

Pupil premium strategy statement – Don Valley Academy

1. Summary information

School	Don Valley Academy				
Academic Year	2016-17	Total PP budget	£322,107.50	Date of most recent PP Review	09/16
		Planned Spend 2016 - 2017	£326,831		
Total number of pupils (KS3-4)	824	Number of pupils eligible for PP	377	Date for next internal review of this strategy	01/17

2. Current attainment

	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	51%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	70% / 47%	74% / 72%
Progress 8 score average	-0.21	0.12
Attainment 8 score average	42.07	51.46

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A	Poorer literacy and/or numeracy skills than their more advantaged peers.
B	Disadvantaged students make less progress across the core, especially in mathematics and Science
C	Lower rates of participation in lessons
D	High exclusions

External barriers *(issues which also require action outside school, such as low attendance rates)*

E Poorer attendance, often coupled with uniform issues as a cause

F Low aspiration within elements of the community

4. Desired outcomes *(desired outcomes and how they will be measured)*

Success criteria

A. High levels of progress in literacy and numeracy for year 7 pupils eligible for PP

- Externally verified progress tests show that students substantially close the gap on their more advantaged peers and achievements levels match CAT scores as closely as they do for advantaged students.

B. Improved rates of progress at KS4, especially in mathematics and Science for pupils eligible for PP

- The gap between DVA disadvantaged and 'other pupils' nationally is substantially reduced.

C. Pupil Premium students are more engaged in lessons and contribute more regularly.

- Observers are unable to note the difference between students in either the quality of their engagement or the quality of the written work.

D. Significantly lower exclusions amongst disadvantaged students.

- Exclusions amongst disadvantaged students will decrease steadily and be no higher than that of advantaged students

E. Attendance of the disadvantaged increases.

- No gap exists between the attendance of PP students and the attendance of national 'other' students.

F. All students have high aspirations and are aware of future options in terms of 6th form, college and apprenticeships. They know what is required to achieve their goals.

- Improved rates of progress amongst PP students compared to others
- Destination data showing more are attending

		higher education and studying appropriate qualifications, with NEET data moving to national average of 94% in 2017.
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5. Planned expenditure

Academic year

2016 - 2017

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved outcomes and progress for disadvantaged students in all subjects	QLA analysis coupled with ½ termly PP meetings	Ensuring that individual class teachers and HoD are accountable for diminishing differences will lead to more appropriate intervention.	Regular meetings between CLT and HoD	Principal, Vice Principal, Associate AP KS3	½ Termly
Improved outcomes and progress 8 figure in particular	Additional staffing in English, mathematics, Science, MFL, ICT, PE	Smaller class sizes and additional staff for extra-curricular intervention.	Faculty leader will QA lessons and data with the support of CLT. Setting will be regularly reviewed to ensure that the appropriate students are targeted.	Vice Principal	£74,960
Improved literacy across the curriculum	TLR Holder appointed and training time earmarked.	Low levels of literacy significantly impact on disadvantaged students in a number of lessons.	QA by HOD and CLT	LAD	£2,000
Improved reading ages and comprehension, leading to better progress and attainment.	Accelerated reading programme embedded into KS3 English lessons, with administrative support to facilitate lessons and testing.	The Accelerated Reading programme engages students by allowing them to make informed choices on appropriate reading material and then testing their comprehension of the text once completed.	Faculty leader QA and data analysis.	MFD, LAD	£23,909

Use of CATS and Progress tests in Year 7 to establish early underachievement and provide intervention	Use of this data picks out KS2 underachievement	Many students enter academy with underachievement entrenched	Associate Assistant Principal	Associate AP KS3	After each data collection £ 12,000
Introduction of Kagan strategies.	Collaborative Learning proven to bolster disadvantaged achievement as per OGAT model	Learning walk data previously noted less engagement of disadvantaged	Senior AP	Principal	After each monitoring cycle £8,000
Total budgeted cost					£120, 869
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased rates of progress and attainment for targeted individuals	Subjects specific (English and maths) and generic mentors to work with individuals and small groups on subject specific issues and more general study skills as appropriate.	Where there is underachievement, there is often lost learning that the results of 2015-16 show benefit from small group intervention and 121	Data analysis by CL and data meetings	Principal	After each data capture £73,234
Positive rewards and communication to engage the families of disadvantaged	Celebration events and awards	There is a clear link between the achievement of disadvantaged and the engagement of families	Monitoring of rewards and sanctions	AP inclusion	£12,000
Better outcomes in terms of progress and attainment for EAL PP students.	English Language Acquisition lessons, taught to identified students in Y7 - 10	Historically EAL PP students make the least progress	HOF and Book Watch	DPD	£6, 750

Behaviour support programmes to reduce exclusions and modify behaviour	Bridge/PLC set up costs with 60/40 PP weighting. And additional anger management facilities	Need to close the exclusion gap, especially for repeat offenders of which PP students are the majority	QA of behaviour record before and after bespoke intervention	AP inclusion	£23,000
Improved attendance	Specific PP improved attendance rewards to build good habits	Specific families account for the largest part of our PP attendance issues	Attendance manager to monitor impact	WHH	£3,000
	Specific strategy aimed at disadvantaged students and problematic families combined with bought in police and LA door knocks, facilitated by extra attendance officer 0.6	Attendance manager produces weekly data which is then shared with HOY and Attendance managers who act upon the data, working with students and parents.	Line management meetings, data analysis to see trends.	AP inclusion and WHH	£21,000
	Referral to outside agencies to ensure compliance	As required	Dependent on individual	WHH	c.£4,000
Total budgeted cost					£142, 984

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All students have access to appropriate facilities and experiences whilst at Don Valley Academy	Providing financial support as required.- including peripatetic music lessons where requested.	Disadvantaged students may not be able to afford the required equipment to do their school work or be able to afford to pay for trips and other activities which might enrich their studies and wider school life.	Member of SLT in charge of budget assessing need and allocating finance.	VP	Termly, during strategy review. £32,500

KS4 PP students are motivated to and confident at, home learning.	Outside agency to deliver quality learn to learn strategy dovetailed with a parent training session	Student voice reveals less confidence at and less actual revision	Observation, student voice, analysis of results. This is also in some ways a repeat of last years strategy	VP	£4,000
Improve the aspiration and informed decision making and reduce NEETS of disadvantaged students	Additional CEG sessions	Analysis of NEET data and student aspiration data	Tracking of applications and successes	CLT	£11,478
Improve the home learning experiences of disadvantaged students by providing bespoke, targeted revision resources across key stages to enrich the home environment and encourage independent and learning and intrinsic interest	Surveying of PP students and provision of bespoke packages	Student and parent voice questionnaires	Student and parent voice questionnaires, analysis of half termly data collections	AP Pupil Progress	£15,000
Total budgeted cost					£62,978

