

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	748
Proportion (%) of pupil premium eligible pupils	47.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	John Hall
Pupil premium lead	Natalie Agar
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 or the challenges that they face, make good progress and achieve high attainment across the curriculum in line with non-disadvantaged pupils nationally and within the academy. It has been very challenging in recent years for all pupils and our strategy focus is on closing gaps.

Our pupil premium strategy is designed to support disadvantaged pupils to achieve and make progress in all subjects. Historically disadvantaged pupils have needed additional support in Ebacc subjects and our strategy addresses this. The strategy aims to improve outcomes for pupils of all abilities with a particular focus on middle ability disadvantaged pupils (2022). 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 providing additional support for pupils who require it, including non-disadvantaged pupils, notably in its targeted support through one-to-one tuition. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified by meeting regularly and conducting RAG meetings for KS4 pupils
- 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 Curriculum	Significant achievement gaps exist on entry. The average gap (scaled score) for KS4 in both reading and maths was 3.1 (2022); 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 Literacy	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 Personal Development	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 Behaviour	PP pupils are overrepresented when receiving 'Consequences', detentions and sessions in The Reflections Room (C5). This detrimentally affects their academic progress.
5 Attendance	There is historically a higher percentage of disadvantaged pupils than non-disadvantaged pupils, who are persistently absent (absent for 10% or more sessions from school). Attendance rates for pupils eligible for PP in 2021-22 was 85.7% vs. 89% 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 Parental Engagement	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.
7 Home Learning	Homework completion and attendance at additional study sessions is lower for PP pupils than it is for 'others'.
8 CEIAG	Some pupils eligible for the Pupil Premium lack aspiration relating to further and higher education and also future career opportunities. The academy uses 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 Mental and Physical Health	The mental health and wellbeing of some pupils has declined during academy closure. 13 mental health referrals were made during COVID years 20-21.

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 PROUD 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>PP pupils in KS3 achieve in line with, or even better than non-PP pupils in the Delta Academies Trust core common assessments. (December/June trust wide assessments)</p>	<p>All pupils eligible for PP will have a reading age that is at least in line with their chronological age by the end of KS3. Pupils eligible for PP in Year 7 and 8 make more progress by the end of the year than 'other' pupils, in English and mathematics in order to catch up.</p> <p>We will evidence this using: RP and GL assessment reading tests KS3 English and maths trust assessment results.</p>
<p>(C) PERSONAL DEVELOPMENT - Disadvantaged pupils acquire the knowledge and cultural capital that they need to succeed in life.</p>	<p>PP pupils regularly attend a wide range of out of classroom experiences including after school clubs.</p> <p>Proportionate numbers of pupils who participate in extra-curricular visits and programmes are disadvantaged.</p> <p>All PP pupils will engage with the academy, tutor, assembly and EPC programme to develop their interest in investigating and offering reasoned views about moral and ethical issues.</p> <p>The Experiences 5-year plan maps the visits, rewards, competitions, and opportunities</p>

	<p>pupils receive over 5 years. The plan is designed to expose pupils to a range of new experiences, considering our local context, for example many pupils will not have experienced a live theatre performance.</p> <p>A range of programmes are designed to expose pupils to a range of out of school experiences during their time at DWA.</p> <p>Our “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>Pupils will participate in a range of programmes designed to expose pupils to a range of out of school experiences, including Year 7 Experiences, Year 8 Pledges, Year 9 Duke of Edinburgh Award, and the Ambitions and Scholars programmes.</p> <p>The Y11 curriculum includes bespoke drop down days 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>(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 negative behaviour events.</p> <p>Pupils receive regular rewards for good behaviour.</p> <p>Analysis in Years 7 to 11 will show that there are no gaps in progress between pupils eligible for the Pupil Premium and ‘other’ non-PP pupils. Where gaps exist, these will be closing rapidly.</p>

<p>(E) ATTENDANCE - Attendance rate for pupils eligible for Pupil Premium / Free School Meals [FSM] is at least in line or better than the Doncaster average.</p> <p>PP attendance at DWA 2021 to 22 = 85.7%</p>	<p>Reduce the number of persistent absentees (PA) amongst pupils eligible for PP to national average or below.</p> <p>Improve overall attendance rates of pupils eligible for PP to 97% or above.</p>
<p>(F) PARENTAL ENGAGEMENT - Increased parental engagement including improved attendance rates for parents / carers of pupils eligible for the Pupil Premium at parental events.</p>	<p>The parents / carers of pupils eligible for PP attend one or more after school event per year (e.g. Parent's Evening/ Pie Night)</p>
<p>(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>Y11 after school enrichment sessions are attended by all pupils in receipt of the pupil premium.</p> <p>Pupils are rewarded for home learning.</p> <p>PP pupils can make the same amount of progress as non-PP pupils.</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 and CareersInc. This will lead to improved aspiration.</p> <p>Benchmark – National NEET PP = 12.3% DWA 2021/22 = 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 EPC lessons shows that pupils understand progression pathways and are able to analyse and evaluate their own options.</p> <p>NEET figures for pupils eligible for the Pupil Premium are better or below national level. Careers award (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.</p> <p>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</p>	<p>Disadvantaged pupils learn how to make</p>

<p>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>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>
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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.	1-9
Literacy Resource Centre Manager Reading Champion Literacy Coordinator	Members of staff work together to oversee targeted intervention for KS3 pupils using Ruth Miskin FreshStart, Reading Plus, along with the planning and implementation of the whole school literacy strategy. Embed the trust strategy "Reading Routes".	1, 2, 3
CPD	High quality CPD is delivered each week by specialists. Staff are also able to participate in CPD provided by the trust at Education House through the Education Exchange. Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute (epi.org.uk)	1-9
Director Support EBACC. Maths and English	Delta subject directors in English, maths, science, history, geography and French will work with targeted disadvantaged pupils. This strategy is moderate cost and high impact based on	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 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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,4,5
Reading Plus	<p>All pupils in Years 7, 8 and 9 access the Reading Plus programme. This aims to develop comprehension and efficiency in reading and adapts to offer support and texts that are appropriate for the reading level of each individual learner.</p> <p>Reading Plus – Adaptive Literacy Intervention for Grades 3-12.</p>	1, 2, 3, 7
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
Alternative Provision St Wilfrid's	<p>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.</p> <p>Alternative provision - GOV.UK (www.gov.uk)</p>	1,4,5

Learning Support Assistants	'Supporting the attainment of disadvantaged pupils: articulating success and good practice research report' (2015) suggests 'Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well'.	1, 2, 4
Learning Managers	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. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4,5,6,8,9
After school Revision Classes	A comprehensive after school revision programme in place for all disadvantaged pupils. Attendance is encouraged through regular rewards and updates. Extending school time EEF (educationendowmentfoundation.org.uk)	1, 2, 4, 5
Holiday Revision Classes	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. Summer schools EEF (educationendowmentfoundation.org.uk)	1,5,6,8
Parent Engagement Events	"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. Parental engagement EEF (educationendowmentfoundation.org.uk)	5,6
Online learning platforms: GCSE Pod, Hegarty, Sparx, Language Nut	Subscriptions to teaching and learning resources. The EEF states Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. In the most effective examples homework was an integral part of learning, rather than an add-on.	1, 7

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

Budgeted cost: £33,493

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Team	<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 officers will work closely with the learning managers to ensure that phone calls, parental meetings and focus groups take place for the correct pupils.</p> <p>The attendance officer will devise attendance support plans and arrange meetings.</p>	1, 5,6
Attendance rewards	Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf (attendanceworks.org)	1, 5
Provision of High Quality Careers guidance in line with targets and aspiration	<p>Disadvantaged pupils in years 10 and 11 have access to high quality and frequent careers information and guidance via CareersInc.</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p>	3,4,5,8
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 given to KS4 pupils. Pupils will learn how to cook nutritionally balanced healthy meals.	1,9
Minibus and Driver	The driver is part of the attendance team and has integral relationships with families through home visits. The Education Endowment Foundation (EEF) states earlier parental and agency support improves outcomes, recognising behaviour and attendance interventions have moderate impact for moderate cost.	1, 4, 5

Opportunities/ visits/ trips	PP pupils are given the opportunity to participate in activities that they would not have previously. Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)	1,2,4,5,9
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.	5,9
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)	1,4,5,9

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 2021 to 2022 academic year.

2021-22 Outcomes <u>Curriculum and Progress</u>
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Disadvantaged	2019	2022	Difference
Progress 8	-0.17	-0.05	+0.12
5+ in Eng. and maths	21%	42.6%	+21.6%
4+ in Eng. and maths	38%	59.3%	+21.3%
4+ English and maths Gap PP v non-PP	34% gap	20.4% gap	14.4% reduction
5+ English and maths Gap PP v non-PP	16% gap	28.3% gap	12.3% reduction
Progress 8 English	-0.32	+0.04	+0.27
Progress 8 Maths	-0.29	-0.05	+0.24
Progress 8 EBacc	-0.41	-0.10	+0.31
Progress 8 Open	+0.23	-0.01	-0.24

Literacy

<u>Year 7 PP</u>			
	<u>September</u>	<u>April</u>	<u>Increase/ Decrease</u>
<u>Average SAS (Nat. Av. 100)</u>	<u>92.9</u>	<u>95.9</u>	<u>+3</u>
<u>% of pupils in stanines 1-3 (below average)</u>	<u>31%</u>	<u>31%**</u> ** 6 pupils have dropped into stanines 1-3 and are to be retested.	<u>0%</u>
<u>96% of pupils making expected progress/ higher than expected progress/ much higher than expected progress.</u> <u>1 pupil with lower progress has a RA of 15yrs. 1 pupil dropped into S1-3- behaviour.</u>			

<u>Year 8 PP</u>			
	<u>September</u>	<u>April</u>	<u>Increase/ Decrease</u>

Average SAS (Nat. Av. 100)	97.4	100.4	+3
% of pupils in stanines 1-3 (below average)	20.6%	15.8%	-4.8%
82% of pupils making expected progress/ higher than expected progress/ much higher than expected progress.			

Attendance

DWA attendance 21-22	DWA PP attendance 21-22	National Av. Secondary Schools
89%	85.7%	87.4%

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.