

Pupil premium strategy statement

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	Da Vinci Academy
Number of pupils in school	672
Proportion (%) of pupil premium eligible pupils	56.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	Dec 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Katie Roberts
Pupil premium lead	Adam Blake
Governor / Trustee lead	Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£361 945
Recovery premium funding allocation this academic year	£54 955
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	£416 900

Part A: Pupil premium strategy plan

Statement of intent

At Da Vinci Academy, we strive to ensure all students reach their full potential, regardless of background. Our Pupil Premium and Catch Up Strategy outlines the significant support we give to students to ensure they gain just as good a set of qualifications at our school than any other in the country. This ensures students are leaving Da Vinci Academy ready for their next phase in Post-16 education being respectful and responsible students.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy and reading when arriving at the school
2	Low attendance including high persistence absence rates
3	Students attitudes to learning
4	Achieving national average outcomes and progress
5	Low aspiration and resilience with poor study skills

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
All students are able to access material required for their GCSE examinations	All students have Reading Ages applicable to their age at a minimum
Students attend school to give them the best opportunities of learning	All students to have attendance of 96% of above
Students behaviour in school is conducive to learning	Disadvantaged students do not have a greater number of behaviour incidents than non PP students
All students achieve well	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: £ 211 832

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cover Supervisors	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 T&L training as all other teachers.	3, 4, 5
Disruption Free Classrooms	Students are able to learn in a safe environment with no low level disruption	1, 3, 4, 5
Additional English and Maths Teacher	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
PiXL	External collaboration with other leaders is vital when looking at the best strategies to use in our context	1, 2, 3, 4, 5
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
Raising Standards Leader	Year 11 Vision is crucial and having someone to spearhead this continue the drive to improve outcomes	2, 3, 4, 5
CPD Focus on Responsive Teaching and Books	Students receiving feedback throughout lessons improves their understanding and	4, 5
Visualisers in every classroom	Watching teachers annotate and show their working out live motivates and accelerates students' progress	1, 3, 4, 5
Knowledge Organisers	Similar to revision guides, our Knowledge Organisers focus on the key knowledge that students need to learn to access their GCSE. These are bespoke to our school rather than a generic revision guide.	1, 2, 3, 4, 5
Computer Science Training	A number of staff took part in the Computer Science Accelerator Course,	3, 4, 5

	enabling a cross curricula focus on ICT skills. Students will now be offered an option of Computer Science	
TLR role for Literacy and Reading	Disadvantaged students reading age and literacy skills are typically lower than their peers. Having this key focus in the school supports students' progress in these areas so students leave school with the literacy and reading skills to be successful	1, 4, 5
Lexia Core 5 Power Up	A computerised programme that picks up any missed learning through Years 1-6 with reading and spelling Power Up is used at KS4 to support with exam questions and GCSE language.	1, 3, 4, 5
Small Group Reading	For students unable to access DVA Reading a small group reads in the Learning Centre – led by an LSA	1, 3, 4, 5
Thinking Reading	1:1 decoding programme – a reading coach is employed 4 days a week, working in a specific TR base	1, 3, 4, 5
Reciprocal Reader	Y7 & 8 Intervention, led by LSAs targeted at students with a standardised score of less than 100	1, 3, 4, 5
Level 2 SEND LSA's	Having experienced LSA support is vital to students to support with specialised interventions and have a great impact on the progress of students	1, 2, 3, 4, 5
EAL TA	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	Disadvantages students typically have lower reading ages than other students, so to be read to in the morning with a reading tracker is vital to access reading across the curriculum	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, being based in the KS4 Learning Centre.	1, 4, 5

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

Budgeted cost: £ 34500

Activity	Evidence that supports this approach	Challenge number(s) addressed
All GCSE or BTEC Music students receive Peripatetic lessons	Our students are not able to access private music lessons, therefore paying for one lesson per week supports students with their playing ability	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 7 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

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

Budgeted cost: £ 217 894

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inspiration Days	Disadvantaged students 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 terms 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 and 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 students Post 16 pathways and helps develop and focus our overall	5

	support of our students as they move through the academy.	
At My Best Lessons for Y7 and 8	We strongly believe that for students to excel in the classroom they must have a strong foundation in relation to their wellbeing. The objectives of AMB lessons are to help support a student's wider development including their 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, take students on trips and fixtures.	2
Safeguarding Team	The safeguarding team are available to students in order 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 distressed 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 pastoral lead and the teaching achievement leader who helps supports progress of every student in their year group.	2, 3, 4, 5
Success Centre Provision	The Success provision 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
Football Academy	The football academy was designed to impact student attendance and to build relationships with staff in school. The programme runs early morning sessions and afterschool training to build positive relationships and experiences within school.	2, 3, 4, 5
Stationary for all	Students who are not equipped for learning are distracted to find the equipment and disrupts their learning. Supplying students with the equipment	3, 4, 5

	really helps students to keep engaged at all times	
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 for as cheap 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
Attendance Bands	Attendance bands allow all parents to clearly see the impact days off school creates, highlighting the specific attendance which would result in missing one month even potentially a whole year off school.	2
Reprographics	Reprographics is used to photocopy and produce a high number of resources for all students from supportive work books 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 2020 to 2021 academic year.

All students took Reading Age Assessments and those who are behind are now a focus for Thinking Reading and Reciprocal Reader. DVA Reading was launched in tutor time with success.

PP Attitudes to Learning gap has changed over the year minimally, with the gap in difference around -0.25. The gap improvement was evident in year 8 and 9, where the gap was 0.15 and is now 0.08 in year 8, and 0.15 to 0.11.

PP students in Y7 have no gap in terms of attainment vs their target.. PP students in Y8 and 9 are closer to their targets than the whole year group on average.

Attendance – Covid 19 has impacted on all students attendance, however the gap between PP and non PP has not widened. We continued to follow our attendance processed with all students, including daily phone calls, home visits, step meetings and rewards for improved attendance.

Extended Curriculum – Extended Curriculum continued after May half term and 53% of students attending at least 1 club were PP students.

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
PiXL	PiXL
Leading Together	Teach First
Curriculum Thinkers	WeAreInBeta

Service pupil premium funding (optional)

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

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.