

## Pupil Premium Statement and Strategy 2021-22– including a review of 2020/21 spending

Summary information					
School	De Warenne Academy				
Academic Year	2021/22	Total PP budget	£309,420	Date of most recent PP Review	Sept 2021
Total number of pupils	728	Number of pupils eligible for PP	324	Date for next internal review of this strategy	April 2022

2020/2021 Achievement Information (Year 11)					
Measure	Pupils Eligible for PP (DWA)	Pupils not Eligible for PP (DWA)	In-School gap	Pupils not Eligible for PP (2020 Nat.)	DWA/ National Gap
Key Stage 2 average scaled score	99.6	99.8	-0.2	102.6	3
Progress 8 score average	0.25	0.87	-0.62	0.13	0.12
Progress 8 English	0.08	1.03	-0.95	0.11	-0.03
Progress 8 Maths	0.13	0.46	-0.33	0.11	0.2
Progress 8 EBacc	-0.10	0.50	-0.60	0.14	0.24
Progress 8 Open	0.80	1.41	-0.61	0.12	0.68
Progress 8 score average for Higher Ability Pupils	0.37	0.92	-0.55	0.13	0.37
Attainment 8 score average	44.61	51.11	-6.5	50.30	-5.69
% Attaining 9-7 in English and Maths	21.3%	34.9%	-13.6	-	-
% Attaining 9-5 in English and Maths	41%	45%	-4%	50%	-9%
% Attaining 9-4 in English and Maths	64%	70%	-6%	72%	-8%

<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 was 2.23 (2020), this will be updated for the current cohort. 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'. 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 2020-21 was 87% vs. 92.2% for non-PP pupils. This reduces their hours in school and impacts negatively on their progress and attainment. This is better than national 82% PP v 85% for PP, but we must reduce the in-school gap.
<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>	Some PP pupils do not possess devices to access online home learning. A small number of pupils do not have internet access at home.
<b>J.</b>	The mental health and wellbeing of some pupils has declined during academy closure. 13 mental health referrals were made during 2020/21.

Outcomes 2021/22		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p>CURRICULUM OFFER - 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>LITERACY- 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 2021 GL data for Y7 and Y8</p> <p>TBC</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 [2021 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 [2021] 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:</p> <p>Reading ages in October, December, March and June (AR and GL assessment reading tests)</p> <p>Y7 &amp; 8 English and maths trust assessment results</p> <p><i>See Appendix 1 for KS3 reading intervention strategies</i></p>
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<p><b>C.</b></p>	<p>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. 47% 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.</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>The Y7 programme is designed to expose pupils to a range of out of school experiences during their their first year at DWA. The Y11 curriculum includes two lessons per week (over six weeks) where pupils can learn more about a subject or topic without being constricted by examination requirements. The programme ensures that disadvantaged pupils are prepared for life in modern Britain.</p> <p>Our "This Is Culture" 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>
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<p><b>D.</b></p>	<p>BEHAVIOUR - 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 – 2020/21 = 3.2 - a reduction in C5 isolations 2020/21 = 1.5 (per PP pupil) and a reduction in the average number of days of exclusion per disadvantaged pupil in an academic year from 0.5 2020/21.</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>ATTENDANCE - Improved attendance rates for pupils eligible for Pupil Premium / Free School Meals [FSM].</p> <p>07/09/21 Benchmark 2020 to 21 – Doncaster PP attendance = 81%, National PP attendance = 82%</p> <p>PP attendance at DWA 2020 to 21 = 87%</p>	<p>Reduce the number of persistent absentees (PA) amongst pupils eligible for PP to national average or below. 2020/21 PP who were PA = 41%</p> <p>Improve overall attendance rates of pupils eligible for PP to 97% or above (Nat. Ave. PP = 82%, non- PP= 85%).</p>
<p><b>F.</b></p>	<p>PARENTAL ENGAGEMENT - 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>HOMEWORK - 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>Disadvantaged pupils can access the academy home learning programme as they possess a suitable device 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>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>Study room sessions mean that 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.</p> <p>PP pupils can make the same amount of progress as non-PP pupils as they are able to access home learning.</p>
<p><b>H.</b></p>	<p>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 CareersInc. This will lead to improved aspiration.</p> <p>Benchmark – National NEET PP = 9% DWA 2019/20 = 0%</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 PSHE 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. 2 pupils are at risk of NEET, however the careers lead will continue to work with these pupils. Careers award (Prospects) 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>

<p><b>I.</b></p>	<p>MENTAL HEALTH - 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>Achievement, behaviour and attendance data shows that pupils identified as suffering with mental health issues are accessing support and improving throughout the year.</p> <p>Wellbeing questionnaires are completed frequently and demonstrate pupils are receiving the correct support and it results in a positive outcome.</p>
<p><b>J.</b></p>	<p>PHYSICAL HEALTH - The physical health of disadvantaged pupils improves throughout the year. Pupils lead healthy lifestyles, and the academy follows the 8 key principles, promoted by PHE in their 2020 publication on increasing physical activity in schools: Develop and deliver multi-component interventions, Ensure skilled workforce, Engage student voice, Create active environments, Offer choice and variety, Embed in curriculum, teaching and learning Promote active travel, Embed monitoring and evaluation.</p>	<p>Disadvantaged pupils learn how to make healthy choices about the food they eat and physical activity they participate in. Pupils enjoy healthy nutritious meals at school. Pupils learn how to source and prepare balanced meals.</p> <p>Attendance to after school PE enrichment sessions is high for PP pupils.</p> <p>PP pupils engage in a wide range of different types of physical activity.</p> <p>The achievement of PP pupils increases due to healthy lifestyle choices. (What works in schools and colleges to increase physical activity? – PHE paper).</p> <p>Obesity levels reduce.</p>

Planned Expenditure					
Academic Year		2021/22			
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> £34709 (20%)	High quality leadership and management is essential to the implementation and continual evaluation of the PP strategy.	SLT leads are accountable to 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 presented 2021/21 Term 1 impact/strategy to AAB committee – 29 <sup>th</sup> November 2021 PP strategy in place and monitored by SLT leads. Term 1 achievement: Y11 predicted P8 -0.37 (Nov RAG) Eng. and Ma combined grade 5+ 33% grade 4+ 52% (Nov RAG) At the same point last year, the 2020/21 Y11 PP cohort was predicted Y11 +0.53 (Nov RAG) Eng. and Ma combined grade 5+ 41% grade 4+ 71% (Nov RAG)				
Impact to date 2					
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>Benchmark data</p> <p>Year 7 PP data: GL Report: 70/150 pupils are PP. 22/70 pupils are in stanines 1-3 (below average) 19/22 receive phonics intervention. 19/22 receive 1 hr extra English. 1 pupil is due to receive Reading Rampage (group reading for meaning) intervention.</p> <p>Year 8 PP data: GL report: 63/140 pupils are PP. 13/63 are in stanines 1-3 (below average). 3/13 access phonics intervention. 5/13 receive Sound Training intervention. 8/13 receive 1 hr extra English.</p>				
Impact to date 2					
Impact to date 3					

A, D, E	<b>Alternative Provision St Wilfrid's</b> Total cost £59532 PP budget cost £4775 PP 5 pupils £955 x5	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	7 PP pupils attended a placement during Term 1 at St Wilfrid's Academy.				
Impact to date 2					
Impact to date 3					
A	<b>Director Support EBACC</b> £14883 x 3 £44649	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 -0.61 (same point last year +0.10) Y11 PP science P8 is predicted to be -0.15 (same point last year +0.14) Y11 PP history P8 is predicted to be -0.17 (same point last year +0.46) Y11 PP geography P8 is predicted to be +0.02 (same point last year -0.82) Y11 PP French P8 is predicted to be +1.06 (same point last year -0.29)				
Impact to date 2					
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	Y11 PP maths P8 is predicted to be -0.04. At the same point last year Y11 PP maths was predicted to be to +0.64 Maths attainment for PP pupils is predicted to be: 61.1% grade 4+ and 40.7% grade 5+ (At the same point last year PP pupils were predicted 72.6% grade 4+ and 41.9% grade 5+)				
Impact to date 2					
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 -0.54. At the same point last year Y11 PP English was predicted to be to +0.41 English attainment for PP pupils is predicted to be: 77.8% grade 4+ and 53.7% grade 5+ (At the same point last year PP pupils were predicted 85% grade 4+ and 58.3% grade 5+)				
Impact to date 2					

Impact to date 3		
<b>Cost</b>	<b>Quality First Teaching for All Budgeted</b>	£132,782

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> £80886 (1 x English) (1 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	Term 1 – 33PP (/65) pupils participated in weekly after school online maths 121 sessions. Term 1 – 42PP (/74) pupils participated in weekly after school online English 121 sessions.				
Impact to date 2					
Impact to date 3					
A, B, D, E, H	<b>The Bridge and PLC</b> £37821 £26220	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	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	SBM and BCY	The Bridge and PLC staff will review daily. Inclusion team will adjust TT of PP pupils as appropriate. Support Team focused termly reviews

		drop ins, counselling and RP.	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.										
Impact to date 1	6 pupils accessed PLC provision during Term 1.												
Impact to date 2													
Impact to date 3													
E,F	<b>Attendance Officer</b> £19169  LA EWO £4000	Behaviour and attendance interventions – moderate impact for moderate cost – The Education Endowment Foundation (EEF)  Earlier parental and agency support improves outcomes.  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.  The attendance officer will devise attendance support plans and arrange meetings.	Meeting or exceeding the academy attendance target of 96%. Increased number of disadvantaged pupils eligible for attendance rewards. Compare Parent/Carer evening registers. 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.  LA EWO support is now 2 days per month (increase from 1 day per month).	SBM	Daily and weekly attendance reports will be published for all 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.								
Impact to date 1	Attendance for PP pupils at the end of Term 1 was 88.5% and 38.8% PA. National average for attendance for all pupils = 86.3% Doncaster average will be released in January.												
	<table border="1"> <thead> <tr> <th>Year</th> <th>Att. Term 1 %</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>94.7%</td> </tr> <tr> <td>8</td> <td>87%</td> </tr> <tr> <td>9</td> <td>86.8%</td> </tr> </tbody> </table>					Year	Att. Term 1 %	7	94.7%	8	87%	9	86.8%
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D, E, F, H	<b>Learning Managers</b> £63260	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 2020/21 compared to Term 1 2021/22																							
		<table border="1"> <thead> <tr> <th></th> <th>PP Term 1 2020/21</th> <th>PP Term 1 2020/21</th> <th>Reduction</th> </tr> </thead> <tbody> <tr> <td><b>FTE</b></td> <td>69</td> <td>52</td> <td>-17</td> </tr> <tr> <td><b>C4 DTL</b></td> <td>880</td> <td>1007</td> <td>+127</td> </tr> <tr> <td><b>C4 other</b></td> <td>353</td> <td>1489</td> <td>Changed calc.</td> </tr> <tr> <td><b>C5 failed matrix</b></td> <td>37</td> <td>103</td> <td>Changed calc.</td> </tr> </tbody> </table>		PP Term 1 2020/21	PP Term 1 2020/21	Reduction	<b>FTE</b>	69	52	-17	<b>C4 DTL</b>	880	1007	+127	<b>C4 other</b>	353	1489	Changed calc.	<b>C5 failed matrix</b>	37	103	Changed calc.		
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	Effort points received on average are 122 for pp pupils vs 132 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.																							
Impact to date 2																								
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					
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.  Due to academy closure the following events took place remotely during Term 1 using the schools cloud system. Non PP attendance is included below in brackets. Year 11 parents evening pupil premium – 40% (61%) Year 8 parents evening pupil premium – 27% (57%)				
Impact to date 2					

Impact to date 3					
A, B, C, E, F, G	<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 (2020) 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 participation in online learning. Monitor achievement gains through data capture.
Impact to date 1	Awaiting Delta device strategy plan.				
Impact to date 2					
Impact to date 3					
B, C, D, E, H	<b>30 laptops</b> £20750	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. Laptops purchased to make curriculum more accessible. Pupils can use the laptops to engage with remote 121 tuition.	Devices will be provided to pupils who require them. The system is monitored closely by the VP responsible for PP	JSR	Analysis of participation in online learning. Monitor achievement gains through data capture.
Impact to date 1	On average 30 Y11 pupils stay for a study session on Tuesday after school.				
Impact to date 2					
Impact to date 3					
<b>Cost</b>	<b>Targeted Support Budgeted</b>			£263,106	

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> in line with targets and aspiration £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>All Y8 have had the opportunity to be involved in the M and G enterprise challenge.</p> <p>Y9 have had their 2nd encounter of 4 from Barclays Lifeskills helping students build their employability skills.</p> <p>Y11- full day at New college Doncaster.</p> <p>Links to local businesses has started in curriculum teams. DT have had ENGIE come in to speak to students about their job roles</p> <p>Food technology have external speakers booked.</p> <p>7 X Y10 pupils have been to The University of Sheffield</p> <p>Discover US is The University of Sheffield's sustained outreach programme for Y10 and 11 pupils who meet specific widening participation (WP) criteria from state schools within South Yorkshire and the surrounding region.</p>				
Impact to date 2					
Impact to date 3					
C, D, E, H, I	<b>Role Models 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	The programme will be run by the office of local MP Nick Fletcher.	JSR	Analysis of attendance, behaviour, achievement data will be carried out regularly to ensure the role model programme is making impact. Pupils will complete online forms after each session.
Impact to date 1	<p>6 Role models visited the academy for a Y11 careers fair.</p> <p>The termly programme is in development.</p>				
Impact to date 2					
Impact to date 3					

A, I, J	<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. Pupils will learn how to cook nutritionally balanced healthy meals.	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	Data capture cycle. Weekly department QA. RAG meetings for KS4.
Impact to date 1	Y11 Experiences – All pupils participating can complete the sessions to prepare themselves for life in modern Britain. Y11 Hospitality and Catering Voc. Award P8 = +0.81 (complete) Nov RAG - Y10 Hospitality and Catering Voc. Award P8 = +0.81 and 100% predicted grade 4+ equivalent (11 pupils)				
Impact to date 2					
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	Y11 PP pupils have attended 777 hours of after school enrichment out of 2154 (36%)				
Impact to date 2					
Impact to date 3					
A, B, D, E, J	<b>Kingswood Residential PP subsidy</b> 7 x 59 60 x 10 £4000	The residential visit is an activities-based reward for attending after school enrichment sessions. It will give PP pupils the opportunity to participate in activities that they would not have previously.	Daily leader boards created to encourage attendance to after school enrichment, weekly assemblies will remind pupils about the reward. Attendance to after school enrichment is monitored closely by Y11 learning manager and VP,	JSR	Daily register through SIMS. After the event, online questionnaires will be completed.

Impact to date 1					
Impact to date 2					
Impact to date 3					
E, J	<b>Provision of Breakfast bagels and New FSM Payment system</b> £6000 £5056	Bagels provided to pupils for breakfast on entry to the academy. 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.	Pupils do not owe money to the academy. Pupils make healthy food choices at break and lunch.	JSR	Pupil accounts are not in debt. Pupils eat bagels for Breakfast. Attendance improves. Pupil voice shows that PP pupils enjoy the food on offer at DWA and prefer the new payment system.
Impact to date 1	10 boxes of bagels are delivered each week and are handed out to pupils daily before school.				
Impact to date 2					
Impact to date 3					
A, D, E, J	<b>Active Teens Champion</b> £1000	Delta Academies Trust in conjunction with Sport England will commence implementing a 1-year project that will raise the profile of active, healthy lifestyles and wellbeing to both our students and staff across all secondary academies.	Our least active pupils develop a more positive relationship with sport and physical activity. Staff will engage in and promote physical activity and healthy lifestyles. Pupils will be aware of the link between health and wellbeing.	DGH	Increased attendance to PE enrichment, fixtures, and clubs. Obesity levels decrease. Attendance, behaviour and achievement improves.
Impact to date 1	Active champion has encouraged attendance to afterschool enrichment. Active champion has helped facilitate enrichment (particularly football on Thursdays) - Numbers on Thursday average around 60 - 65 numbers in recent weeks. Active champion has refereed several different afterschool football games with different schools.				
Impact to date 2					
Impact to date 3					
<b>Cost</b>	<b>Other Approaches Budgeted</b>			33,493	

<b>Total from Pupil Premium</b>	<b>£309,420</b>
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<b>Total from Other Sources</b>	<b>£141,398</b>
<b>Total Budgeted Spend</b>	<b>£450,818</b>

**Review of 2020/21 spending – Impact**

Review of expenditure				
Previous Academic Year		2020/21		
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 19 restrictions, the SLT Leads presented the PP strategy and previous impact to the AAB at one remote meeting in September. SLT Leads monitored the strategy throughout the year. Impact can be seen in the outstanding results of 2021 where overall P8 increased from -0.17 to +0.25. Attainment improved for the cohort: 5+ Eng. and ma. improved from 21% to 41% and 4+ Eng. and ma. improved from 38% to 64%. Ebacc progress score improved by +0.31 and pupils with low, middle and high prior attainment improved the progress scores across all baskets and increased attainment (with the exception of English middle ability pupils who regressed by - 0.08). It is important to note that low ability disadvantaged in maths improved by +0.39. This was an area of focus, highlighted in our most recent I DSR document.	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 and regularly during CPD sessions. 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.	£32086 (20%)

B	<b>Accelerated Reader</b>	<p>Term 1 - Y7- Average reading age of current Y7 PP cohort with the latest STAR was 9:09 with 52 students tested. 7 students did not test due to absence. Words read from Oct to 17th December: 1,119,302 Quizzes passed: 258</p> <p>Y8- Average reading age of current Y8 PP cohort with the latest STAR was 11:00 with 88 students tested. 2 students did not test due to absence. Words read from Oct- 17th December: 2,790,951 Quizzes passed: 451</p> <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</p> <p>8: 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. 37PP who had a SS of below 100, regularly attended remote reading intervention.</p>	<p>Accelerated Reader will continue to be used for all of Y7 &amp; 8 (1 hour) with the intention to develop fluency and enjoyment of reading. In addition to this the following Interventions will take place: Read, write, inc – Miskin Fresh Start: 12 pupils in 7E and 5 in 7D participated with this LCM and 121 tutor once per week for an hour (Reading age of less than 9). Intervention with LCM – 5 pupils who have a with reading age of 5-7yrs receive an additional one hour per week. The focus is pure phonics, graphemes (oy), phonemes (o). Sound training – will be used with a range of pupils to work with LCM, Y8 29 pupils bottom 20% of the year group. In addition 11 pupils in Y7 who tested below average but not weak enough to benefit from phonics.</p>	<p>£4000 – from PP budget (£10000) – total cost</p>
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D,E	<b>Alternative Provision St Wilfrid's</b>	2 PP pupils attended a placement during Term 1 at St Wilfrid's Academy. 2 additional PP pupils attended a placement during Term 2 at St Wilfrid's Academy. All pupils are participating in bespoke courses and personalised curriculum.	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, because of a learning climate, better suited to their needs and abilities. We will continue to use this provision 2021-22 if appropriate. The pupils will be dual registered.	Alternative Provision St Wilfrid's Total cost £48275 PP 4 pupils £955 x 4 = PP strategy charge £3820
A,C	<b>Director Support EBACC</b>	Summer results showed that progress for PP pupils improved by +0.72 in the Ebacc basket: -0.40 2019 to -0.10 in 2020/21 Disadvantaged pupils with prior high attainers improved significantly by +0.51. Middle attainers improved by +0.13 and low attainers by +0.33  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	Director support for PP pupils will continue in 2021-22. The SLT Leads will monitor each year group closely, through analysis of assessment and departmental QA with the HOD. 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. Director intervention will be assigned to KS3 PP pupils who have regressed in trust geography, history and French assessments.	£14883 x 3 £44649
A,C	<b>Director Support Maths</b>	Summer results 2021 +0.13 PP maths (-0.29 2018-19) 5+ has increased from 30.4% (2018-19) to 45.9% (2020/21) 4+ has increased from 43.5% to 68.9% 7+ has increased from 6.5% to 11.5%	Director support in maths will continue in 2021-22. 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 Lead and HOD will	£29,766

		<p>During academy closure (HT3 and HT4) booklets were provided in resource packs for pupils in KS3 and KS4.</p> <p>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>	<p>monitor PP pupils closely and ensure they are getting Director support when it is required. The weekly RAG will ensure pupils are assigned to the maths director with precision. Director intervention will be assigned to KS3 PP pupils who have regressed in trust maths assessments.</p>	
A,C	<b>Director Support English</b>	<p>Summer results 2020 +0.08 PP English (-0.32 2018-19)</p> <p>5+ has increased from 39.1% (2018-19) to 59% (2019-20)</p> <p>4+ has increased from 54.3% to 75.4%</p> <p>7+ has increased from 6.5% to 21.3%</p> <p>During academy closure (HT3 and HT4) booklets were provided in resource packs for pupils in KS3 and KS4.</p> <p>KS3 trust English assessments were marked and included in the pack. The mark scheme was published online so that all misconceptions could be addressed.</p> <p>All pupils were provided with reading books during academy closure. Year 7 – Boy, Year 8 – Adrian Mole and Year 9 – I am Malala</p>	<p>Director support in English will continue in 2021-22. The SLT Lead and the HOD will monitor each year group closely through analysis of assessment and departmental monitoring. Director intervention will be assigned to KS3 PP pupils who have regressed in trust English assessments. 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>	£14883
<b>Targeted support</b>				

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, C, D, E	<b>One to One support in class</b>	<p>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.</p> <p>Term 2 - English – 48 PP pupils received 121 tuition remotely. Maths PP pupils received 121 tuition remotely.</p> <p>Y11 – English cohort who received 121 tuition achieved a P8 score of +0.45 June 2021 (+0.78 non 121) 121 cohort average mark increase 5.5 (component 2 trial 1 v trial 3) compared to 4.5 non 121 cohort. Highest mark increase from 121 cohort was 18 marks. 121 cohort average mark increase 2.1 (component 1 trial 1 v trial 3) compared to 1.5 non 121 cohort. Highest mark increase from 121 cohort was 12 marks.</p> <p>Y10 maths 121 cohort assessment 1 to 2 = 15 mark improvement. This compares to 12.7 mark improvement of pupils who did not receive 121. Y11 maths 121 cohort assessment 2 to assessment 3 saw a 56.8 marks improvement compared to 51.8.</p>	<p>Academy RAG meetings pinpointed which PP pupils required additional support. The frequency of pupil changes meant that pupils didn't get as much time as they required.</p> <p>2021-22.121 tutors have been appointed. The sessions will be during lesson times, 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. They will RAG pupil understanding.</p> <p>Tracking impact will eb improved 2021/22 and a new system will be created to ensure that we can measure the exact impact each tutor makes with each pupil.</p>	£81780 (1 x English) (2 x maths)

A, B, D, E, H	<b>The Bridge and PLC</b>	<p>6 pupils accessed PLC provision during Term 1. Due to the bubble system The Bridge was used as a reflection room. 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.</p>	<p>Replace static role of PLC Manager with rota of double staffing to ensure timetabled day is broadly in line with universal curriculum offer, delivered by subject specialists, complemented with therapeutic inputs designed to develop pupils socially and emotionally (Boxall profiling etc).</p> <p>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.</p>	<p>£35000 £24000</p>
E,F	<b>Attendance Officer</b>	<p>Attendance for PP pupils at the end of Term 1 was 89.3% and 32.7% PA. Doncaster average was 88% attendance for all pupils.</p> <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.</p> <p>April – May Half term - 42 ASP invitations sent. 24 in place. 20 15-day warnings issued, ongoing monitoring.</p> <p>HT 5- 11 cases being managed by EWO. LA and either court intervention stages being progressed or managed move, Big Picture Doncaster referrals one case was stepped to CCE team</p>	<p>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 readmission strategies ensure pupils catch up quickly with the curriculum. Attendance support plans implemented – targets set and monitored. Targeted intervention with LM's. Pupil voice to identify issues and look at support.</p> <p>National average attendance = 82% Doncaster average attendance = 81%</p>	<p>£22000</p>

		No home visits at times due to complex safeguarding issues in the community, visits now in place but some areas still not accessible. This is following Police and Social Care advice.		
D, E, H	<b>Learning Managers</b>	<p>The number of FTE PP pupils have received has reduced from 2019 from 93 FTE to 82 FTE.</p> <p>During Term 1 C4 DTL have increased from 716 in 2019 to 880 in 2020. C4 other have decreased from 539 in 2019 to 353 in 2020. C5 failed matrix reduced from 115 to 37.</p> <p>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> <p>PP pupils received 38% of reward points on the remote learning online tracker.</p> <p>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>PP pupils regularly participated in the weekly remote quiz at the correct ratio to non PP pupils (47% or more).</p>	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 ensure that all pupils are in lessons and able to access the curriculum. They have ensured that welfare checks have been made throughout academy closure on the most vulnerable and provided an invaluable service to our most disadvantaged pupils.	£66975

D, E, F, H	<b>Holiday Revision Classes</b>	<p>Holiday revision classes did not take place during term 1.</p> <p>In Term 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.</p> <p>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.</p>	<p>Holiday revision sessions will be scheduled to take place throughout 2021/22. A full programme of revision sessions will target all pupils. Parents of PP pupils will be called by the office admin team and pupils invited into the academy.</p>	£7000
A, C, E, F, H	<b>Parent Engagement Events</b>	<p>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).</p> <p>School Cloud - parents evening system for remote meetings to be implemented at the start of Term 2.</p> <p>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.</p> <p>Year 11 parents evening pupil premium – 54% (73%) Year 9 parents evening pupil premium – 42% (46%)</p>	<p>Pie Night took place on the 8<sup>th</sup> October 2020. 100% of PP pupils attended – this year parents were unable to attend</p> <p>Learning Managers will continue to target PP pupils and their families in the lead up to parental engagement events.</p>	£1000

		Year 8 parents evening pupil premium – 27% (36%) Year 7 parents evening pupil premium – 47% (Year 6)		
A, B, C, E, F, G, I	<b>Electronic Devices</b>	<p>Our first 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. Subsequent text messages and letters were sent to parents offering devices.</p> <p>By the end of Term 2 - 161 devices were loaned to pupils since academy closure on 4th January. 25 dongles were loaned to pupils. Year 11 = 37, Year 10 = 30, Year 9 = 32, Year 8 = 35, Year 7 = 27</p>	<p>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.</p> <p>The academy will continue to offer devices to any pupil who is unable to access learning whilst self-isolating or learning remotely.</p> <p>The Trust is trialling a variety of ways to ensure pupils are loaned devices for use at home and in the classroom.</p>	Cost TBC DFE/ Delta Academies Trust
B, C, D, E, H	<b>Mentoring Programme</b>	<p>10th November ARY led a CPD session on ACEs and explained how teachers can use this information to improve behaviour and outcomes.</p> <p>The programme did not take place due o 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.</p>	This strategy will not continue 2021/22.	No cost

		Wellbeing booklets were collected by all pupils for HT3 and HT4. This was followed up when the academy reopened with tutor		
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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>	<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> <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</p>	<p>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.</p>	£5763

		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.		
A	<b>Food Ingredients</b>	Ingredients were provided to disadvantaged pupils throughout the year. The system has worked well, the food is automatically ordered and distributed to all PP pupils when necessary. 2021 results for Y11 PP Hospitality and Catering were impressive: P8 +1.26, 37% achieving grade 7+. 66.7% 5+ and 100% 4+.	This approach will continue in 2021-22	£2000
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.  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.  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.	After school enrichment will be compulsory for all Y11 pupils in 2021-22 to ensure they make up for lost learning. There will be a comprehensive enrichment programme in place for Y10 PP pupils in English, iMedia and other open basket subjects.  To encourage disadvantaged Y11 pupils to participate in after school enrichment, the Kingswood Residential visit will be subsidised for qualifying PP pupils as a reward for attending. A free place on the trip will be raffled each week to those pupils who have attended 4 sessions.	£9500

A - J	<b>Leading Parental Partnership Award</b>	This award facilitates DWA to work in partnership with all parents and carers to increase parental participation in 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.	We were awarded LPPA in June 2021	£3250
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**Additional detail**

**2020-21 Results**

<b>Disadvantaged</b>	<b>2019</b>	<b>2021</b>	<b>Difference</b>
<b>Progress 8</b>	<b>-0.17</b>	<b>+0.25</b>	<b>+0.34</b>
<b>5+ in Eng. and maths</b>	<b>21%</b>	<b>41%</b>	<b>+20%</b>
<b>4+ in Eng. and maths</b>	<b>38%</b>	<b>64%</b>	<b>+26%</b>
<b>4+ English and maths Gap PP v non-PP</b>	<b>34% gap</b>	<b>6% gap</b>	<b>28% reduction</b>
<b>5+ English and maths Gap PP v non-PP</b>	<b>16% gap</b>	<b>4% gap</b>	<b>12% reduction</b>
<b>English 5+</b>	<b>39.1%</b>	<b>59%</b>	<b>+19.9%</b>
<b>English 4+</b>	<b>54.3%</b>	<b>75.4%</b>	<b>21.1%</b>
<b>Maths 5+</b>	<b>30.4%</b>	<b>45.9%</b>	<b>+15.5%</b>
<b>Maths 4+</b>	<b>43.5%</b>	<b>68.9%</b>	<b>+25.4%</b>
<b>5+ Sci.</b>	<b>23.9%</b>	<b>39.3%</b>	<b>+15.7%</b>
<b>4+ Sci.</b>	<b>37%</b>	<b>54.1%</b>	<b>+17.1%</b>
<b>Progress 8 English</b>	<b>-0.29</b>	<b>+0.08</b>	<b>+0.37</b>
<b>Progress 8 Maths</b>	<b>-0.29</b>	<b>+0.13</b>	<b>+0.42</b>
<b>Progress 8 EBacc</b>	<b>-0.41</b>	<b>-0.10</b>	<b>+0.31</b>
<b>Progress 8 Open</b>	<b>+0.26</b>	<b>+0.80</b>	<b>+0.54</b>

## Attendance

Disadvantaged Attendance	2018-2019	2019-20	2020-21	National Disadvantaged
Year 7	89.1%	93.9%	89.1%	
Year 8	94.2%	93.3%	87.6%	
Year 9	93.8%	91.8%	87.6%	
Year 10	93.4%	91.4%	82.7%	
Year 11	92%	92.0%	87.5%	
Attendance Total	93%	92.6%	87.1%	81%
PA Total	20.1%	19.9%	41.6%	N/A

**2020/21 Impact**

Priorities for 2020/21			Outcome 2020/21
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	
A.	<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. Pupils' work across the curriculum is of good quality. PP pupils are able to articulate what they are learning and why they are learning it.</p>	<p>Academy Deep Dives highlighted disadvantaged pupils were supported well.</p> <p>Department QA has highlighted that PRIDE is in place and pupils' work across the curriculum is of good quality.</p> <p>Summer 2021 results show that gaps are closing rapidly. There was a 6% gap between PP and non-PP (Eng. and maths 4+) and a 4% gap (Eng. and maths 5+). This is a substantial improvement on 2019 gaps.</p> <p>High prior attaining PP pupils have performed well in national tests. There have been improvements in all baskets, with English improving by half a grade over the previous year and open basket by almost 1 grade.</p> <p>Achievement gaps still exist between PP and non-PP for Y7-Y10 pupils. Trust assessments (Dec/June) have highlighted that gaps exist at KS3 in all subjects. HODs will analyse this data and devise comprehensive plans for PP pupils.</p> <p>There has been significant</p>

			<p>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>																																
<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>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>See Appendix 1 for KS3 reading intervention strategies</p>	<p>Reduction in the number of pupils in y7/8 who are classed as 'below average' for their age.</p> <p>Majority of pupils progressing at the expected rate or higher, where they were not before.</p> <p>Closing the gaps caused by lockdown. As a result of lockdown in March 2020, 68 pupils in Y8 showed an average regression of 7 points in their SAS compared to their Y7 score. Now, those 68 have shown an average increase of 8 points (despite a second lockdown).</p> <table border="1" data-bbox="1688 1046 2145 1235"> <thead> <tr> <th colspan="4">Year 7 PP</th> </tr> <tr> <th></th> <th>September</th> <th>June</th> <th>Increase/Decrease</th> </tr> </thead> <tbody> <tr> <td>Average SAS (Nat. Av. 100)</td> <td>97</td> <td>100</td> <td>+3</td> </tr> <tr> <td>% of pupils in stanines 1-3 (below average)</td> <td>28.5%</td> <td>24.4%</td> <td>4.1%</td> </tr> </tbody> </table> <table border="1" data-bbox="1688 1262 2136 1450"> <thead> <tr> <th colspan="4">Year 8 PP</th> </tr> <tr> <th></th> <th>September</th> <th>June</th> <th>Increase/Decrease</th> </tr> </thead> <tbody> <tr> <td>Average SAS (Nat. Av. 100)</td> <td>98.6</td> <td>102.3</td> <td>+3.7</td> </tr> <tr> <td>% of pupils in stanines 1-3 (below average)</td> <td>16.8%</td> <td>12.3%</td> <td>-4.5</td> </tr> </tbody> </table>	Year 7 PP					September	June	Increase/Decrease	Average SAS (Nat. Av. 100)	97	100	+3	% of pupils in stanines 1-3 (below average)	28.5%	24.4%	4.1%	Year 8 PP					September	June	Increase/Decrease	Average SAS (Nat. Av. 100)	98.6	102.3	+3.7	% of pupils in stanines 1-3 (below average)	16.8%	12.3%	-4.5
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<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. 47% 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.</p>	<p>More than 43% of pupils who participated in extracurricular activities were PP pupils. 2021/22 plan includes focus on cultural capital for all pupils. Launch "This is culture" with KS3 at tutor time and on blue line.</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. 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>2020/21</p> <p>PP C4 detentions = average 3.2</p> <p>PP C5 Reflections = average 1.5</p> <p>PP FTE = average 0.5</p> <p>The gap between the number of effort points received over the year between PP and non PP pupils has closed:</p> <p>246 average per PP pupil compared to 270 average per non PP pupil.</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% 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%</p> <p>(Post Covid national average = 82%)</p>	<p>PA = 41.6%</p> <p>PP attendance = 87.1%</p> <p>National average attendance = 82% Doncaster average attendance = 81%</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>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).</p> <p>School Cloud - parents evening system for remote meetings to be implemented at the start of Term 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.</p> <p>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)</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</p>	<p>Behaviour data will show that sanctions are low for poor use of KO/Hegarty/GCSEPod. Disadvantaged pupils are rewarded in weekly assemblies.</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>The attendance of Y11 PP pupils to after school enrichment sessions was at the correct proportion (40%).</p>

	knowledge of the subjects they are studying.		
<b>H.</b>	<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.</p> <p>Monitoring and evaluation of tutor and PSHE 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 above national level with 100% of leavers in education, employment or training.</p> <p>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 2020-21. Those at risk of NEET were given additional guidance sessions.</p> <p>Survey completed on results day 2021 showed that 100% of Y11 PP pupils questioned will be in education, employment or training 2021/22 Validated destinations info TBC</p>
<b>I.</b>	<p>viii. Disadvantaged pupils are able to access the academy home learning programme as they possess a suitable device 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</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.</p> <p>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>50 devices were loaned to pupils during Term 1. All pupils who require a device (66) will be provided with one on 4th January 2021.</p> <p>161 devices were loaned to pupils since academy closure on 4th January. 25 dongles were loaned to pupils.</p> <p>Year 11 = 37, Year 10 = 30, Year 9 = 32, Year 8 = 35, Year 7 = 27</p>

	access are PP pupils.		
<b>J.</b>	<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.</p> <p>Wellbeing questionnaires are completed frequently and demonstrate pupils are receiving the correct support and it results in a positive outcome.</p>	<p>13 mental health referrals were made during the period 2020-21. This included CAHMS and With Me In Mind.</p>

## Appendix 1: KS3 reading intervention strategies

Year 7 phonics intervention with English 1-2-1 tutor for 1hr per week to target lowest pupils with a reading age of less than 8 years old based on GL assessments.
7E have one extra hour of timetabled English. 5 hours- 3x curriculum, 1x library reading lesson, 1x literacy skills lesson. Additional staff timetabled into these lessons to allow for small group work.
8E have 1 extra hour of timetabled English to focus on literacy skills.
LCM/ 1-2-1 tutor leads sound training intervention with year 8 pupils who are below average reading age based on GL.
9F have 1 extra hour of timetabled English to focus on literacy skills.
LCM/ 1-2-1 tutor leads sound training intervention with year 9 pupils who are below average reading age based on GL.
Y7 and Y8 AR dedicated time of 1 hour 30 minutes per week scheduled into curriculum time (moving to Reading Plus when implemented).
Whole school reading during Tutor time for years 7 to 10 where pupils read for pleasure.
Word of the week exposes pupils to unfamiliar words to develop vocabulary and understanding of new words.
Within the classroom, KS3 Reading reconsidered activities allow pupils to decode texts, focusing on weaknesses in vocabulary and reading for meaning.
LCM to target the pupils who have low reading ages but do not meet the criteria for phonics intervention.