

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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

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

School overview

Detail	Data
School name	De Warenne Academy
Number of pupils in school	719
Proportion (%) of pupil premium eligible pupils	49.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2021
Date on which it will be reviewed	April 2022
Statement authorised by	John Hall
Pupil premium lead	Joe Spencer
Governor / Trustee lead	Michelle Benton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£309,420
Recovery premium funding allocation this academic year	£46,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£141,398 (additional) £450,818

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at De Warenne Academy, irrespective of their background, challenges they face, make good progress and achieve high attainment across the curriculum in line with non-disadvantaged pupils nationally and within the academy. The last two years have been very challenging for all pupils and our strategy focus is on closing gaps that have widened even further due to academy closure and the pandemic.

Our pupil premium strategy is designed to support disadvantaged pupils achieve and make progress in all subjects. Historically disadvantaged pupils have needed additional support in Ebacc subjects and our strategy addresses this. The strategy aims to improve outcomes for pupils of all abilities including low ability disadvantaged boys who have not achieved as well as we would expect (2019). We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

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

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

To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified by meeting regularly and conducting RAG meetings for KS4 pupils
- Analysing the performance of KS3 pupils after each trust assessment.
- Measuring impact towards the end of each term and publishing this on the academy website

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	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.
2	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.
3	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.
4	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.
5	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 non PP, but we must reduce the in-school gap.
6	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.
7	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.
8	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.
9	Some PP pupils do not possess devices to access online home learning. A small number of pupils do not have internet access at home.
10	The mental health and wellbeing of some pupils has declined during academy closure. 13 mental health referrals were made during 2020/21.

Intended outcomes

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

Intended outcome	Success criteria
<p>(A) CURRICULUM OFFER - The curriculum is ambitious and is designed to give particularly disadvantaged pupils the knowledge and cultural capital they need to succeed in life. This ensures that pupils eligible for the Pupil Premium make rates of progress that are at least in line with 'other' non-PP pupils nationally.</p> <p>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p>	<p>Analysis of the evidence gathered through the routine monitoring of the quality of education will demonstrate work is demanding and matches the intention of the curriculum for all pupils eligible for the Pupil Premium. Analysis of Years 7 to 11 will show that there are no gaps in progress between pupils eligible for the Pupil Premium and '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. 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.</p> <p>PP pupils are able to articulate what they are learning and why they are learning it.</p>
<p>(B) LITERACY- High levels of progress in reading and writing for Year 7 and 8 pupils eligible for the Pupil Premium.</p> <p>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>2nd 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: Reading ages in October, December, March and June (AR and GL assessment reading tests) Y7 & 8 English and maths trust assessment results</p>
<p>(C) PERSONAL DEVELOPMENT - Disadvantaged pupils acquire the knowledge</p>	<p>PP pupils regularly attend a wide range of</p>

<p>and cultural capital that they need to succeed in life.</p>	<p>out of classroom experiences including after school clubs. 47% of pupils who participate in extra-curricular 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.</p> <p>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>
<p>(D) 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>(E) 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.</p> <p>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>(F) 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>(G) 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>(H) 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</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>and CareersInc. This will lead to improved aspiration.</p> <p>Benchmark – National NEET PP = 9% DWA 2019/20 = 0%</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>(I) 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. Wellbeing questionnaires are completed frequently and demonstrate pupils are receiving the correct support and it results in a positive outcome.</p>
<p>(J) 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). Obesity levels reduce.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £132,782

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT PP Leads	High quality leadership and management is essential to the implementation and continual evaluation of the PP strategy.	1-10
Accelerated Reader	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	2
Alternative Provision St Wilfrid's	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. Alternative provision - GOV.UK (www.gov.uk)	1,4,5
Director Support EBACC. Maths and English	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 2021 results.	1

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

Budgeted cost: £263,106

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to One support in class and online after school	<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.</p>	1,2,4,5

	<p>All other year groups will follow a timetable during the academy day.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	
The Bridge and PLC	<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>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,4,5,8
Attendance Officer	<p>Behaviour and attendance interventions – moderate impact for moderate cost – The 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>	5,6
Learning Managers	<p>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.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4,5,6,8
Holiday Revision Classes	<p>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.</p> <p>Summer schools EEF (educationendowmentfoundation.org.uk)</p>	1,5,6,8
Parent Engagement Events	<p>“It is not about hard to reach families, but hard to reach schools”. Crozier and Davies.</p>	5,6

	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. Parental engagement EEF (educationendowmentfoundation.org.uk)	
Electronic Devices	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.	1,2,3,5,6,7
30 laptops	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.	2,3,4,5,8

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

Budgeted cost: £33,493

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of High Quality Careers guidance in line with targets and aspiration	Disadvantaged pupils in years 10 and 11 have access to high quality and frequent careers information and guidance via CareersInc and Heppsy+. Aspiration interventions EEF (educationendowmentfoundation.org.uk)	3,4,5,8
Role Models Programme	“Programmes which have a clear structure and expectations, provide training and support for mentors, are associated with more successful outcomes”. EEF 2020 Mentoring EEF (educationendowmentfoundation.org.uk)	3,4,5,8,9
Food Ingredients	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	1,9,10

	given to KS4 pupils. Pupils will learn how to cook nutritionally balanced healthy meals.	
After school Revision Classes	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. Extending school time EEF (educationendowmentfoundation.org.uk)	1,2,4,5
Kingswood Residential PP subsidy	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. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	1,2,4,5,10
Provision of Breakfast bagels and New FSM Payment system	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.	5,10
Active Teens Champion	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. Physical activity EEF (educationendowmentfoundation.org.uk)	1,4,5,10

Total budgeted cost: £ £309,420

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

2021-22 Outcomes			
Disadvantaged	2019	2021	Difference
Progress 8	-0.17	+0.25	+0.34
5+ in Eng. and maths	21%	41%	+20%
4+ in Eng. and maths	38%	64%	+26%
4+ English and maths Gap PP v non-PP	34% gap	6% gap	28% reduction
5+ English and maths Gap PP v non-PP	16% gap	4% gap	12% reduction
English 5+	39.1%	59%	+19.9%
English 4+	54.3%	75.4%	21.1%
Maths 5+	30.4%	45.9%	+15.5%
Maths 4+	43.5%	68.9%	+25.4%
5+ Sci.	23.9%	39.3%	+15.7%
4+ Sci.	37%	54.1%	+17.1%
Progress 8 English	-0.29	+0.08	+0.37
Progress 8 Maths	-0.29	+0.13	+0.42
Progress 8 EBacc	-0.41	-0.10	+0.31
Progress 8 Open	+0.26	+0.80	+0.54

Disadvantaged At-tendance	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			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	Outcome 2020/21
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.</p> <p>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 improvement in the attainment and progress of pupils with low prior attainment. This was an</p>

			area for development in the last PP plan and highlighted in the 2019 IDSR.																																
B.	<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)</p> <p>Y7 & 8 English and maths trust assessment results</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"> <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"> <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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C.	<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>More than 43% of pupils who participated in extracurricular activities were PP pupils.</p> <p>2021/22 plan includes focus on cultural capital for all pupils.</p> <p>Launch "This is culture" with KS3 at tutor time and on blue line.</p>																																
D.	<p>Significant improvements in the attitudes and behaviour of an identified cohort of pupils eligible for the Pupil Premium will</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,</p>	<p>2020/21 PP C4 detentions = average 3.2 PP C5 Reflections = average 1.5</p>																																

	<p>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>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>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>
E.	<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>
F.	<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</p>

			<p>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>
ii.	<p>Improved homework completion through the use of Knowledge Organiser (KO), Hergarty 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/Hergarty/GCSEPod. Disadvantaged pupils are rewarded in weekly assemblies.</p> <p>i. ii. 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>
H.	<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</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>

		to ensure that high quality impartial CEIAG raises the aspirations of disadvantaged pupils.	
I.	<p>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.</p> <p>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.</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. 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>
J	<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>

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The service pupil premium was pooled with the main pupil premium budget.
What was the impact of that spending on service pupil premium eligible pupils?	Impact above.

Further information (optional)

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