Trustee lead	Jamie McMahon (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£339,150
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	£339,150

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at De Warenne Academy, irrespective of their background or the challenges that they face, make good progress and achieve high attainment across the curriculum in line with non-disadvantaged pupils nationally and within the academy. It has been very challenging in recent years for all pupils and our strategy focus is on closing gaps.

Our ultimate aims are for all disadvantaged pupils to achieve very well academically and to become well rounded individuals. We aim for our disadvantaged pupils to make increased progress from their starting points in the academic measures below, enabling them to access level 3 post-16 courses or training, whilst non-disadvantaged students' attainment will be sustained and improved alongside their disadvantaged peers.

- Attainment 8
- Progress 8
- Grade 5 or higher in both GCSE English and mathematics
- Grade 4 or higher in both GCSE English and mathematics

Our pupil premium strategy is designed to support disadvantaged pupils to achieve and make progress in all subjects. Historically, disadvantaged pupils have needed additional support in EBacc subjects and our strategy addresses this. The strategy aims to improve outcomes for pupils of all abilities with a particular focus on higher ability disadvantaged pupils. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

Reading is at the core of our values and ethos. It allows our pupils to access the full breadth of the curriculum and improve their communication and oracy skills. We aim for all pupils to have a reading age at least in line with their chronological age at the end of each year.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our academy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for providing additional support for pupils who require it, including non-disadvantaged pupils, notably in its targeted support through one-to-one tuition. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set.
- Act early to intervene at the point need is identified by meeting regularly and conducting RAG meetings for KS4 pupils.
- Analyse the performance of KS3 pupils after each trust assessment.
- Measure impact in the form of a mid-term review and publish this on the academy website.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge																																												
1 Curriculum	<p>Significant achievement gaps exist on entry. The average gap (scaled score) for KS3 reading and maths combined was 4.1 (2024). The curriculum must be implemented securely and consistently by all teachers for disadvantaged pupils so that they can develop detailed knowledge and skills and, as a result, achieve well.</p> <p>Disadvantaged pupils, whilst making positive progress in 2023 and 2024, are not achieving as highly as non-disadvantaged pupils in their Progress 8 score and grade 4 or 5 and above in both English and mathematics outcomes.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2024</th> <th colspan="2">2023</th> <th colspan="2">2022</th> <th colspan="2">2019</th> </tr> <tr> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Average Progress 8</td> <td>+0.13</td> <td>+0.62</td> <td>+0.26</td> <td>+0.82</td> <td>-0.08</td> <td>+0.79</td> <td>-0.17</td> <td>+0.53</td> </tr> <tr> <td>Grade 5+ in English and maths</td> <td>41%</td> <td>57%</td> <td>30%</td> <td>43%</td> <td>41%</td> <td>71%</td> <td>21%</td> <td>43%</td> </tr> <tr> <td>Grade 4+ in English and maths</td> <td>62%</td> <td>71%</td> <td>46%</td> <td>74%</td> <td>57%</td> <td>80%</td> <td>38%</td> <td>73%</td> </tr> </tbody> </table>		2024		2023		2022		2019		PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	Average Progress 8	+0.13	+0.62	+0.26	+0.82	-0.08	+0.79	-0.17	+0.53	Grade 5+ in English and maths	41%	57%	30%	43%	41%	71%	21%	43%	Grade 4+ in English and maths	62%	71%	46%	74%	57%	80%	38%	73%
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2 Literacy	<p>On entry, reading, writing, communication and mathematics skills are lower for disadvantaged pupils than non-disadvantaged pupils. If pupils are not able to read at an age-appropriate level and fluency they will be incapable of accessing the rest of the curriculum and they will rapidly fall behind their peers.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Year 7</th> <th colspan="2">Year 8</th> </tr> <tr> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Average SAS</td> <td>96.5</td> <td>103.4</td> <td>103.8</td> <td>102.6</td> </tr> </tbody> </table>		Year 7		Year 8		PP	Non-PP	PP	Non-PP	Average SAS	96.5	103.4	103.8	102.6																														
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3 Personal Development	<p>On entry some PP pupils lack the cultural capital required to access the highest grades within their subjects and consequently need to engage in 'out of the classroom experiences' to unlock this potential.</p>																																												
4 Pastoral	<p>PP pupils are overrepresented when receiving behavioural consequences, detentions and sessions in the Reflections Room (C5). This detrimentally affects their academic progress.</p> <p>The attendance of parents/carers of disadvantaged pupils at parents' evenings is typically lower than that of non-disadvantaged pupils. This</p>																																												

	<p>means that these parents/carers are not fully aware of their child's current academic progress or how best to support them.</p> <p>The mental health and wellbeing of some pupils has declined during recent years due to the impact of the Covid-19 pandemic.</p>																												
5 Attendance	<p>There is historically a higher percentage of disadvantaged pupils than non-disadvantaged pupils, who are persistently absent (absent for 10% or more sessions from school). This reduces their hours in school and impacts negatively on their progress and attainment.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2023-24</th> <th colspan="2">2022-23</th> <th colspan="2">2021-22</th> </tr> <tr> <th></th> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>85.7%</td> <td>92.3%</td> <td>85.7%</td> <td>90.2%</td> <td>87.1%</td> <td>88.8%</td> </tr> <tr> <td>Persistent absenteeism</td> <td>47.2%</td> <td>23.7%%</td> <td>43.9%%</td> <td>30.6%%</td> <td>43.5%</td> <td>36.4%%</td> </tr> </tbody> </table>		2023-24		2022-23		2021-22			PP	Non-PP	PP	Non-PP	PP	Non-PP	Attendance	85.7%	92.3%	85.7%	90.2%	87.1%	88.8%	Persistent absenteeism	47.2%	23.7%%	43.9%%	30.6%%	43.5%	36.4%%
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6 Home Learning and Metacognition	<p>Homework completion and attendance at additional study sessions is lower for disadvantaged pupils than it is for non-disadvantaged pupils. Many pupils have the inability to plan, manage and monitor their own learning, leaving them with less motivation to work independently.</p>																												
7 CEIAG	<p>Some pupils eligible for the Pupil Premium lack aspiration relating to further and higher education and future career opportunities. The academy uses Progress Careers, in addition to PP funding, to allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study.</p>																												

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
<p>(A) CURRICULUM OFFER</p> <p>The curriculum is ambitious and is designed to give particularly disadvantaged pupils the knowledge and cultural capital they need to succeed in life. This ensures that pupils eligible for the Pupil Premium make rates of progress that are at least in line with 'other' non-PP pupils nationally.</p> <p>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p>	<p>Analysis of the evidence gathered through the routine monitoring of the quality of education will demonstrate work is demanding and matches the intention of the curriculum for all pupils eligible for the Pupil Premium. Analysis of Years 7 to 11 will show that there are no gaps in progress between pupils eligible for the Pupil Premium and non-PP pupils. Where gaps exist, these will be closing rapidly.</p> <p>The most able pupils eligible for the Pupil Premium will attain the highest results in national tests, grades (7-9) at equivalent, or better, rates than non-PP pupils.</p> <p>Monitoring and evaluation of work through learning walks, drop-ins and book scrutiny</p>

	<p>will show that PROUD is in place. Pupils' work across the curriculum is of good quality.</p> <p>PP pupils can articulate what they are learning and why they are learning it.</p>
<p>(B) LITERACY High levels of progress in reading and writing for Year 7 and 8 pupils eligible for the Pupil Premium.</p> <p>PP pupils in KS3 achieve in line with, or even better than non-PP pupils in the Delta Academies Trust core common assessments. (December/June trust wide assessments)</p>	<p>All pupils eligible for PP will have a reading age that is at least in line with their chronological age by the end of KS3. Pupils eligible for PP in Year 7 and 8 make more progress by the end of the year than non-PP pupils in English and mathematics. We will evidence this using:</p> <ul style="list-style-type: none"> • Reading Plus and GL assessment reading tests • KS3 English and maths trust assessment results.
<p>(C) PERSONAL DEVELOPMENT Disadvantaged pupils acquire the knowledge and cultural capital that they need to succeed in life.</p>	<p>PP pupils regularly attend a wide range of out of classroom experiences including after school clubs.</p> <p>Proportionate numbers of pupils who participate in extra-curricular visits and programmes are disadvantaged.</p> <p>All PP pupils will engage with the academy tutor, assembly and EPC programme to develop their interest in investigating and offering reasoned views about moral and ethical issues.</p> <p>The Experiences 5-year plan maps the visits, rewards, competitions, and opportunities pupils receive over 5 years. The plan is designed to expose pupils to a range of new experiences, considering our local context, for example, many pupils will not have experienced a live theatre performance.</p> <p>A range of programmes are designed to expose pupils to a range of out of school experiences during their time at DWA.</p> <p>Our "De Warenne Dozen" programme (Y7-9) ensures that pupils are exposed to the best that has been thought and said. For example, pupils learn about music from the classical music of Mozart to the modern rap music of Dr Dre.</p> <p>Pupils will participate in a range of programmes designed to expose pupils to a range of out of school experiences, including Year 7 Experiences, Year 8 residential, Year</p>

	<p>9 Duke of Edinburgh Award, and the Ambitions programmes.</p> <p>The Y11 curriculum includes bespoke time where pupils can learn more about a subject or topic without being restricted by examination requirements. The programme ensures that disadvantaged pupils are prepared for life in modern Britain.</p>
<p>(D) PASTORAL</p> <p>Significant improvements in the attitudes and behaviour of an identified cohort of pupils eligible for the Pupil Premium will ensure that they are less frequently removed from lessons and therefore able to achieve well. This will be reflected in national tests and examinations that meet government expectations, or in the qualifications obtained.</p> <p>Vulnerable disadvantaged pupils with behaviour at risk of deteriorating will be identified in Y6 so that support can be offered as early as possible.</p> <p>Increased parental engagement including improved attendance rates for parents / carers of pupils eligible for the Pupil Premium at parental events.</p> <p>The mental health of disadvantaged pupils improves throughout the year. Mental health issues are quickly identified by the inclusion team and strategies are put in place.</p> <p>Disadvantaged pupils can access appropriate external agencies for support with mental health and wellbeing issues.</p>	<p>Evidence gathered from the routine monitoring and evaluation will show that pupils eligible for the Pupil Premium in Years 7-9, particularly boys, are engaged by high quality lessons that deliver the academy's curriculum intent.</p> <p>Analysis of behavioural data will show a reduction in the average number of negative behaviour events.</p> <p>Pupils receive regular rewards for good behaviour.</p> <p>Analysis in Years 7 to 11 will show that there are no gaps in progress between pupils eligible for the Pupil Premium and 'other' non-PP pupils. Where gaps exist, these will be closing rapidly.</p> <p>The parents / carers of pupils eligible for PP attend one or more after school event per year (e.g. Parent's Evening/ Pie Night).</p> <p>Achievement, behaviour and attendance data shows that pupils identified as suffering with mental health issues are accessing support and improving throughout the year. Wellbeing questionnaires are completed frequently and demonstrate pupils are receiving the correct support and it results in a positive outcome.</p>
<p>(E) ATTENDANCE - Attendance rate for pupils eligible for Pupil Premium / Free School Meals [FSM] is at least in line or better than the Doncaster average.</p>	<p>Reduce the number of persistent absentees (PA) amongst pupils eligible for PP to national average or below.</p> <p>Improve overall attendance rates of pupils eligible for PP to 97% or above.</p>
<p>(F) HOME LEARNING AND METACOGNITION</p> <p>Improved homework completion using Knowledge Organiser (KO), Sparx Maths and</p>	<p>Y11 after school enrichment sessions are attended by all pupils in receipt of the pupil premium.</p> <p>Pupils are rewarded for home learning.</p>

<p>Science and GCSEPod. Homework will support the alteration of the long-term memory of disadvantaged pupils. Homework will support the development of understanding and pupils will connect new knowledge with existing knowledge. Improved attendance at enrichment study sessions for pupils eligible for the Pupil Premium. This will ensure that they are better prepared for national tests in Year 11 because they have developed and sustained good study habits and enhanced their knowledge of the subjects they are studying.</p>	<p>PP pupils can make the same amount of progress as non-PP pupils.</p>
<p>(G) CEIAG Pupils eligible for the Pupil Premium show increased self-esteem, ambition and aspiration in relation to their life beyond the academy. Pupils are tracked throughout their time at the academy and placed on a careers pathway monitored by academy staff and Progress Careers. This will lead to improved aspiration.</p>	<p>Regular feedback from questionnaires demonstrates that pupils have a clear, well thought out plan with a firm progression pathway in mind.</p> <p>Monitoring and evaluation of tutor and EPC lessons shows that pupils understand progression pathways and are able to analyse and evaluate their own options.</p> <p>NEET figures for pupils eligible for the Pupil Premium are better or below national level. Careers award is maintained yearly. This helps to ensure that high quality impartial CEIAG raises the aspirations of disadvantaged pupils identified as being at risk of NEET.</p>

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: £115,463

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT Pupil Premium leads.	High quality leadership and management is essential to the implementation and continual evaluation of the PP strategy.	1-7
Literacy Resource Centre Manager Reading Champion Literacy Coordinator One-to-one Reading Tutor	Members of staff work together to oversee targeted intervention for KS3 pupils using Ruth Miskin Read Write Inc Fresh Start, Reading Plus, Lexia, Lexonik, fluency lessons and small group guided reading lessons, along with the planning and implementation of the whole school literacy strategy. Embed the trust strategy "Reading Routes".	1, 2, 3
Dedicated teaching and learning CPD at weekly whole staff meetings to ensure high quality first wave teaching and learning. Weekly CPD programme for ECTs and ITTs on quality first teaching.	High quality CPD is delivered each week by specialists. Staff are also able to participate in CPD provided by the trust at Education House through the Education Exchange. Evidence from EEF: Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute (epi.org.uk) EEF Toolkit – Effective Professional Development EEF Toolkit – Ensuring an effective teacher is in front of every class and child, teachers are supported to keep improving	1-7
Recruitment, retention, responsibility, leadership.	Education Endowment Foundation (EEF) recommends improving teaching as having the largest impact on disadvantaged pupils. Increased leadership in the following roles: <ul style="list-style-type: none"> • Associate Assistant Principals – Cultural Capital, improving 	1-7

	<p>outcomes for PP students, improving teaching and learning</p> <ul style="list-style-type: none"> • Head of Creative Arts • Head of Technology • Head of Health and Social Care and second in PE <p>Strong leadership and good staffing structures in all core subjects.</p> <p>Evidence from EEF (R2): Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk)</p>	
<p>DAT subject directors in place to support heads of departments and their strategies for disadvantaged pupils across the Academy.</p>	<p>Regular support from DAT Directors in all core and EBacc subjects to:</p> <ul style="list-style-type: none"> • Use their expertise of the curriculum to improve outcomes for students, particularly those who are disadvantaged • Use data to tailor and improve the quality of teaching, assessment and feedback • Motivate, mentor and coach curriculum leaders and teaching staff • Deliver high quality CPD <p>English Director support in the Academy 1 day per week. Maths Director support in the Academy 2 days per week. Science Director support in the Academy 2 days per week. MFL Director support in the Academy 1.5 days per week. Geography Director support in the Academy 1.5 days per week. History Director support in the Academy 1 day per week.</p> <p>Evidence from EEF (R5): Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Consistent use of numeracy activities. Use of Sparx as online</p>	<p>All lessons are taught for pupil understanding and are designed to enable students to:</p>	1, 2, 3

<p>home learning and intervention.</p>	<p>Develop problem solving, mathematical thinking, resilience, independence, reasoning to apply knowledge to complex problems and prepare for future life.</p> <p>Develop mathematical thinking through a mastery approach.</p> <p>Develop fluency and understanding to prepare students for GCSE and beyond.</p> <p>Sparx Maths is used by students to consolidate and stretch their learning in the classroom.</p> <p>Evidence from EEF: Mastery learning EEF (educationendowmentfoundation.org.uk) (Impact of +6 months for secondary maths)</p>	
<p>Developing metacognitive and recall skills in all students.</p>	<p>Leadership roles for improving recall across the academy used to implement recall strategies through the teacher's CPD time, raise the profile and culture in assemblies and tutor time, and develop the use of knowledge organisers each term.</p> <p>Evidence from EEF: Supporting Revision and the 'Seven-step Model' EEF (educationendowmentfoundation.org.uk)</p>	<p>1-7</p>

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

Budgeted cost: £201,534

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one support in class and after school.</p>	<p>“Make decisions based on data...using frequent, rather than one off assessments” DfE 2015</p> <p>Departmental intervention for those pupils identified as underachieving One to one staff in Maths and English to provide subject specific intervention.</p> <p>The timetable is constructed to offer additional curriculum time in English and mathematics for students who require additional targeted support and intervention.</p> <p>Evidence from EEF: One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,4,5</p>
<p>Implement small group work that focuses on phonics, handwriting, spellings, and numeracy. Reading Plus for Y7-Y8 students.</p>	<p>One-to-one KS3 tutors provide small group intervention to support students who have skills and knowledge below their age-related expectation.</p> <p>All pupils in Years 7 and 8 access the Reading Plus programme. This aims to develop comprehension and efficiency in reading and adapts to offer support and texts that are appropriate for the reading level of each individual learner.</p> <p>Evidence from EEF: Reading Plus – Adaptive Literacy Intervention for Grades 3-12.</p> <p>The EEF Toolkit identifies small group work as being an appropriate tool to accelerate progress over a shorter time frame and can accelerate student progress by 4+ months.</p>	<p>1, 2, 3, 7</p>
<p>Learning Support Assistants.</p>	<p>‘Supporting the attainment of disadvantaged pupils: articulating success and good practice research report’ (2015) suggests ‘Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using</p>	<p>1, 2, 4</p>

	additional staff who do not know the pupils well'.	
Quality academic and holiday interventions in all subject areas, to enable all pupils to make rapid and sustained progress.	<p>All staff recognise the value and importance of out of classroom academic experiences. Using academic intervention and accurate data, heads of departments can identify those most in need of attending such activities.</p> <p>Holiday interventions ensure that pupils do not fall behind.</p> <p>Revision and work packs are regularly created for pupils to use at home, which ensure students make rapid and sustained progress.</p> <p>Evidence from EEF: Extending school time EEF (educationendowmentfoundation.org.uk) (Impact of +3 months) Summer schools EEF (educationendowmentfoundation.org.uk) (Impact of +3 months)</p>	1, 2, 4, 5, 6
Implementation of parent engagement events.	<p>"It is not about hard to reach families, but hard to reach schools". Crozier and Davies.</p> <p>Engage parents/carers with the importance of study through events aimed at the parents of disadvantaged pupils. Resources and equipment will be provided. Welcoming and positive environment.</p> <p>Evidence from EEF: Parental engagement EEF (educationendowmentfoundation.org.uk) (Impact of +4 months)</p>	5,6
Free access to online learning platforms: GCSE Pod, Sparx Maths and Science and Languageut.	<p>Subscriptions to teaching and learning resources. The EEF states Homework has a positive impact on average, particularly with pupils in secondary schools. In the most effective examples homework was an integral part of learning, rather than an add-on.</p> <p>Evidence from EEF: Homework EEF (Impact of +5 months)</p>	1, 7
Implement a structured and purposeful tutor time.	<p>Tutor time activities:</p> <ul style="list-style-type: none"> • Word of the Week – key vocabulary, one word per week, and tested during tutor time. 	1-7

	<ul style="list-style-type: none">• Drop Everything And Read – create a love of reading for pleasure.• De Warene Dozen – out of curriculum knowledge to improve capital culture.• Numeracy Ninjas – develop basic numeracy skills one day per week. <p>Evidence from EEF (R2, 3, 6 and 7): Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £40,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral team to track and monitor students' progress and work with families to remove barriers to their child's education.</p>	<p>1 x Assistant Principal for behaviour and attitudes 1 x Inclusion Manager (Designated Safeguarding Lead) 2 x Student Welfare Officers 5 x Learning Managers 1 x Bridge Manager 1 x Personalised Learning Centre Manager</p> <p>Working with the 'hardest to reach' disadvantaged groups within school preventing early disengagement, supporting effective transition, developing an effective home-Academy partnership, developing social and learning skills.</p> <p>The support teams will offer focussed support to disadvantaged pupils including welfare checks, parental contact, multi- agency work, small group work, mentoring, lesson drop ins, link referral, counselling, RP, EWO support and uniform.</p> <p>Alternative curriculum – Bespoke provision targeted for our most vulnerable pupils to meet their complex needs.</p> <p>Strong use of assessment and tracking ensures we can provide bespoke intervention and support, using a wide range of strategies to increase parental engagement.</p> <p>The Bridge and PLC support team offer focussed support to disadvantaged pupils including personalised curriculum, one-to-one behaviour support, welfare checks, parental contact, small group work, mentoring, lesson drop ins and counselling.</p>	<p>1-7</p>

	<p>Evidence from EEF: 3. Wider strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk) (Impact of +4 months) Small group tuition EEF (educationendowmentfoundation.org.uk) (Impact of +4 months)</p>	
<p>Attendance Team to targets students who are persistently absent (PA) or at danger of becoming PA.</p>	<p>Behaviour and attendance interventions – moderate impact for moderate cost – The Education Endowment Foundation (EEF)</p> <p>1 x Attendance and Welfare Officers 1 x Attendance Officer 1 x Minibus driver</p> <p>Earlier parental and agency support improves outcomes.</p> <p>To close the attendance gap between PP and Non-PP. Attendance officers will work closely with the learning managers to ensure that phone calls, parental meetings and focus groups take place for the correct pupils.</p> <p>The attendance officers will devise attendance support plans and arrange meetings.</p> <p>The minibus driver is part of the attendance team and has integral relationships with families through home visits. The Education Endowment Foundation (EEF) states earlier parental and agency support improves outcomes, recognising behaviour and attendance interventions have moderate impact for moderate cost.</p>	1,5, 6
<p>Attendance rewards to incentivise good attendance.</p>	<p>Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf (attendanceworks.org)</p>	1,5
<p>Alternative Provisions for our hardest to reach pupils.</p>	<p>Following an identified need, pupils are provided with alternative provision, which is designed to meet their individual learning requirements and ensure that they can make strong progress, as a result of a learning</p>	1,4,5

	<p>climate which is better suited to their needs and abilities.</p> <p>Evidence from DfE: Alternative provision - GOV.UK (www.gov.uk)</p>	
<p>Provision of high quality CEIAG in line with targets and aspiration.</p>	<p>1 x Head of CEIAG (Associate Assistant Principal) 1 x Careers Advisor</p> <p>Disadvantaged pupils in all years have access to high quality and frequent careers information and guidance via tutor time, careers days and Progress Careers.</p> <p>Visits to further education colleges, sixth forms and universities ensure pupils have high aspirations for themselves.</p> <p>Evidence from EEF: Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3,4,5,7</p>
<p>Food ingredients provided in food technology and hospitality and catering lessons.</p>	<p>Ingredients provided for disadvantaged pupils. Historically pupils have made more progress with resources provided when necessary. The food is automatically ordered and distributed to all year groups with a higher proportion given to KS4 pupils. Pupils will learn how to cook nutritionally balanced healthy meals.</p>	<p>1,4</p>
<p>Broaden students' experiences and widen their exposure to the wider world.</p>	<p>Associate Assistant Principal role for leading a wide and varied extra-curricular enrichment timetable in the Academy.</p> <p>Made in Sheffield and Ambition Project – Programmes where students work with industry on a work-based project to raise aspirations.</p> <p>Disadvantaged pupils are given the opportunity to participate in activities that they would not have previously.</p> <p>Evidence from EEF: Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,4,5,7</p>

	(Impact of +3 months)	
Provision of Breakfast bagels and new FSM payment system.	<p>Bagels provided every day to pupils for breakfast on entry to the academy.</p> <p>Moved food payment system for FSM to CRB Cunninghams at a cost of £5056. This is the only system which allows unused balances to be carried forward up to a maximum of £5 to allow pupils more money to spend and avoid incurring debt.</p>	4
Praise and celebration to further develop the culture in the Academy.	<p>Roles for leading praise culture through:</p> <ul style="list-style-type: none"> • Pledges • Proud Thursday • Positive postcards home • Above and Beyond recognitions <p>Y9 Graduation celebrates the transition from KS3 to KS4.</p> <p>Y11 trial exam results celebration assemblies and half termly celebration assemblies recognise pupils who make positive choices daily.</p>	3,4,5

Total budgeted cost: £ £357,492

Part B: Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

<u>2023-24 Outcomes</u>			
<u>Curriculum and Progress</u>			
Disadvantaged	2023	2024	Difference
Progress 8	0.28	0.10	-0.18
5+ in Eng. and maths	30%	41%	+11%
4+ in Eng. and maths	46%	63%	+17%
5+ English and maths Gap PP v non-PP	13%	17%	+4%
4+ English and maths Gap PP v non-PP	28%	13%	-15%
Progress 8 English	0.00	0.32	+0.32
Progress 8 Maths	-0.03	-0.11	-0.08
Progress 8 EBacc	0.03	0.06	+0.03
Progress 8 Open	0.86	0.14	-0.72

Literacy

<u>Year 7 PP</u>			
	September	April	Difference
Average SAS (Nat. Av. 100)	101.1	104.9	+ 3.8
% of pupils in stanines 1-3 (below average)	18.6%	14%	- 4.6%

<u>Year 8 PP</u>			
	September	April	Difference
Average SAS (Nat. Av. 100)	98.8	102.3	+ 3.5
% of pupils in stanines 1-3 (below average)	20.2%	17.6%	- 2.6%

Attendance

DWA attendance 23-24	DWA PP attendance 23-24	National Average Secondary Schools 23-24
89.3%%	85.7%	92.6%

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

Service pupil premium funding (optional)

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

Measure	Details

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.