**As a result of the Coronavirus (COVID-19) all schools in England closed except for keyworker and vulnerable students. Students are slowly being reintegrated into the school starting with Year 10. National GCSE examinations have been cancelled and Centre Assessed Grades have been submitted for students attainment.**

# Pupil Premium Report and Strategy Statement

In Da Vinci Academy we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils form learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they to use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings

**Da Vinci Academy**

| 1. Summary information 2019/20 | | | | | |
|---|---|---|---|---|---|
| **Academy** | Da Vinci Academy | | | | |
| **Pupil Premium Leader** | Adam Blake | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | £276 760 | **Date of most recent PP Review** | June 2020 |
| **Total number of pupils** | 651 | **Number of pupils eligible for PP** | 369 (57%) | **Date for next internal review of this strategy** | Jan 2021 |

# Pupil Premium Report Academic Year 2019-20    End of Summer Term

**Review of impact of Quality First Teaching and Interventions**

| Achievement Review and Evaluation of Impact | Next Steps |
|---|---|
| **A). High levels of progress in literacy and numeracy for all pupils eligible for PP and equality of progress with all pupils. These students will have targeted guidance and mentoring to ensure equality of progress, attainment, opportunity and participation in all parts of the school**<br><br>Smaller class sizes than national average to continue to intervene with students (AP1 data shows average residual from target for PP students vs non PP students have minimal gaps: Y7 -0.14, Y8 -0.04 and Y9 -0.56. Y10 predicted P8 gap for PP vs non PP is inline with national gap (-0.4)<br><br>Embedded a morning reading culture. Students go to their tutor room on a Monday, Wednesday, Thursday and Friday and their tutor reads to them. Students track reading throughout. | Continue with attainment focus for PP students<br><br><br>Continue with morning reading culture |

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| Accelerated Reader was withdrawn mid-year and replaced with the GL NGRT reading assessments. 2019/20 had a focus on staff CPD on literacy and reading, ensuring keywords displayed in classrooms and keywords for lessons were prominent and used. | Focus on closing the reading gap upon return for ALL students. |
| Level 2 SEND LSA's used in both small group interventions and in classroom support. EAL LSA continues to be used with students of lower English language understanding. | Continue to embed |
| Reading Tests took place March 2020 with students who are both SEND and PP.<br>Year 7 - 39% improved Scaled Score compared with KS2 outcome.<br>Year 8 – 60% improved Scale Score compared with GL Progress Tests outcome taken in July 2019<br>Year 9 – 71% improved Scale Score compared with GL Progress Tests outcome taken in July 2019 | |
| Internal cover teachers placed with the right groups needing cover where necessary to ensure consistency of approach for all lessons. | Continue to embed |
| L20 approach to KS3 data collection, where the lowest performing students in each department are identified and a specific intervention plan put in place. | Continue to embed. |
| **B). Improved attendance and behaviour of disadvantaged students, further closing the gap relative to other students in school.**<br><br>Tiered approach to attendance less than 95% (tier 1, tier 2 and tier 3).<br><br>| | Whole | PP |<br>|---|---|---|<br>| 2018/19 | 93.91% | 92.99% |<br>| 2019/20 (Up to Lockdown) | 93.42% | 91.97% |<br><br>Achievement Team support for students continues to develop.<br>% of PP students late to school continues to reduce – 3.84% previously, 2019/20 3.56%. | Continue to embed |

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| % of PP students excluded has dropped from 17/18 (19.6% vs 10.8% for 2019/20)<br><br>Family Engagement Assistant offered support with students and families to develop relationships in school. Parents evening engagement improved. | Ensure tight monitoring |
| **C). Disadvantaged students to be more motivated to aim high, and accelerate their progress so they can attain well**<br>Written feedback given to students on stickers. Green pen for marking, red pen for student reflection. Emphasis on student peer and self-assessment. | Continue to embed |
| Staff differentiated CPD on first wave teaching | Continue to embed |
| Use of visualizers has demonstrated to make a significant impact in student's ability to structure answers – seen through DDI process and TF and NQT observations. | Continue to embed |

**Covid – 19 Response and support for PP Students**

- All Y10 students without access to a suitable device at home were supplied a school laptop.
- All students in all years were provided a work pack fortnightly if they cannot access online work from home.
- Every student in KS3 received a phone call home every 4 weeks as a check in.
- Every student in Y10 received a phone call home every 2 weeks as a check in.
- From 15th June, Y10s were invited into school once a week to cover English, Maths, Science and Humanities subjects. In the final 2 weeks of term, all Y10 students were invited to attend sessions for their options lessons.
- A bespoke group of Y10 students who were classed as "vulnerable" or parents were key workers was created so that they come into school Monday, Tuesday, Thursday and Friday each week.

**Summary: how well are eligible pupils doing? Is the difference diminishing?**

- In 2019/20, centre assessed grades submitted to the exam boards give a progress 8 difference of PP vs non PP to be in line with the national average.

- A relentless approach to quality first teaching for all is having a significant impact on the progress of all students as can be seen by the centre-assessed grades submitted to exam boards.

**Summary of Proposed Actions for the 2020/21**

- The main focus of 2020/21 is to continue the great progress made in 2019/2020 and continue to embed these into the day to day life at Da Vinci Academy.

# Strategy for 2020-21

**Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:**

| 1. Summary information for 2020-21 | | | | | |
|---|---|---|---|---|---|
| **Academy** | Da Vinci Academy | | | | |
| **Pupil Premium Leader** | Adam Blake | | | | |
| **Academic Year** | 2020/21 | **Total PP budget** | £306 760 | **Date of most recent PP Review** | June 2020 |
| **Total number of pupils** | TBC | **Number of pupils eligible for PP** | TBC | **Date for next internal review of this strategy** | Jan 2021 |

| 2. Barriers to future attainment (for pupils eligible for PP including high ability) | |
|---|---|
| **In-school barriers** *(issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc)* | **External barriers** *(issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding)* |
| Literacy and Numeracy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress throughout their years at Da Vinci Academy. Disadvantaged students, as well as other students in school, have low levels of reading on entry and do not often undertake wider reading. | Disadvantaged student's attendance and behaviour data is poorer than that of other students. |
| | Low levels of aspiration, resilience and study skills, which lead to low confidence. |

| 3. Implementation and/or Impact of the curriculum | | | | |
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| **Whole School Initiatives/the wider curriculum** | **How?** | **What is the rationale for this chosen strategy?** | **How will it be monitored?** | **Cost?**<br>**57% of total cost** |
| High levels of progress in literacy and numeracy for all pupils eligible for PP and equality of progress with all pupils. These | Additional classes in English and Maths in all year groups by providing 1 extra English teacher and 1 extra maths teacher per year group | Smaller class sizes allow more intervention in class for pupils not making progress who are often PP pupils. | Progress tracking for pupils | 27020<br>(2 x 23702) |

| students will have targeted guidance and mentoring to ensure equality of progress, attainment, opportunity and participation in all parts of the school | Literacy TLR role to lead and ensure literacy embedded in all lessons | Evidence shows a whole school approach to literacy and a common language enhances progress in literacy. | Regular monitoring and tracking of average reading age per year and by pupil group. Through the SIF bid, SLE coaching will be provided. | 1594 (2796) |
|---|---|---|---|---|
| | CPD sessions on literacy teaching for whole school and specific sessions for new and newer teachers | All teachers', especially newer teachers, need to be supported to be able to teach literacy to a high quality and to use the shared language and strategies being developed. | Evaluations of training | 0 |
| | Lexia Core 5 operating in KS3 and Lexia Power Up for KS4 | Lexia has been proven on numerous occasions inside school and externally to make a substantial impact on reading ages | Records on reading ages | 1425 (2500) |
| | Level 2 SEND Learning Support Assistants incl 1 EAL TA | Having teaching assistants specialising in the SEND faculty allows them to specialise in interventions, and thus have a relatively greater impact on the progress of students. The consistency also means that their deployment is more informed | Disadvantaged progress gap compared to non-disadvantaged are minimised. | 86075 (151 009) |
| | Reprographics (inc. printing facilities for students to print coursework/homework) | With the need to differentiate and with staff using assessment to inform teaching, printing resources are readily available so progress isn't limited. | Disadvantaged progress gap compared to non-disadvantaged are minimised. | 5700 (10000) |
| | Greater tracking and identification of PP pupils not making expected progress with the use of G4S | Early intervention leads to greater overall progress. | Following each assessment window, each department will be given their L20 | 3428 (6014) |

| | | | students and teachers will identify reasons for underperformance and suggest actions for all pupils not making expected progress. | |
|---|---|---|---|---|
| | Speak out challenge | KS4 initiative to build confidence in debate and Oracy amongst specifically PP pupils | Evaluations of the session | 0 |
| | Morning Reading with tutors every Monday, Wednesday, Thursday and Friday | Disadvantaged students typically have lower reading ages than other students do, and therefore this strategy exposes them to higher order literacy texts. | Morning Reading QA Student voice | 8550 (15000) |
| | Hackney catch up Years 7-9 | Disadvantaged students typically have lower reading ages than other students do, and therefore this strategy will allow them to access the curriculum better. | Reading ages of identified cohorts to show accelerated progress: progress of identified disadvantaged students. | 285 (500) |
| | Set texts from English Literature GCSE exams given to all years 10 and 11 | This allows the students access to the content of the course, to allow them to study the texts both in lessons and outside of school. | Outcomes of English Literature KS4 exams in the summer. Contribute to basics attainment gap closing, relative to last year's outcome | 0 |
| | Numeracy booster withdrawal sessions | PP pupils selected per year group in small groups for additional numeracy boosters | Progress tracked | Part of LSA cost |
| | Stationary cupboard ICT equipment Revision aids | PP pupils will have monitored access to necessary supplies, workbooks and resources in year 10 and year 11 | All requests approved and monitored to ensure value for money. | 3420 (6000) |

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| | | Certain PP pupils and all LAC pupils receive a fully funded laptop. Revision guides and appropriate texts are provided free of charge to pupil premium pupils. | | |
| | Embedding Literacy Leader | We firmly believe that further improvements in literacy across the curriculum would accelerate learning of all students | Reading levels of students to increase, particularly in KS3. Gaps between disadvantaged and non-progress across subjects are minimised and continue to close | Part of Literacy TLR |
| | Librarian | Having a full time, specialist librarian will aid targeted reading sessions and promote wider reading across the school | Reading levels of students to increase, particularly in KS3. Borrowing rates from the library to increase relative to last year | 15390 (27000) |
| | Books bought for the school, both in school and the library | Ensuring the library is appropriately stocked will aid targeted reading sessions and promote wider reading across the school | Reading levels of students to increase, particularly in KS3. Borrowing rates from the library to increase relative to last yet. | Donation |
| | Cover Supervisors | Disadvantaged students benefit from consistent teachers, therefore when teachers are unavoidably absent from lessons, familiar cover supervisors ensure progress gaps do not open. These cover supervisors receive the same training as teachers on literacy and numeracy. | Disadvantaged progress gap compared to non-disadvantaged are minimised. | 8963 (15725) |

| B. Improved attendance and behaviour of disadvantaged students, further closing the gap relative to other students in school | Family Engagement Focus with AAL's | Focused on improving engagement of harder to reach students and families | Attendance to school and parent's evenings. Engagement with learning | Part of Achievement Team |
|---|---|---|---|---|
| | Cover Supervisors | Disadvantaged students benefit from consistent teachers, therefore when teachers are unavoidably absent from lessons, familiar cover supervisors ensure students feel comfortable with staff members they know. | Disadvantaged behaviour gap continues to improve. | See above |
| | Achievement Team | There is a negative behaviour gap between disadvantaged and non-disadvantaged with disadvantaged students having more behaviour incidents per year than non.<br><br>Achievement Leaders are responsible for reviewing the attendance of the students in their year groups, with a focus on disadvantaged students.<br>Assistant Achievement Leaders, who are non-teaching members of staff, are available to support students at all times throughout the day or go on home visits where necessary.<br><br>Achievement Leaders are responsible for managing the behaviour and awards in their year groups, with a focus on Disadvantaged. | Behaviour incidents gap to close between disadvantaged and non.<br>A points to show equal levels between PP and non<br><br>Attendance gaps between disadvantaged and non to close, relative to last year.<br><br>Behaviour gaps between disadvantaged and non to close, relative to last year.<br>Progress of Disadvantaged students compared to non is similar. | 61405<br>(107 728) |
| | Disruption Free Classrooms | Quiet classrooms free from disruption allows all students to work hard and make progress, especially students from a disadvantaged background whose | Progress gaps continue to close.<br>Student Voice | 0 |

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| | | concentration abilities may not be as good as other students. | | |
| | Hardship Fund | At the discretion of AL, the Hardship Fund is available to provide emergency items (e.g. uniform) to those disadvantaged students whose family circumstances mean they are in need of support | Attendance gaps, progress gaps, Attitude to learning gaps, participation gaps all to continue to close; QA of uniform etc. to show no noticeable difference between disadvantaged and non-disadvantaged students | 570 (1000) |
| | Success Centre Provision | Three provisions will be made available for students who need further support for behaviour and/or SEMH needs. KS3 success, KS4 success and Twilight success will have their own individual member of staff to mentor the students, as well as an Achievement Leader overseeing all three provisions. | | 62964 (110464) |
| | Free monitored breakfast club | Pupils who are in school early are less likely to be late to lessons, more prepared for their day and have a greater amount of time with positive role models. Having a nutritious breakfast maintains focus, concentration and substantially improves behaviour. | Registers taken and tracked Evaluation documents | 2850 (5000) |
| | Attendance Team | When disadvantaged students are absent from the school, the attendance team carry out daily visits. It also provides a good medium of communication between school and parents | Attendance gaps between disadvantaged and non to close, relative to last year<br><br>Attendance gaps between disadvantaged and non close, relative to last year. | 15326 (26887) |

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| | | The attendance officer manages student behaviour throughout the day, communicating with parents also. | | |
| | School counsellor provision | Disadvantaged students prioritised in support of challenging social circumstances | Students feel supported and perform well. | 4403 (7725) |
| | Rewards (Whole School) | Incentivise disadvantaged students in both KS3 and KS4 to learn well in lessons, be punctual and model positive behaviour for learning | No gaps in tracking of awards given. Attitude to Learning grades of disadvantaged students in line with non. | 2850 (5000) |
| | Year 6 Transition | Disadvantaged students start behind their peers already in terms of achievement, and often are in danger of taking longer to settle into the academic routine of the school. | Progress of the year 7-disadvantaged cohort is in line with non-disadvantaged at each AP Point. Feedback from parents is positive about the school when reviewed at Year 7 Parents Evening. | Part of Achievement Team |
| | Teacher Feedback | Uniformity of presentation of written feedback, in terms of green pen for teachers and red pen for students. Encourages disadvantaged students to engage with feedback more. | Disadvantaged progress gap compared to non-disadvantaged are minimised. | Free |
| | CPD | First-wave teaching and learning classroom practices need to be of a good quality, and therefore differentiated CPD for staff supports this | Staff to feedback their CPD outcomes to their colleagues, including through Teaching and Learning briefings. Inset Disadvantaged progress gap compared to non- | Free |

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| | | | disadvantaged are minimised. | |
| | Go for Schools Subscription | All staff have access to Go for Schools, which monitors behaviour, attendance, progress and is used effectively to close achievement gaps. | Analysis of interventions show them to be effective in raising achievement. | See above |
| C. Disadvantaged students to be more motivated to aim high, and accelerate their progress so they can attain well | Visualizers available in every classroom | Internal research in the form of a research project shows modelling to be particularly effective in accelerating progress of (more able) disadvantaged students | Disadvantaged progress gap compared to non-disadvantaged are minimised. | 1646 (2997.50) 82.50 each |
| | Inspiration Days Budget | To allow disadvantaged students to engage in educational visits, to positively impact on their progress in class and build their cultural capital. | Increased attendance of disadvantaged students, to parents evening for disadvantaged students, closing of the parents evening gap | 1425 (2500) |
| | Funding to purchase necessary ingredients for disadvantaged students to partake in curriculum cooking lesson | Disadvantaged students in past years have often not brought in the money for ingredients for cooking lessons, and therefore have not made progress | Disadvantaged students to fully participate in food lessons and make progress along with those non-disadvantaged. | 285 (500) |
| | Revision Packs | Provide high quality resources for the disadvantaged students, e.g. in English and Maths, to revise with gives them the best possible opportunity to succeed in their public exams. | Basics attainment gap to close relative to last year's outcome. | 570 (1000) |
| | Careers (including trip costs and Unifrog software) | Takings the disadvantaged students to local sixth form colleges and universities, organising for taster events facilitated by Universities both on and off site, and ensuring disadvantaged students make | Destination figures of disadvantaged students to continue to improve in terms of the level of post-16 course | 1140 (2000) |

| | | use of the Unifrog software to inform their potential future pathways, will mean that they aim high and in turn will encourage the more able students to achieve well across subjects.<br><br>TLR and Careers admin with expertise in careers to advise disadvantaged students on their post 16 pathways. | applied for. NEET figures continue to be low.<br><br>Destination figures to improve and NEET to stay low | |
| | At My Best | Through At My Best, we help young people build their character, resilience and confidence to empower them to "be their best". | Progress of Year 7 & 8 students will improve along with their decision-making and all-round character. | Part of Achievement Budget |
| | Parents Evenings | Encouraging Parents to come into school to hear feedback from subject teachers, offering refreshments on the evening | Increased attendance at parent's evenings for disadvantaged students | Free |
| | Careers mock interviews and specific career meetings | All pupils receive careers guidance through PSHE lessons in all year and a mock interview with an employer in year 10. PP pupils will also receive a 1 to 1 interview with a careers advisor in year 10 | Records kept Participation in work experience | Free |
| | Go for Schools Homework App | Allow students to be organised in their learning, particularly homework. | Homework completion rates improve. | Part of Go For Schools Subscription |
| | Minibus Costs, trips | To allow disadvantaged students to engage in educational visits, to positively impact on their progress in class and build their cultural capital. | No obvious gaps in the uptake of educational visits between disadvantaged and non. | 570 (1000) |
| | Water and Breakfasts on day of exams | From previous feedback, giving students water and breakfast before exams was very successful. Providing these ensure | Students feedback on preparedness for exams | 456 (800) |

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| | | better concentration levels in exam situations. | | |
| | Work Experience | Work Experience placement will help the disadvantaged students to be prepared and informed for their post 16 pathways | Participation of work experience for all disadvantaged students, and Destination figures to improve and NEET to stay low | Part of Achievement Team Cost |
| | PiXL | Use of PiXL Strategies for Disadvantaged students such as DTT, Apps and Conferences. Ensure every disadvantaged student has a PLC and Smith Proforma | The gap for outcomes reduces | 2138 (3750) |
| | Safeguarding Team | A safe space with experienced mentors to support vulnerable pupils through difficult circumstances. | Case studies of certain pupils | 43121 (75651) |
| | | | | |
| | Knowledge Organisers | Students are given the key knowledge for that term. Through self-quizzing, students are able to focus on knowledge they need to know to be successful. | The gap for outcomes reduces | 2850 (5000) |
| | Text Message System (SchoolComms) | The use of a text message and email system enables easy contact with parents where they are able to text back rather than having to ring school | Communication with parents increases | 622 (1092) |
| | Music Lessons | Students taking Music GCSE or BTEC have their lessons paid for so that they are able to better access the curriculum | PP students results in Music increases | TBC |
| Total | | | | 367041 |

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**Da Vinci Academy**

Date: September 2020

Pupil Premium Leader: Adam Blake, Deputy Headteacher