

## Pupil Premium Statement and Strategy 2020-21– including a review of 2019/20 spending

Summary information					
School	De WARENNE Academy				
Academic Year	2020/21	Total PP budget	£319,900	Date of most recent PP Review	Sept 2020
Total number of pupils	729	Number of pupils eligible for PP	334	Date for next internal review of this strategy	April 2021
Dates for reporting to PP Committee	TBC		TBC		TBC

2019/2020 Achievement Information (Year 11)					
Measure	Pupils Eligible for PP (DWA)	Pupils not Eligible for PP (DWA)	In-School gap	Pupils not Eligible for PP (2019 Nat.)	DWA/ National Gap
Key Stage 2 Fine Point Level (Cohort size)	24.7	27.6	-2.9	-	-
Progress 8 score average	0.67	0.97	-0.30	0.13	0.54
Progress 8 English	0.60	0.94	-0.34	0.13	0.47
Progress 8 Maths	0.50	0.65	-0.15	0.13	0.37
Progress 8 EBacc	0.28	0.70	-0.42	0.13	0.42
Progress 8 Open	1.24	1.46	-0.22	0.13	1.11
Progress 8 score average for Higher Ability Pupils	0.50	0.85	-0.35	0.13	0.37
Attainment 8 score average	42.19	51.54	-9.35	50.1	7.91
% Attaining 9-7 in English and Maths	-	6%	-	-	-
% Attaining 9-5 in English and Maths	28%	49%	-21%	50	-22%
% Attaining 9-4 in English and Maths	53%	68%	-15%	71	-18%

<b>Barriers to Future Attainment (for pupils eligible for Pupil Premium, including those who are the 'Most Able')</b>	
<b>a. In-school Barriers</b>	
<b>A.</b>	Significant achievement gaps exist on entry. The average gap (scaled score) for all year groups in both reading and maths is 2.23. 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.
<b>B.</b>	On entry, reading, writing, communication and mathematics skills are lower for PP pupils than 'others'. The average scaled reading score of Y7 PP pupils (GL tested) on entry is 94.9 (compared to 101.1 for non-PP 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.
<b>C.</b>	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.
<b>D.</b>	PP pupils, particularly boys, receive more 'Consequences', matrix removes (C4) and sessions in The Reflections Room (C5) than other pupils. This detrimentally affects their academic progress.

<b>Barriers to Future Attainment (for pupils eligible for Pupil Premium, including those who are the 'Most Able')</b>	
<b>b. External Barriers</b> (issues which also require action outside school, such as low attendance rates)	
<b>E.</b>	Attendance rates for pupils eligible for PP in 2019-20 was 92.6% vs. 95.2% for non-PP pupils. This reduces their hours in school and impacts negatively on their progress and attainment. This is better than national (91.9% for PP), however we want to be in line with national attendance for non-PP pupils (95.5%). Post Covid the local attendance rate for all pupils is 87.1% (12 <sup>th</sup> October 2020)
<b>F.</b>	The attendance of parents / carers of PP pupils at Parental Consultation Evenings is typically lower than that of 'others'. This means that these parents / carers are not fully aware of their child's current academic progress or how best to support them. Due to Covid-19 Parental Consultation Evenings will be virtual.
<b>G.</b>	Homework completion and attendance at additional study sessions is lower for PP pupils than it is for 'others'. Compulsory attendance to after school enrichment has removed this barrier for Y11 pupils but is a barrier for other year groups.
<b>H.</b>	Some pupils eligible for the Pupil Premium lack aspiration relating to further and higher education and also future career opportunities. The academy uses HEPPSY+ and CareersInc, 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.
<b>I.</b>	44 PP pupils (out of 66) do not possess devices to access online home learning. 15 PP pupils (out of 25) do not have internet access at home.
<b>J.</b>	The mental health and wellbeing of some pupils has declined during lock down. There have been 9 mental health referrals since the beginning of term compared to 4 the previous year.

Outcomes 2020/21		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<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.</p> <p>Analysis of 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 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 'other' non-PP pupils.</p> <p>Monitoring and evaluation of work through learning walks, drop-ins and book scrutiny will show that PRIDE is in place.</p> <p>Pupils' work across the curriculum is of good quality.</p> <p>PP pupils are able to articulate what they are learning and why they are learning it.</p>

<p><b>B.</b></p>	<p>High levels of progress in reading and writing for Year 7 and 8 pupils eligible for the Pupil Premium.</p> <p>Current benchmark – starting point – pupils have sat GL assessment reading test.</p> <p>Benchmark October 2020 GL data for Y7 and Y8</p> <p>Y7 average scaled score is 94.9 compared to 101.1 for non-PP pupils Y8 average scaled score is 98.1 compared to 102.3 for non-PP pupils</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>2<sup>nd</sup> benchmark (trust assessment) will be added in December:</p> <p>TBC</p>	<p>All new Year 7 pupils [2020 entry] eligible for PP will have a reading age that is at least in line with their chronological age by the end of Year 7.</p> <p>All Year 8 pupils [2020] eligible for PP will have a reading age that is at least in line with their chronological age by the end of Year 8.</p> <p>Pupils eligible for PP in Year 7 and 8 make more progress by the end of the year than 'other' pupils, in English and mathematics in order to catch up.</p> <p>We will evidence this using: Reading ages in October, December, March and June (AR and GL assessment reading tests) Y7 &amp; 8 English and maths trust assessment results</p> <p><i>See Appendix 2 for KS3 reading intervention strategies</i></p>
<p><b>C.</b></p>	<p>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>47% of pupils who participate in extracurricular visits and programmes are disadvantaged.</p> <p>All PP pupils will engage with the academy, tutor, assembly and 'Life' programme to develop their interest in investigating and offering reasoned views about moral and ethical issues.</p>

<p><b>D.</b></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>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 C4 detentions given to PP pupils – 2019/20 = 3.1 - a reduction in C5 isolations 2019/20 = 1.42 (per PP pupil) and a reduction in the average number of days of exclusion per disadvantaged pupil in an academic year from 0.71 2019/20.</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><b>E.</b></p>	<p>Improved attendance rates for pupils eligible for Pupil Premium / Free School Meals [FSM].</p> <p>14/10/20 Benchmark – Doncaster all pupils attendance = 87.1% PP attendance at DWA = 90.7%</p>	<p>Reduce the number of persistent absentees (PA) amongst pupils eligible for PP to 9.3% or below (Nat. Ave. PP = 24.6%, non PP = 9.3%). 2019/20 PP who were PA = 20.5%</p> <p>Improve overall attendance rates of pupils eligible for PP to 96% or above (Nat. Ave. PP = 91.9%, non- PP= 95.5%). 2018/19 overall attendance for PP pupils = 92.6% (Post Covid national average = 88%)</p>
<p><b>F.</b></p>	<p>Increased parental engagement including improved attendance rates for parents / carers of pupils eligible for the Pupil Premium at Parent Consultation Evenings.</p>	<p>The parents / carers of pupils eligible for PP attend at least one event.</p>
<p><b>G.</b></p>	<p>Improved homework completion through the use of Knowledge Organiser (KO), Hegarty Maths 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>Behaviour data will show that sanctions are low for poor use of KO/Hegarty/GCSEPod.</p> <p>Disadvantaged pupils are rewarded in weekly assemblies</p> <p>Y11 after school enrichment sessions are attended by all pupils in receipt of the pupil premium. Parents attend one or more after school event per year (format TBC).</p>

<p><b>H.</b></p>	<p>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 Careersinc. This will lead to improved aspiration.</p> <p>Benchmark – National NEET PP = 9% DWA 2017/18 = 12%</p>	<p>Regular feedback from questionnaires demonstrates that pupils have a clear, well thought out plan with a firm progression pathway in mind. Monitoring and evaluation of tutor and PSHE lessons shows that pupils understand progression pathways and are able to analyse and evaluate their own options. NEET figures for pupils eligible for the Pupil Premium are above national level with 100% of leavers in education, employment or training. Careers award (Prospects) is maintained yearly. This helps to ensure that high quality impartial CEIAG raises the aspirations of disadvantaged pupils.</p>
<p><b>I.</b></p>	<p>Disadvantaged pupils are able to access the academy home learning programme as they possess a suitable devices and an internet connection. A device and internet survey was completed for all pupils at DWA. This identified pupils who do not have a suitable device to access home learning.</p> <p>Pupils are provided with devices so that they can access the home learning programme. The DFE/Delta Academies Trust will provide equipment to pupils without.</p> <p>44 out of 66 pupils who do not have a laptop/tablet are PP pupils. 19 out of 29 pupils who do not have internet access are PP pupils.</p>	<p>All pupils are able to access home learning on a suitable device. Participation rates show that the gap between PP and non-PP access is small. PP pupils are able to make the same amount of progress as non-PP pupils as they are able to access home learning.</p>
<p><b>J.</b></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 are able to access appropriate external agencies for support with mental health and wellbeing issues.</p> <p>Pupils are selected to participate in an academic and pastoral mentoring programme. This will improve the mental health of some of the most vulnerable pupils in the academy.</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>

Planned Expenditure					
Academic Year		2020/21			
The three headings below demonstrate how De Warenne Academy is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality First Teaching for All					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
A - J	<b>SLT PP Leads</b> £32086 (20%)	High quality leadership and management is essential to the implementation and continual evaluation of the PP strategy.	SLT leads are accountable to the Pupil Premium Committee of the AAB and to the Principal. Challenge through line management and monitoring by the Principal. Attendance, behaviour, participation and achievement gaps between disadvantaged and non-disadvantaged will diminish.	ARY	Internal reviews Support from link PP governor External review Termly PP committee reviews Performance management cycle
Impact to date 1	SLT lead will present 2020/21 PP strategy and impact of 2019/20 strategy to AAB committee – 7 <sup>th</sup> January 2021 PP strategy in place and monitored by SLT leads. Term 1 achievement: Y11 predicted P8 +0.53 (Dec RAG) Eng. and Ma combined grade 5+ 41% grade 4+ 71% (Dec RAG) At the same point last year the 2019/20 Y11 PP cohort was predicted Y11 +0.25 (Jan RAG) Eng. and Ma combined grade 5+ 25% grade 4+ 55% (Jan RAG)				
Impact to date 2	Term 2 achievement: Y11 predicted P8 +0.16 (March RAG) Eng. and Ma combined grade 5+ 39% grade 4+ 63% (March RAG) At the same point last year, the 2019/20 Y11 PP cohort was predicted Y11 +0.22 (March RAG) Eng. and Ma combined grade 5+ 23% grade 4+ 53% (March RAG)				
Impact to date 3					

B	<p><b>Accelerated Reader</b> £4000 – from PP budget (£10000) – total cost</p> <p>See Appendix 2 for a range of additional KS3 reading intervention strategies in place</p>	<p>The Education Endowment Foundation (EEF) has recently conducted research into Accelerated Reader. The study found that Year 7 pupils who were offered Accelerated Reader made 5 months' additional progress in reading compared to other similar pupils.</p>	<p>The element of competition and access to a range of exciting age appropriate books will support pupils in reading for pleasure, improving their reading levels. The librarian will monitor the system using accelerated reader analytics. All new Year 7 pupils [2020 entry] eligible for PP will have a reading age that is at least in line with their chronological age by the end of Year 7. All Year 8 pupils [2020] eligible for PP will have a reading age that is at least in line with their chronological age by the end of Year 8.</p>	JHL HTL	<p>Half termly review cycle Reading Champion and English department</p>
Impact to date 1	<p>Y7- Average reading age of current Y7 PP cohort with the latest STAR is 9:09 with 52 students tested. 7 students did not test due to absence. Words read from Oct to 17<sup>th</sup> December: 1,119,302 Quizzes passed: 258</p> <p>Y8- Average reading age of current Y8 PP cohort with the latest STAR is 11:00 with 88 students tested. 2 students did not test due to absence. Words read from Oct- 17<sup>th</sup> December: 2,790,951 Quizzes passed: 451</p>				
Impact to date 2	<p>Due to academy closure the STAR reading test did not take place. There was a reduction in the number of words read and quizzes Passed. January to March Y7: Total words read: 190,069 quizzes passed: 51 Remotely: Total words read: 52,107 quizzes passed: 21 Y8: Words Read: 2,708,024 quizzes passed: 120 Remotely: Total words read: 1,584,149 quizzes passed: 60</p> <p>Targeted small group reading intervention continued throughout academy closure led by LSA/HLTA and English teachers.</p>				
Impact to date 3					

A, D, E	<b>Alternative Provision</b> <b>St Wilfrid's</b> <b>Total cost £48275</b> <b>PP 4 pupils</b> <b>£955 x 4 =</b> <b>PP strategy charge</b> <b>£3820</b>	Following an identified need, pupils are provided with alternative provision, which is designed to meet their individual learning requirements and ensure that they are able to make strong progress, as a result of a learning climate which is better suited to their needs and abilities.	Exam results, internal data capture, pupil voice, monitoring visits to St Wilfrid's demonstrate that the attendance, positive behaviour, participation and achievement of PP pupils increases each term and is in line with non-PP pupils on alternative provision.	SBM	Monitoring visits to providers every 6 weeks. Support/Experience team will monitor pupil achievement at each data capture.
Impact to date 1	2 PP pupils attended a placement during Term 1 at St Wilfrid's Academy.				
Impact to date 2	2 additional PP pupils attended a placement during Term 2 at St Wilfrid's Academy.				
Impact to date 3					
A	<b>Director Support</b> <b>EBACC</b> <b>£14883 x 3</b> <b>£44649</b>	Delta subject directors in science, history, geography and French will work with targeted disadvantaged pupils. This strategy is moderate cost and high impact based on summer 2020 results.	EBacc QA schedule will focus on the impact directors make on targeted disadvantaged pupils. Data will be analysed at each data capture point and adjustments to groups that directors teach will be made if necessary. Analysis of Years 7 to 11 EBacc data 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.	JSR CHL JME ACE	QA schedule of EBACC departments. Internal Delta trust monitoring system. Data capture in line with Delta Academies Trust schedule.
Impact to date 1	Y11 PP Ebacc P8 is predicted to be +0.10 (same point last year -0.23) Y11 PP science P8 is predicted to be +0.14 (same point last year -0.18) Y11 PP history P8 is predicted to be +0.46 (same point last year -0.54) Y11 PP geography P8 is predicted to be +0.02 (same point last year -0.23) Y11 PP French P8 is predicted to be +1.06 (same point last year -0.89)				

Impact to date 2	<p>Y11 PP Ebacc P8 is predicted to be -0.19 (same point last year -0.23). This is an improvement from 2019 which was -0.40          Y11 PP science P8 is predicted to be -0.07 (same point last year +0.30).          Y11 PP history P8 is predicted to be +0.04 (same point last year -0.15).          Y11 PP geography P8 is predicted to be -0.16 (same point last year -0.64).          Y11 PP French P8 is predicted to be +0.41 (same point last year -0.12).</p> <p>During academy closure (HT3 and HT4) booklets were provided in resource packs for pupils in KS3 and KS4. KS3 Ebacc trust assessments were marked and included in the pack. The mark scheme was published online so that all misconceptions could be addressed at home.</p>				
Impact to date 3					
A	<b>Director Support Maths</b> £29,766	Delta subject director in maths will work with targeted disadvantaged pupils in small groups during maths lessons. The director will also support enrichment sessions after school.	Maths QA schedule will focus on the impact the director makes on targeted disadvantaged pupils. Data will be analysed at each data capture point and adjustments to groups that directors teach will be made if necessary. Analysis of Years 7 to 11 maths data 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.	JSR TMN	QA schedule of maths departments. Internal Delta trust monitoring system. Data capture in line with Delta Academies Trust schedule.
Impact to date 1	<p>Y11 PP maths P8 is predicted to be +0.64 which would be an improvement on summer 2020 (+0.50). At the same point last year Y11 PP maths was predicted to be to +0.19          Maths attainment for PP pupils is predicted to be: 72.6% grade 4+ and 41.9% grade 5+ (At the same point last year PP pupils were predicted 61.7% grade 4+ and 38.3% grade 5+)          80% of PP pupils (50/62) have a target of 4+          67% of PP pupils (42/62) have a target of 5+          (for comparison 74% of non PP pupils are predicted to achieve grade 4+ and 49% grade 5+ in maths)</p>				
Impact to date 2	<p>Y11 PP maths P8 is predicted to be -0.05. At the same point last year Y11 PP maths was predicted to be to +0.17          Maths attainment for PP pupils is predicted to be: 66.7% grade 4+ and 41.3% grade 5+ (At the same point last year PP pupils were predicted 54.9% grade 4+ and 33.3% grade 5+)</p> <p>During academy closure (HT3 and HT4) booklets were provided in resource packs for pupils in KS3 and KS4. KS3 trust maths assessments were marked and included in the pack. The mark scheme was published online so that all misconceptions could be addressed at home.</p>				
Impact to date 3					

A	<b>Director Support English</b> £14883	Delta subject directors in English will work with targeted disadvantaged pupils. This strategy is moderate cost and high impact based on summer 2020 results.	English QA schedule will focus on the impact directors make on targeted disadvantaged pupils. Data will be analysed at each data capture point and adjustments to groups that directors teach will be made if necessary. Analysis of Years 7 to 11 English data 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.	JSR BSD	QA schedule of English departments. Internal Delta trust monitoring system. Data capture in line with Delta Academies Trust schedule.
Impact to date 1	Y11 PP English P8 is predicted to be +0.41. At the same point last year Y11 PP English was predicted to be to +0.30 English attainment for PP pupils is predicted to be: 85% grade 4+ and 58.3% grade 5+ (At the same point last year PP pupils were predicted 89.4% grade 4+ and 57.4% grade 5+) 85% of PP pupils (60/62) have a target of 4+ 60% of PP pupils (40/62) have a target of 5+ (for comparison 95% of non PP pupils are predicted to achieve grade 4+ and 67% grade 5+ in English)				
Impact to date 2	Y11 PP English P8 is predicted to be +0.07. At the same point last year Y11 PP English was predicted to be to +0.30 English attainment for PP pupils is predicted to be: 74.6% grade 4+ and 55.6% grade 5+ (At the same point last year PP pupils were predicted 89.4% grade 4+ and 57.4% grade 5+)  During academy closure (HT3 and HT4) booklets were provided in resource packs for pupils in KS3 and KS4. KS3 trust English assessments were marked and included in the pack. The mark scheme was published online so that all misconceptions could be addressed.  All pupils were provided with reading books during academy closure. Year 7 – Boy, Year 8 – Adrian Mole and Year 9 – I am Malala.				
Impact to date 3					
<b>Cost</b>	<b>Quality First Teaching for All Budgeted</b>			£129204	

Targeted Support																			
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?														
A, B, D, E	<b>One to One support in class and online after school</b> £81780 (1 x English) (2 x maths)	<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>Y11 sessions will be online and after school.            All other year groups will follow a timetable during the academy day.</p>	<p>Academy RAG meetings will pinpoint which PP pupils require additional support.</p> <p>Personalised intervention programme with SMART targets.            Specific knowledge gaps documented and addressed with at least 3 bespoke strategies listed for each pupil.</p> <p>QLA will drive delivered content.            HoD will monitor through the faculty monitoring and evaluation cycle.            JSR will create a tracker to log gaps addressed in each session.            The tracker will show that knowledge gaps have been addressed and pupils are achieving well.</p>	JSR and HOD	HOD drop in records. Department QA schedule. HOD will QA online sessions. VP experience will analyse pupil gains to be shared with PP committee and SLT.														
Impact to date 1	Half term 1 – 22 PP pupils participated in weekly after school online maths and English 121 sessions. Half term 2 – 18 PP pupils participated in weekly after school online maths and English 121 sessions.																		
Impact to date 2	English – 48 PP pupils received 121 tuition remotely. <table border="1" data-bbox="510 1198 725 1489"> <thead> <tr> <th>Year</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>6</td> </tr> <tr> <td>8</td> <td>3</td> </tr> <tr> <td>9</td> <td>2</td> </tr> <tr> <td>10</td> <td>30</td> </tr> <tr> <td>11</td> <td>9</td> </tr> <tr> <td><b>Total</b></td> <td><b>48</b></td> </tr> </tbody> </table>					Year	PP	7	6	8	3	9	2	10	30	11	9	<b>Total</b>	<b>48</b>
Year	PP																		
7	6																		
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	<p>Maths PP pupils received 121 tuition remotely.</p> <table border="1" data-bbox="515 363 716 651"> <thead> <tr> <th>Year</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>7</td> </tr> <tr> <td>8</td> <td>7</td> </tr> <tr> <td>9</td> <td>2</td> </tr> <tr> <td>10</td> <td>22</td> </tr> <tr> <td>11</td> <td>7</td> </tr> <tr> <td><b>Total</b></td> <td><b>45</b></td> </tr> </tbody> </table> <p>The 121 provision took place remotely during Term 2. Pupils who received 121 tuition were provided with a device and internet access if required.</p>					Year	PP	7	7	8	7	9	2	10	22	11	7	<b>Total</b>	<b>45</b>
Year	PP																		
7	7																		
8	7																		
9	2																		
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11	7																		
<b>Total</b>	<b>45</b>																		
Impact to date 3																			
A, B, D, E, H	<p><b>The Bridge and PLC</b> £35000 £24000</p>	<p>The Bridge and PLC support team (2 members of staff) will offer focussed support to PP pupils including personalised curriculum, one to one behaviour support, welfare checks, parental contact, small group work, mentoring, lesson drop ins, counselling and RP.</p>	<p>Support staff will report weekly to Support Team who will feedback to the SLT. Work scrutiny of PP pupils to ensure challenge of the most vulnerable. BCY will triangulate evidence to improve provision. Establish tracking system to monitor the progress made by those not in all mainstream lessons as per ADP (BCY/JSR). The tracker will show that knowledge gaps have been addressed and pupils are achieving well.</p>	SBM and BCY	<p>The Bridge and PLC staff will review daily. Inclusion team will adjust TT of PP pupils as appropriate. Support Team focused termly reviews</p>														
Impact to date 1	6 pupils accessed PLC provision during Term 1. Due to the bubble system The Bridge was used as a reflection room.																		
Impact to date 2	The PLC and The Bridge was not used in Term due to academy closure. Vulnerable pupils attended the academy each day as per DFE guidance.																		
Impact to date 3																			
E,F	<p><b>Attendance Officer</b> £18776</p>	<p>Behaviour and attendance interventions – moderate impact for moderate cost – The</p>	<p>Meeting or exceeding the academy attendance target of 96%. Increased number of</p>	SBM	<p>Daily and weekly attendance reports will be published for all</p>														

	LA EWO £1500	<p>Education Endowment Foundation (EEF)</p> <p>Earlier parental and agency support improves outcomes.</p> <p>To close the attendance gap between PP and Non PP. Attendance officer 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 officer will devise attendance support plans and arrange meetings.</p>	<p>disadvantaged pupils eligible for attendance rewards. Compare Parent/Carer evening registers.</p> <p>Target Persistent Absence in Y8 and Y10 disadvantage pupils and it reduced to below 9.3%. These year groups had the highest number of disadvantaged pupils absent and the highest persistent absence at the end of last year.</p>		<p>pupils in each year group. The data for PP and Non-PP pupils will be analysed. Weekly attendance meetings with the attendance team colleagues, the inclusion teams and Assistant Principal with responsibility for Attendance.</p>												
Impact to date 1	<p>Attendance for PP pupils at the end of Term 1 was 89.3% and 32.7% PA. Doncaster average is currently 88% attendance for all pupils.</p> <table border="1" data-bbox="705 949 1032 1190"> <thead> <tr> <th>Year</th> <th>Att. Term 1 %</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>91.7</td> </tr> <tr> <td>8</td> <td>90.1</td> </tr> <tr> <td>9</td> <td>87</td> </tr> <tr> <td>10</td> <td>86.5</td> </tr> <tr> <td>11</td> <td>90.1</td> </tr> </tbody> </table>					Year	Att. Term 1 %	7	91.7	8	90.1	9	87	10	86.5	11	90.1
Year	Att. Term 1 %																
7	91.7																
8	90.1																
9	87																
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Impact to date 2	<p>98% of PP pupils engaged with MS Teams during academy closure.</p> <p>The inclusion team, attendance officer and SLT called home daily if pupils did not attend assemblies or live lessons. Devices were provided if required. The team ensured barriers were removed.</p>																
Impact to date 3																	

D, E, F, H	<b>Learning Managers</b> £51987	2 days per week equivalent. The support teams will offer focussed support to PP pupils including welfare checks, parental contact, multi-agency work, small group work, mentoring, lesson drop ins, link referral, counselling, RP, EWO support and uniform.	Daily inclusion meetings and pupil tracking documents will ensure that learning managers are able to support PP pupils well. Learning managers will use Power BI to highlight pupils who receive C4s/C5s and reduce the number of behaviour incidents for PP pupils (see outcome D)	MSY/JSR	Weekly line management of inclusion team will review performance in relation to removing internal and external barriers PP pupils face.																				
Impact to date 1	Benchmark Term 1 2018/19 compared to Term 2 2019/20																								
<table border="1" data-bbox="436 715 1444 959"> <thead> <tr> <th></th> <th>PP Term 1 2019/20</th> <th>PP Term 1 2020/21</th> <th>Reduction</th> </tr> </thead> <tbody> <tr> <td><b>FTE</b></td> <td>50</td> <td>69</td> <td>+19</td> </tr> <tr> <td><b>C4 DTL</b></td> <td>716</td> <td>880</td> <td>+164</td> </tr> <tr> <td><b>C4 other</b></td> <td>539</td> <td>353</td> <td>-186</td> </tr> <tr> <td><b>C5 failed matrix</b></td> <td>115</td> <td>37</td> <td>-78</td> </tr> </tbody> </table> <p data-bbox="436 986 2150 1050">Effort points received on average are 125 for pp pupils vs 141 for non pp pupils. At the same point last year effort points received on average were 116 for pp pupils vs 129 for non pp pupils.</p>							PP Term 1 2019/20	PP Term 1 2020/21	Reduction	<b>FTE</b>	50	69	+19	<b>C4 DTL</b>	716	880	+164	<b>C4 other</b>	539	353	-186	<b>C5 failed matrix</b>	115	37	-78
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Impact to date 2	<p data-bbox="436 1050 2150 1086">PP pupils received 38% of reward points on the remote learning online tracker.</p> <p data-bbox="436 1118 2150 1182">Throughout academy closure learning managers delivered daily online assemblies to their year groups. Pupils were reminded how to access the resources available to them, including devices, resource packs and specialist equipment.</p> <p data-bbox="436 1214 2150 1251">PP pupils regularly participated in the weekly remote quiz:</p> <table border="1" data-bbox="577 1278 1346 1410"> <thead> <tr> <th></th> <th>Y7</th> <th>Y8</th> <th>Y9</th> <th>Y10</th> <th>Y11</th> </tr> </thead> <tbody> <tr> <td>Non-PP</td> <td>65</td> <td>50</td> <td>66</td> <td>79</td> <td>75</td> </tr> <tr> <td>PP</td> <td>32</td> <td>57</td> <td>38</td> <td>36</td> <td>38</td> </tr> </tbody> </table>						Y7	Y8	Y9	Y10	Y11	Non-PP	65	50	66	79	75	PP	32	57	38	36	38		
	Y7	Y8	Y9	Y10	Y11																				
Non-PP	65	50	66	79	75																				
PP	32	57	38	36	38																				

Impact to date 3					
A, E, F, H	<b>Holiday Revision Classes</b> £10000	Holiday revision and intervention sessions have historically led to improved achievement. Parents of PP pupils will be telephoned by the Y11 learning manager to ensure that attendance is high.	Holiday sessions will be coordinated by VP Experience. HOD will plan the sessions and ensure resources are available. QLA will drive the sessions so that knowledge/skills gaps are closed. Analysis of PP attendance after each session will show that 100% of PP pupils attend. Admin staff will make phone calls to improve attendance each day.	JSR HOD	Analysis of PP attendance. Monitor achievement gains through data capture and subject specific tests before and after the sessions.
Impact to date 1	Holiday sessions did not take place during Term 1.				
Impact to date 2	All Year 10 pupils participated in a remote personalised learning day to improve outstanding coursework for options subjects. PP pupils were provided beforehand with any resources required.  A full programme of face-to-face Year 11 Easter holiday sessions took place at the end of Term 2. All pupils were invited to attend however any PP pupil who did not attend received a phone call on the morning of the session.				
Impact to date 3					
E, F	<b>Parent Engagement Events</b> £1000	"It is not about hard to reach families, but hard to reach schools". Crozier and Davies. 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.	Improved attendance to events. Positive parental feedback. Increased engagement e.g. phone calls and emails. Stronger relationships with parents and carers. (TBC)	JME JSR	Analysis of the attendance of targeted pupils after each event.
Impact to date 1	Pie Night - 100% PP pupils attended this event. Parents were not able to attend. (83% of PP pupils and their families attended this event 2019 and 50% attended the same event in 2018). School Cloud - parents evening system for remote meetings to be implemented at the start of Term 2.				
Impact to date 2	Due to academy closure the following events took place remotely during Term 2 using the schools cloud system. This was a new strategy. Last year's attendance is included below in brackets.				

	Year 11 parents evening pupil premium – 54% (73%) Year 9 parents evening pupil premium – 42% (46%) Year 8 parents evening pupil premium – 27% (36%) Year 7 parents evening pupil premium – 47% (Year 6)				
Impact to date 3					
A, B, C, E, F, G, I	<b>Electronic Devices</b> Cost TBC DFE/ Delta Academies Trust	All pupils must be able to access the home learning online platform in the event of self-isolation or a school closure. The gap between PP and non-PP must not be allowed to widen.	Device and accessibility survey has identified pupils who require devices and the internet (44/66). The academy/trust is well resourced and able to provide ICT if necessary. Pupils will be able to access online learning.	JSR	Analysis of online engagement data. Monitor achievement gains through data capture.
Impact to date 1	50 devices were loaned to pupils during Term 1. All pupils who require a device (66) will be provided with one on 4 <sup>th</sup> January 2021.				
Impact to date 2	161 devices were loaned to pupils since academy closure on 4 <sup>th</sup> January. 25 dongles were loaned to pupils. Year 11 = 37, Year 10 = 30, Year 9 = 32, Year 8 = 35, Year 7 = 27				
Impact to date 3					
B, C, D, E, H	<b>Mentoring Programme</b> no cost	“Programmes which have a clear structure and expectations, provide training and support for mentors, are associated with more successful outcomes”. EEF 2020	Vulnerable pupils will be identified by the inclusion team and the SLT. The programme will be led by the SLT to ensure high quality mentoring and a consistent approach. Behaviour, participation, attendance, reading age and achievement will improve for those pupils who are mentored.	JSR	Analysis of attendance, behaviour, achievement and GL reading/numeracy data will be carried out regularly to ensure we are making impact. Pupils will complete monthly questionnaires.
Impact to date 1	10 <sup>th</sup> November ARY led a CPD session on ACEs and explained how teachers can use this information to improve behaviour and outcomes.				
Impact to date 2	This strategy did not take place due to academy closure. Vulnerable pupils attended the academy throughout closure and participated with the remote provision. The inclusion team followed a strict protocol to ensure pupils who did not attend were closely monitored and rigorous safeguarding procedures were in place.				
	Wellbeing booklets were collected by all pupils for HT3 and HT4. This was followed up when the academy reopened with tutor				

	sessions which examined wellbeing themes.
Impact to date 3	
<b>Cost</b>	<b>Targeted Support Budgeted</b> £224,043

Other Approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
C, D, E, H	<b>Provision of High Quality Careers guidance</b> £5937	Disadvantaged pupils in years 10 and 11 have access to high quality and frequent careers information and guidance via CareersInc and Heppsy+.	The percentage of year 11 disadvantaged pupils classified as NEET (2020) to fall when comparisons are made with the figure for 2019 (0%). Quality award in CGIAG (prospects) maintained and improved upon. Quality award recommendations completed 2018/19	ATN	Weekly line management JSR and ATN. Review of CareersInc provision after key points in the programme.
Impact to date 1	<p>All pupils in Year 11 will have a careers interview with CareersInc about their Post 16 options. In Term 1, 35 out of 71 PP pupils had an initial interview and 12 a second interview.</p> <p>In December, all pupils in Y7-Y10 participated in live zoom seminars through Heppsy+. Four celebrity speakers shared their knowledge and experience of higher education and their careers.</p> <p>Y8 participated in a live event in December run by HEPP about the benefits of higher education.</p>				
Impact to date 2	<p>Barclays Lifeskills delivered 2 X remote sessions on resilience to Year 9. They delivered 1 X remote session to all other year groups. The sessions covered CV writing and employment skills. Remote careers assemblies were delivered to Y11 and a CEIAG careers portal was created on MS Teams so remote advice and guidance could be offered. The academy careers advisor from CareersInc provided a drop-in session every Tuesday for impartial personalised advice. This reduced the number of pupils at risk of NEET from 18 to 3.</p>				
Impact to date 3					

A	<b>Food Ingredients</b> £2000	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.	KS3 data capture and KS4 RAG documents demonstrate that PP pupils achieve well in food technology and in hospitality and catering. Pupils achieve a positive P8 score and are not disadvantaged by this barrier.	CSS	Half termly data capture cycle. Weekly department QA.
Impact to date 1	Dec RAG - Y11 Hospitality and Catering Voc. Award P8 = +0.99 and 83% predicted grade 4+ equivalent (6 pupils) Nov RAG - Y10 Hospitality and Catering Voc. Award P8 = +0.79 and 100% predicted grade 4+ equivalent (10 pupils)				
Impact to date 2	Dec RAG - Y11 Hospitality and Catering Voc. Award P8 = +1.51 and 100% predicted grade 4+ equivalent (6 pupils) Nov RAG - Y10 Hospitality and Catering Voc. Award P8 = +0.92 and 100% predicted grade 4+ equivalent (10 pupils)				
Impact to date 3					
A, B, D, E	<b>After school Revision Classes</b> £9500	Comprehensive after school revision programme in place for all disadvantaged pupils. Attendance is compulsory for all pupils as they have lost 6 months of education due to school closure.	HOD will QA after school sessions to ensure consistency, challenge relevance and engagement.  100% of Y11 PP pupils attend after school enrichment. 100% of PP pupils in other year groups attend after school enrichment when requested by teachers.	JSR/JME	Daily register through SIMS.
Impact to date 1	September 2020 - 100% of PP pupils attend after school enrichment. This is a significant improvement on previous year groups. All after school sessions are high quality planned lessons.				
Impact to date 2	Due to academy closure face to face after school enrichment did not take place during Term 2. Remote enrichment sessions were timetabled for targeted PP KS4 pupils throughout academy closure.				
Impact to date 3					
A - J	<b>Leading Parental Partnership Award</b> £3250	This award facilitates DWA to Work in partnership with all parents and carers to increase parental participation in	Stages: Complete SEF Create action plan Collate evidence	JSR/JME	Regular questionnaires Through forms to gain feedback throughout the process.

		school life. The aim is to improve pupil progress, punctuality, attendance and behaviour. The framework encourages parents to be involved in their children's learning leading to improved outcomes in all aspects of school life.	Verification visits  The programme will lead to increased parental involvement which will improve the attendance, achievement, behaviour and participation of PP pupils.		External monitoring from advisor.
Impact to date 1	Programme initiated and in planning stages.				
Impact to date 2	Action plan developed with advisor. LPPA survey initiated and working group formed. Parent section of the academy website has been updated.				
Impact to date 3					
<b>Cost</b>	<b>Other Approaches Budgeted</b>			£20,687	

<b>Total from Pupil Premium</b>	£323,150
<b>Total from Other Sources</b>	£24213 and (£20000 Heppsy+ funding)
<b>Total Budgeted Spend</b>	£373,934

**Review of 2019/20 spending – Impact**

Review of expenditure				
Previous Academic Year		2019/20		
Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A - H	<b>SLT PP Leads</b>	Due to Covid the SLT Leads were only able to present the PP strategy and impact to the AAB at one face to face Pupil Premium review. SLT Leads monitored the strategy throughout the year. Impact can be seen in the outstanding results of 2020 where overall P8 increased from -0.16 to +0.67. Attainment improved for the cohort: 5+ Eng. and ma. improved from 21% to 28% and 4+ Eng. and ma. improved from 38% to 53%. Ebacc progress score improved by +0.69 and pupils with prior high attainment improved the progress scores across all baskets and increased attainment. Low ability disadvantaged in maths improved from -0.80 to +0.63. This was previously identified as an area that need to be improved.	SLT PP Leads will continue to be responsible for the PP strategy and the achievement of disadvantaged pupils at De Warenne Academy. Underperforming cohorts will be highlighted and published to all staff in September. The Leads will continue to work closely with HoDs, driving PP strategy at RAG meetings to ensure necessary actions are assigned. Impact will be measured and reported to the AAB and on the academy website.	£27142 (20%)
B	<b>Accelerated Reader</b>	Term 1- Average reading age of current Y7 PP cohort was 10.01 AR test was scheduled to take place in February to measure impact of the	GL Assessment Y8 data (Oct 2020) was used to compare reading ability in Y8 now with before school closure and the results highlighted are an area to develop in the 2020-21 plan:	£4000 – from PP budget (£10000) – total cost

		<p>programme. Words read from Oct-13th January: 2,355,367          Quizzes passes: 536          Term 2- Average reading age of current Y7 PP cohort was 10.07. Words read from 13th January- 3rd April: 3,920,730          Quizzes passes: 493 (this is lower than Term 1 due to the increase in individual book level as the book length generally increases the higher up the book level).</p>	<p>157 are in the year group          69 scaled scores decreased (42 are PP)          10 scaled scores stayed the same (7 are PP)          67 scaled scores increased (42 are PP)          12 cannot be compared (data missing either in 2019 or 2020)</p>	
D,E	<b>Alternative Provision St Wilfrid's</b>	<p>The attendance of pupils at St Wilfrid's was 79% in Term 1 and 69% in Term 2. 75% of pupils received positive reports (progress, behaviour and attendance). All pupils are participating in bespoke courses and personalised curriculum.</p>	<p>Following an identified need, pupils were provided with alternative provision, designed to meet their individual learning requirements. This ensured that they were able to make strong progress, as a result of a learning climate, better suited to their needs and abilities. We will continue to use this provision 2020-21 if appropriate. The pupils will be dual registered.</p>	<p>Total cost          £157389 PP 10 out of 12 pupils          £935 x 10 =          PP strategy charge £9350</p>
A,C	<b>Director Support EBACC</b>	<p>Summer results showed that progress for PP pupils improved by +0.72 in the Ebacc basket: -0.44 2018/19 to +0.28 in 2019/20. Disadvantaged High attainers improved significantly by +0.86. Middle attainers improved by +0.44 and low attainers by 1 whole grade.</p>	<p>Director support for PP pupils will continue in 2020-21. The SLT Leads will monitor each year group closely, through analysis of assessment and departmental monitoring. This will ensure that the Directors work with pupils that require their support. RAG meetings will ensure that the correct cohort of Y10 and Y11 PP pupils will receive Director support.</p>	<p>£14883 x 3          £44649</p>
A,C	<b>Director Support Maths</b>	<p>Summer results 2020 +0.50 PP maths (-0.38 2018-19)          5+ has increased from 30.4% (2018-19) to 36.2% (2019-20)          4+ has increased from 43.5% to 53.2%          7+ has reduced from 6.5% to 0%</p>	<p>Director support in maths will continue in 2020-21. The Director will work with small groups of PP pupils. She will also work with a cohort of pupils after school on further maths. This will ensure high ability PP pupils can access the more challenging aspects of the maths curriculum. SLT Leads will monitor PP pupils closely and ensure they are getting Director support when it is required.</p>	<p>£29,766</p>

A,C	<b>Director Support English</b>	Summer results 2020 +0.60 PP English (-0.29 2018-19) 5+ has increased from 39.1% (2018-19) to 46.8% (2019-20) 4+ has increased from 54.3% to 83% 7+ has increased from 6.5% to 10.6%	Director support in English will continue in 2020-21. The SLT Leads will monitor each year group closely through analysis of assessment and departmental monitoring. This will ensure that the Directors work with pupils that require their support. RAG meetings will ensure that the correct cohort of Y10 and Y11 PP pupils will receive Director support.	£14883
<b>Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
A, B, C, D, E	<b>One to One support in class</b>	2019-20 42 PP pupils received 121 support in English and 50 PP pupils had 121 support in maths.	Academy RAG meetings pinpointed which PP pupils required additional support. 2020-21 both VPs are responsible for 121 in English and maths. The sessions will be online and after school. The support will be quality assured as part of the HoDs monitoring schedule. SLT links must report back to SLT on the quality of the support and if any adjustments need to be made. HoDs will use QLAs to ensure that any gaps in curriculum knowledge are filled. The 121 tutors will use a tracking document to log themes, skills and knowledge gaps that are addressed during each session. 121 support in place for Eng. and maths.	£9750 (£25 x 10hrs x 39 weeks)
A, B, D, E, H	<b>The Bridge and PLC</b>	During Term 1, 6 PP pupils were timetabled support in the PLC. Behaviour incidents reduced for the majority. 12 vulnerable PP pupils received timetabled intervention in the Bridge. During Term 2, 50 PP pupils received support in the Bridge. The attendance of PP pupils who had Bridge support	The PLC has been relocated to a different part of the academy. It has been redesigned by the Principal to facilitate the deeper learning of aspects of the curriculum. New resources will be available to ensure skills and knowledge gaps are filled. Additional projects will be in place that support the curriculum for example an allotment and ICT facilities. The entry and exit process will be more	£35000 £24000

		increased. Case studies for individual pupils evidence the gains that PP pupils have made with this support.	rigorous. An AAP will be responsible for the provision. The Bridge will continue to support the most vulnerable. The Bridge manager will have more contact with HoDs to ensure subject schemes are followed in great depth.	
E,F	<b>Attendance Officer</b>	18 Year 8 PP pupils (11 male and 7 female) and 17 Year 10 PP pupils were targeted by the inclusion team who completed a, "voice of the child", which cover any issues pupils may be facing so that barriers can be removed PP attendance increased from 92.7% in Term 1 to 92.9% in Term 2. PA was 19.3% at the end of Term 2 PP pupils received as many attendance rewards throughout the year as non PP pupils.	The Attendance Officer will continue to ensure attendance of PP pupils improves towards the academy target of 96%. The attendance of PP pupils is above the national average for PP pupils. Delta attendance procedures are in place to swiftly investigate all absences and clear reintegration strategies ensure pupils catch up quickly with the curriculum.	£22000
D, E, H	<b>Learning Managers</b>	The number of FTE given to PP pupils reduced over the year. 50 in term 1 compared to 43 in term 2. There was also a decrease in C4 DTL (716 to 572). C5 increased slightly when terms were compared. C5 failed matrix reduced for PP pupils. The gap between the number of effort points received over the year between PP and non PP pupils has closed: 237 average per PP pupil compared to 264 average per non PP pupil.	The correct proportion (43%) of The Learning Managers' salary will be funded by the pupil premium. The Learning Managers are an integral part of the academy PP strategy. They support the most vulnerable pupils and are able to ensure that all pupils are in lessons and able to access the curriculum.	£66975
D, E, F, H	<b>Holiday Revision Classes</b>	Holiday revision classes were cancelled due to school closure.	N/A	£7000

A, C, E, F, H	<b>Parent Engagement Events</b>	83% of Y11 pupil premium pupils and their families attended Pie Night last year (increased from 50%). Phone calls, text messages and invitations were targeted towards PP pupils. Resources are given out, including high quality revision guides and support materials. The percentage of parents and carers of PP pupils attending parent consultation evenings was lower than non PP. But increased from previous years e.g. Y10 Parents Evening – 46% of PP pupils and their families attended this event (31%) attended the same event last year.	Pie Night took place on the 8 <sup>th</sup> October 2020. 100% of PP pupils attended – this year parents were unable to attend  Learning Managers will continue to target PP pupils and their families in the lead up to parental engagement events.	£1000
A, B, C, D, E, G, I	<b>One to One support after school</b>	121 after school support was scheduled to start but cancelled due to Covid.	After school English and maths 121 support will be allocated during the weekly RAG. The VPs will ensure that PP pupils with gaps in knowledge and skills will be prioritised for these sessions and closely monitored. The sessions will be online and scheduled after school.	£4875 (£25 x 5hrs x 39 weeks)

Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A	<b>Provision of High Quality Careers guidance</b>	Y11 - 40 PP pupils received careers interviews during Term 1 with CareersInc for personalised careers guidance. 28 PP pupils received careers interviews during Term 1 2018/19. Y9 – all PP pupils have experienced one Heppsy+ encounter Y10 – all PP pupils have experienced more than two encounters including an enterprise day and two employer encounters.	We will continue our partnership with CareersInc. The first wave of Y11 interviews will be high ability PP pupils. Pupils in Y9-11 will be given careers interviews throughout the year based on the careers document. Pupils at risk of NEET will continue to be prioritised.	£5763
A, B, C, D, E	<b>After school Revision Classes</b>	A comprehensive after school revision programme was in place for all disadvantaged pupils. Attendance of PP pupils was monitored closely. Term 1 - 38% - 904 (out of 2393) after school enrichment sessions were attended by PP pupils. This was nearly at the correct proportion as 40% of Y11 are in receipt of the pupil premium. Term 2 - 37% - 542 (out of 1474) after school enrichment sessions were attended by PP pupils. This is nearly at the correct proportion as 40% of Y11 are in receipt of the pupil premium.	After school enrichment will be compulsory for all Y11 pupils in 2020-21 to ensure they make up for 6 months of lost education. There will be additional sessions in place for Y10 PP pupils in English, iMedia and other subjects. Enrichment will be launched at Pie Night.	£9500
	<b>Food Ingredients</b>	Ingredients were provided to disadvantaged pupils throughout the year. The system has worked well, the	This approach will continue in 2020-21 and the amount allocated will be increased.	£1000

		food is automatically ordered and distributed to all PP pupils when necessary.		
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**Additional detail**

**2019-20 Results**

<b>Disadvantaged</b>	<b>2019</b>	<b>2020</b>	<b>Difference</b>
<b>Progress 8</b>	<b>-0.16</b>	<b>+0.67</b>	<b>+0.71</b>
<b>5+ in Eng. and ma</b>	<b>21%</b>	<b>28%</b>	<b>6%</b>
<b>4+ in Eng. and ma</b>	<b>38%</b>	<b>53%</b>	<b>14%</b>
<b>4+ English and ma Gap PP v non PP</b>	<b>34% gap</b>	<b>15% gap</b>	<b>+19% gap</b>
<b>5+ English and ma Gap PP v non PP</b>	<b>16% gap</b>	<b>21% gap</b>	<b>-5% gap</b>
<b>English 5+</b>	<b>39.1%</b>	<b>46.8%</b>	<b>+7.7%</b>
<b>English 4+</b>	<b>54.3%</b>	<b>83%</b>	<b>+28.5%</b>
<b>Maths 5+</b>	<b>30.4%</b>	<b>36.2%</b>	<b>+5.8%</b>
<b>Maths 4+</b>	<b>43.5%</b>	<b>53.2%</b>	<b>+9.7%</b>
<b>5+ Sci.</b>	<b>23.9%</b>	<b>23.4%</b>	<b>-0.5%</b>
<b>4+ Sci.</b>	<b>37%</b>	<b>42.6%</b>	<b>+5.6%</b>
<b>Progress 8 English</b>	<b>-0.29</b>	<b>+0.60</b>	<b>+0.89</b>
<b>Progress 8 Maths</b>	<b>-0.29</b>	<b>+0.50</b>	<b>+0.79</b>
<b>Progress 8 EBacc</b>	<b>-0.41</b>	<b>+0.28</b>	<b>+0.69</b>
<b>Progress 8 Open</b>	<b>+0.26</b>	<b>+1.24</b>	<b>+0.98</b>

**Attendance**

Disadvantaged Attendance	2017-2018	2018-2019	2019-20	Difference	National Disadvantaged
Year 7	95.9%	89.1%	93.9%	+4.8%	
Year 8	95.2%	94.2%	93.3%	-0.9%	
Year 9	92.8%	93.8%	91.8%	-2%	
Year 10	93.4%	93.4%	91.4%	-2%	
Year 11	91.5%	92%	92.0%	0	
Attendance Total	93.6%	93%	92.6%	-0.4%	91.9%
PA Total	15.9%	20.1%	19.9%	+0.2	24.6%

**2019/20 Impact**

Priorities for 2019/20			Outcome 2019/20
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	
<b>A.</b>	<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 teaching will demonstrate high expectations and appropriate challenge for all pupils eligible for the Pupil Premium across the curriculum.</p> <p>Analysis of data 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 Most Able Pupils eligible for the Pupil Premium will attain the highest GCSE grades (7-9) at equivalent, or better, rates than 'other non-PP pupils.</p> <p>Monitoring and evaluation of work through learning walks, drop-ins and book scrutiny will show that PRIDE is in place. PP pupils aim for the aspire learning outcome in all lessons and are able to articulate what they need to do to achieve this.</p>	<p>Academy Deep Dives highlighted disadvantaged pupils were supported well.</p> <p>Monitoring evidence analysed termly by HoD. High expectations and challenge seen in the majority of lesson observations.</p> <p>Achievement gaps still exist between PP and non-PP for Y7-Y11 pupils. Although they have closed rapidly 2019-20.</p> <p>There has been significant improvement in the attainment and progress of pupils with low prior attainment. This was an area for development in the last PP plan and highlighted in the 2019 IDSR.</p>
<b>B.</b>	<p>High levels of progress in reading and writing for Year 7 and 8 pupils eligible for the Pupil Premium.</p> <p>The average reading age for the cohort is 10.01            7A: Average reading age: 12.03, 7B: Average reading age: 11.06            7C: Average reading age: 10.00            7D: Average reading age: 9.06, 7E: Average reading age: 9.03            7F: Average reading age: 7.10</p>	<p>All new Year 7 pupils [2019 entry] eligible for PP will have a reading age that is at least in line with their chronological age by the end of Year 7.</p> <p>All Year 8 pupils [2019] eligible for PP will have a reading age that is at least in line with their chronological age by the end of Year 8.</p> <p>Pupils eligible for PP in Year 7 and 8 make more progress by the end of the year than 'other' pupils, in English and mathematics in order to catch up.</p> <p>We will evidence this using:            Reading ages in October, December, March and June</p>	<p>GL Assessment Y8 data (Oct 2020) was used to compare reading ability in Y8 now with before school closure and the results highlighted are an area to develop in the 2020-21 plan:</p> <p>157 are in the year group            69 scaled scores decreased (42 are PP)            10 scaled scores stayed the same (7 are PP)            67 scaled scores increased (42 are PP)</p>

	Y8 = 21% of PP pupils have a reading age that is in line with their chronological age.	(AR and GL assessment reading tests) Y7 & 8 English and maths trust assessment results	12 cannot be compared (data missing either in 2019 or 2020)  Due to school closure it was not possible to compare KS3 assessment one with another assessment to measure progress.
<b>C.</b>	Disadvantaged pupils acquire the knowledge and cultural capital that they need to succeed in life.	PP pupils regularly attend a wide range of out of classroom experiences including after school clubs. 43% of pupils who participate in extracurricular visits and programmes are disadvantaged. All PP pupils will engage with the academy, tutor, assembly and 'Life' programme to develop their interest in investigating and offering reasoned views about moral and ethical issues. i.	More than 43% of pupils who participated in extracurricular activities were PP pupils.
<b>D.</b>	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.  Vulnerable disadvantaged pupils with behaviour at risk of deteriorating will be identified in Y6 so that support can be offered as early as possible.	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. Analysis of behavioural data will show a reduction in the average number of C4 detentions given to PP pupils – 2018/19 = 3.1 - a reduction in C5 isolations 2018/19 = 1.4 (per PP pupil) and a reduction in the average number of days of exclusion per disadvantaged pupil in an academic year from 0.4 2018/19. 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.	2019/20  PP C4 detentions = average 3.1  PP C5 Reflections = average 1.4  PP FTE = average 0.4  The gap between the number of effort points received over the year between PP and non PP pupils has closed:  237 average per PP pupil compared to 264 average per non PP pupil.  Achievement gaps still exist between PP and non-PP for Y7-Y11 pupils. They are closing rapidly 2019-20.

<b>E.</b>	Improved attendance rates for pupils eligible for Pupil Premium / Free School Meals [FSM].	Reduce the number of persistent absentees (PA) amongst pupils eligible for PP to 9.3% or below (Nat. Ave. PP = 24.6%, non PP = 9.3%). 2018/19 PP who were PA = 20.1% Improve overall attendance rates of pupils eligible for PP to 96% or above (Nat. Ave. PP = 91.9%, non- PP= 95.2%). 2018/19 overall attendance for PP pupils = 93%	PA = 20.5%  PP attendance = 92.6%  National Disadvantaged = 91.9%
<b>F.</b>	Increased parental engagement including improved attendance rates for parents / carers of pupils eligible for the Pupil Premium at Parent Consultation Evenings.	The parents / carers of pupils eligible for PP attend at least one event.	Y11 Pie Night - 83% of PP pupils and their families attended this event (50% attended the same event last year) Y10 Parents Evening – 46% of PP pupils and their families attended this event (31%) attended the same event last year)  Y9 parents Evening - 46% of PP pupils and their families attended this event (42% attended the same event last year) Year 8 parents evening - 36% of PP pupils and their families attended this event which was impressive considering fears regarding COVID-19(46% attended the same event last year)
<b>G.</b>	Improved homework completion through the use of Knowledge Organiser (KO), Hegarty Maths and GCSEPod. Homework will support the alteration of the long term memory of	Behaviour data will show that sanctions are low for poor use of KO/Hegarty/GCSEPod. Disadvantaged pupils are rewarded in weekly assemblies.	The attendance of Y11 PP pupils to after school enrichment sessions increased throughout the year.

	<p>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>40% of Y11 after school enrichment sessions are attended by pupils in receipt of the pupil premium. Parents attend one or more after school event per year.</p>	<p>Term 1 38% - 904 (out of 2393) after school enrichment sessions were attended by PP pupils. This is nearly at the correct proportion as 40% of Y11 are in receipt of the pupil premium. 62% - 1488 (out of 2393) after school enrichment sessions were attended by non PP pupils. Term 2 37% - 542 (out of 1474) after school enrichment sessions were attended by PP pupils. This is nearly at the correct proportion as 40% of Y11 are in receipt of the pupil premium.</p>
<p><b>H.</b></p>	<p>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 CareersInc. This will lead to improved aspiration.</p> <p>Benchmark – National NEET PP = 9% DWA 2016/17 = 12%</p>	<p>Regular feedback from questionnaires demonstrates that pupils have a clear, well thought out plan with a firm progression pathway in mind. Monitoring and evaluation of tutor and PSHE lessons shows that pupils understand progression pathways and are able to analyse and evaluate their own options. NEET figures for pupils eligible for the Pupil Premium are above national level with 100% of leavers in education, employment or training. Careers award (Prospects) is maintained yearly. This helps to ensure that high quality impartial CEIAG raises the aspirations of disadvantaged pupils.</p>	<p>High quality CEIAG was in place for all PP pupils 2019-20. Those at risk of NEET were given additional guidance sessions.</p> <p>Activities/encounters included: Enterprise Challenge, Mobile Classroom, Brilliant Club, Huddersfield Uni. Visit, Motivational Speaker, Careers in Stem Assembly, 3 Employer Encounters, Employability Day, Next Step Interviews, HE Assembly.</p> <p>Survey completed on results day 2020 showed that 100% of Y11 PP pupils questioned will be in education, employment or training 2020/21 Validated destinations info TBC</p>

**Appendix 1: Accelerated Reader 2019/20**

	<b>Autumn (Oct) testing results:</b>	<b>Spring (Jan) testing results:</b>	<b>Total average since initial testing:</b>
<b>7A PP</b>	12:07 14 students	12:08 12 students	+0.1
<b>7B PP</b>	12:00 12 students tested	12:03 9 students tested	+0.3
<b>7C PP</b>	10:06 16 students tested	11:00 14 students tested	+0.4
<b>7D PP</b>	9:05 15 students tested	9:10 12 students tested	+0.5
<b>7E PP</b>	8:08 20 students tested	9:11 17 students tested	+1.3
<b>7F PP</b>	7:11 12 students tested	8:09 10 students tested	+0.10
	Total number tested: 89/90	Total number tested: 74/90	

The average reading age for Y7 PP pupils increased from 10:01 to 10:08. Note: only 74/90 students tested. 40% of Y7 PP reading ages are equal to or above chronological age (minimum chronological age 11:05)  
 Note: due to set changes in January previous group data from autumn testing has changed. The data above for autumn has been adjusted to replicate Jan set changes.

## Appendix 2: KS3 reading intervention strategies

Year 7 phonics intervention lesson with HTL timetabled during 1 hour of English per week, to target lowest 17 pupils with a reading age of less than 8 years old based on GL assessments.
Y7 guided reading with SPP and AME during tutor time and 1B, to target pupils near ARE who are entitled to catch up funding based on year 7 GL assessment.
7E differentiated curriculum – 3 hours of mainstream English, 2 hours of phonics intervention and 1 hour of literacy skills – BCY / HTL / NAR
Y7 and Y8 AR dedicated time of 1 hour 30 minutes per week scheduled into curriculum time.
LSA 1-2-1 after school reading with Y7 pupils based on AR Star reading tests and GL Assessment reading tests.
Librarian 1-2-1 reading intervention with Y8 pupils based on Star reading tests and GL Assessment reading tests.
Compulsory Accelerated Reader intervention after school for pupils who are of lower than expected reading age based on GL.
Whole school reading during Tutor time for years 7 and 10 where pupils read for pleasure.
Nessy intervention during 1b to target learners who are in the bottom 20 based on GL baseline results for Y7 and Y8. Small group of Y9 pupils have access to Nessy once per week. All learners can now access this provision from home. MPE
Reading Rampage used to target the pupils who have low reading ages but do not meet the criteria for phonics intervention, 4 groups of 6 pupils targeted during D.E.A.R and 1b SPP/AME.
Word of the week exposes pupils to unfamiliar words to develop vocabulary and understanding of new words – NAR.
Within the classroom, KS3 Reading reconsidered activities allow pupils to decode texts, focusing on weaknesses in vocabulary and reading for meaning.