

Pupil Premium Strategy Statement

This statement details our school's use of pupil 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	Da Vinci Academy
Number of pupils in school	718
Proportion (%) of pupil premium eligible pupils	54.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 2024/25 2025/26
Date this statement was published	Sept 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Ann Donaghy
Pupil premium lead	Sophie McKenzie
Governor / Trustee lead	Chair of Governors

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£392,783
Recovery premium funding allocation this academic year	£105570
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	£498353

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Da Vinci Academy, we believe that all children are entitled to the very best breadth and depth of provision, in all aspects of their school experience. All students, irrespective of their background, follow a highly-ambitious, knowledge-rich curriculum that is well-sequenced and complemented by our extra-curricular offer. It is our belief that no student should be left behind as a result of disadvantage, and we endeavour to break down barriers to accessing learning for all students.

DVA's Pupil Premium Strategy aims to address the main barriers faced by our learners, and through rigorous staff training, targeted student support and intervention, to facilitate for all students the opportunity to achieve academic success and personal growth.

To achieve our objectives we will focus on the following –

- Providing all teachers with high-quality, / personalised CPD to ensure that all students receive effective, quality-first teaching in all subjects;
- Providing targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition, particularly in the areas of EAL and reading catch-up;
- Providing opportunities for all pupils to access co-curricular activities;
- Providing appropriate social, emotional and mental health support to enable pupils to access learning within and beyond the classroom.

Challenges

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

	Detail of challenge
1	Low levels of literacy and reading when arriving at the school Data, assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have lower levels of literacy than their peers. Deficits in reading ability correlate with lower outcomes academically.
2	Low attendance including high 'persistent absence' rates Our attendance data shows that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. It is vital to address gaps that have arisen due to absence, and prevent further absence and gaps in learning.
3	Student attitudes to learning Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem.
4	Achieving national average outcomes and progress There is a significant gap between disadvantaged and non-disadvantaged students. Academic results for 2022/23 have shown a gap of -0.9. Disadvantaged pupils access weekly knowledge retrieval homework. There is however still a gap between disadvantaged pupils and their non-disadvantaged peers
5	Low aspiration and resilience with poor study skills Discussions around post-16 placements show that disadvantaged students have low aspirations. Students explain that they do not know how to study and often lack a quiet space to study.

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 Outcomes	Success Criteria
Reading age deficits are significantly reduced, meaning that all students can access material required at the levels required for both their lessons, and ultimately for their GCSE examinations.	All students have Reading Ages applicable to their chronological age.
Students attend school regularly, giving them regular access to high-quality teaching, curriculum, PD provision and SEMH support.	All students to have attendance of 96% of above.
Students' behaviour in school is conducive to learning, and students know how to learn and revise effectively.	Disadvantaged students do not have a greater number of behaviour incidents than non-PP students.
All students achieve well, in all subjects, irrespective of prior attainment and disadvantage.	Disadvantaged P8 = 0 Disadvantaged P8 gap = 0 Disadvantage A8 gap = 0
Students are motivated to aim high and are placed into relevant Post-16 places.	0 NEET for Disadvantaged Students

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: £ 231 933

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cover Supervisors	All students benefit from consistent teachers, therefore when staff are absent, familiar cover supervisors ensure students focus and progress gaps do not open. These cover supervisors receive the same pedagogical training as all other teachers.	3, 4, 5
Disruption Free Classrooms	Students can learn in a safe environment with no low-level disruption	1, 3, 4, 5
Direct Instruction taught in Years 7 and 8	Smaller class sizes allow more intervention in class for pupils not making progress who are often PP pupils.	1, 3, 4, 5
Go4Schools	Having all data about a student in one place supports staff when looking at the whole child.	2, 4
Curriculum Thinkers	External collaboration with other leaders is vital when looking at the best strategies to use in our context	1, 2, 3, 4, 5
CPD Focus on cognitive science informed pedagogy, supporting students with SEND, supporting those with greatest SEMH need	Students receiving feedback throughout lessons improves their understanding	4, 5
Visualisers in every classroom	Watching teachers annotate and show their working out live motivates and accelerates progress	1, 3, 4, 5
Separate TLR roles for Reading and writing	The reading ages and literacy skills of disadvantaged students are typically lower than their peers. Having this key focus in the school supports progress in these areas so students leave school with the skills to be successful	1, 4, 5

Small Group Reading	For students unable to access DVA Reading a small group reads in The Inclusion Hub – led by an LSA	1, 3, 4, 5
Thinking Reading	1:1 decoding programme – We have employed a reading coach, working in a specific TR base	1, 3, 4, 5
Reciprocal Reader	Y7 – 10 Intervention, led by LSAs for students with a standardised score of less than 100	1, 3, 4, 5
Level 2 SEND LSAs	Having experienced LSA support is vital to students to support with specialised interventions and have a greater impact on the progress of students	1, 2, 3, 4, 5
EAL Manager	Having a consistent member of staff for EAL students to work with is vital in building their confidence in lessons	2, 3, 4, 5
DVA Reading every morning for Y7 – 10	Disadvantaged students typically have lower reading ages than other students, so to be read to in the morning. This encourages a love of reading and gives students access to some of the best books written.	1, 4, 5
GCSE set texts given to all students	Students have their own copy to annotate and work with both in and out of school	1, 2, 3, 4, 5
Librarian and Careers Lead	Having a full-time librarian will aid targeted reading sessions and promote wider reading across the school. As Careers Lead, they will also be a support person for Y10 and 11 for college and apprenticeship applications. The Library is available during social times as a quiet study area for Y11.	1, 4, 5

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

Budgeted cost: £ 39800

Activity	Evidence that supports this approach	Challenge number(s) addressed
All GCSE or BTEC Music students receive Peripatetic lessons	Some students are not able to access private music lessons, therefore paying for one lesson per week supports students with their playing achievement and progress	3, 4, 5
Revision Packs for Students	Supporting students with the equipment they need to revise at home means students are equipped to learn	3, 4, 5

Period 6 for all Year 11s	Due to the amount of lost learning through the pandemic, students have missed a lot of learning. This extra 45-minute intervention allows targeted support to students that need it.	1, 3, 4, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 226620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inspiration Days	Disadvantaged students often don't have the cultural capital experience to support their learning. This ensures students have those important interactions with activities they may have not had before	2, 3, 4, 5
School Counsellor	Some students require more specialist support and intervention. This support allows them to discuss any challenges they are facing/have faced which in turn support their learning in the classroom.	5
Rewards for students	We have a strong rewards first culture within the academy which is recognised by rewards at a teacher, tutor group and whole year level. From daily A points to end of term nominations and prizes to school trips.	3, 5
Y6 Transition	Our enhanced transition with our feeder primaries including common transfer days and summer school. Ensures our year 7 students arrive with a clear idea of how our academy runs and are consequently more confident and focused.	1, 2, 3, 4, 5
Unifrog	Unifrog is funded and used by all students it is a careers focused online programme which supports Post 16 pathways and helps develop and focus our overall support of our students as they move through the academy.	5
Personal Development lessons – daily for all year groups	We strongly believe that for students to excel in the classroom they must have a strong foundation in relation to their personal development. The objectives of PD lessons are to help support a wider development including confidence, self-esteem and ambition.	2, 3, 5
Mock Interviews	E4E mock interviews are used to prepare students for Post 16 options and beyond and allows students to build confidence prior to their work experience placement.	3, 5

School Minibus	The school minibus is used to pick students up from home and take students on trips and fixtures.	2
Safeguarding Team	The safeguarding team are available to students to support them in times of need.	2, 5
Hardship Fund (inc uniform support)	This is used to support families and students who require additional help with obtaining uniform, ingredients for Food Tech or even support with school trips.	2, 3, 5
Student Support Manager	For a dysregulated student who needs someone to support them, having the same face for them to build a relationship with is crucial to students being able to get back into lessons as quickly as possible.	1, 3, 4, 5
Achievement Team	The clear infrastructure of support is created by the achievement team. The non-teaching Assistant Achievement Leader and the teaching Achievement Leader helps support progress of every student in their year group.	2, 3, 4, 5
The Learning Hub Provision – Internal Alternative Provision.	The Learning Hub allows us to create bespoke packages for students who need additional support with behaviour management. The provision also ensures that every student receives the best possible outcomes irrespective of the challenges they may face.	1, 2, 3, 4, 5
Equipment Shop	Students who are not equipped for learning are distracted to find the equipment and disrupts their learning. Supplying students with the equipment helps maintain student engagement and focus.	3, 4, 5
ICT Equipment	The world of IT around us is evolving and we now have a state-of-the-art computer suite where we will be offering computer science. The ICT equipment needs to be kept up to date to ensure it is working correctly for students.	3, 4, 5
Breakfast Club	Breakfast is the most important meal of the day. Ensuring students are energised for learning ensures progress can be made in lessons. For those students who want somewhere to be early in the morning allows them to come into school for somewhere safe	2, 3
Provide all students with Ingredients for Cooking	To access the food curriculum students, need the ingredients. During these lessons we teach students healthy eating habits and how to cook healthy meals as inexpensively as possible	3, 4

Water & Breakfast on days of GCSE exams	Breakfast is the most important meal of the day. Ensuring students are energised for their exams means they will have the best chance of success. Giving students water in the exam supports them in feeling hydrated, especially in the longer exams	3, 4
Attendance Team	The attendance team work to ensure all parents feel supported with clear attendance systems in place and the high expectations we have for school attendance.	2, 5
Text Message System	This system is used to enhance communication between school and home with information about events and positive rewards to attendance and detentions.	2, 3, 5
Attendance Visits	Safe and well checks are conducted by the attendance team to support parents with any issues they may face. Visiting our PA students and targeting families in need.	2
Reprographics	Reprographics is used to photocopy and produce a high number of resources for all students from supportive workbooks to rewards certificates.	1, 4, 5

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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 2022 to 2023 academic year.

Correct as of July 2023

Reading

Reading continues to be a focus of the school. Thinking Reading intervention has supported students in their fluency of reading, with 18 students graduating from the intervention.

Direct Instruction has been in place since October 2022 – this is delivered in groups of 14 and by a specialist English teacher. 36 students accessed this intervention.

Supporting the Wellbeing of Students

28 students accessed one to one support from the School Counsellor. Of these, 36% were PP.

Attendance

As of year-end July 23 school attendance was 90.55%. 30.9% of our students were below 90% and as such categorised as persistently absent. There were 243 students with attendance above 96%.

Behaviour

Attitude to Learning is recorded for every student towards the end of each half term. Overall, the grade has been “Good” for all year groups at each data point.

This is replicated by our disadvantaged cohort, where the average attitudes to learning are averaged around “Good”.

2022/23	Whole Cohort ATL		Disadvantaged Cohort ATL	
	AP1	AP5	AP1	AP5
Year 7	1.81	1.94	1.86	2.05
Year 8	2.10	2.14	2.30	2.33
Year 9	2.13	2.11	2.24	2.24
Year 10	2.16	2.26	2.21	2.38
Year 11	2.05	N/A	1.98	N/A

B Points – Removal from Lessons

The percentage of disadvantaged students being removed from lessons has decreased since from 74% in 21/22 and has remained stable through 22/23

	Total B Point events	PP B Point events	%
Autumn Term	2294	1476	64.3
Spring Term	1803	1134	62.9
Summer Term	2040	1375	67.4
Year Total	4607	2976	64.6

Achievement Points

	Total A Point events	PP A Point events	%
Autumn Term	73960	37409	50.6
Spring Term	34955	17007	48.7
Summer Term	26006	12188	46.9
Year Total	134921	66604	49.7

The percentage of Achievement points awarded to disadvantaged students has remained stable across the year.

Suspensions

For the whole school, there were 126 students who were excluded for 369.5 days. 77% of students who were excluded were disadvantaged students. For the number of days, 80% of days suspended were for disadvantaged students.

	Students		Days	
	Whole	Dis	Whole	Dis
2022/23	126	98	369.5	297

Attainment

The current predictions for KS4 in comparison to the last progress tables are:

	2019 Actual	2022/23 Actual	Predictions 2023/24
Progress 8 All	-0.66	-0.64	-0.09
Progress 8 Non-Dis	-0.43	-0.16	+0.30
Progress 8 Dis	-0.93	-1.06	-0.39
Basics 4+ All	41.5%	42.1%	47.9%
Basics 4+ Non-Dis	53.8%	52.3%	54.7%
Basics 4+ Dis	26.2%	32.4%	42.7%
English 4+ All	60.6%	55.6%	47.9%
English 4+ Non-Dis	71.2%	63.1%	70.3%
English 4+ Dis	47.6%	48.5%	59.8%
Maths 4+ All	47.9%	52.6%	52.7%
Maths 4+ Non-Dis	59.6%	58.5%	62.5%
Maths 4+ Dis	33.3%	47.1%	45.1%

2022/2023 Leavers

- All students in the year received at least one 1-1 meeting with Luminate and DEBP.
- Some students visited Derby College.
- Of 10 potential NEET students, 9 of these are disadvantaged students and we continue to work with them to find appropriate courses.
- There are a greater number of students attending Joseph Wright to study A-Levels than in previous years.

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
Curriculum Thinkers	WeAreInBeta
National Professional Qualifications	DFE