

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	Da Vinci Academy
Number of pupils in school	708
Proportion (%) of pupil premium eligible pupils	56.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 2023/24 2024/25
Date this statement was published	Sept 2022
Date on which it will be reviewed	Sept 2023
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	£363 465
Recovery premium funding allocation this academic year	£102 672
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	£465 309

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 can 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
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
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
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

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 – 2 reading coaches are employed, 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 6 for all Year 11s	Due to the amount of lost learning through the pandemic, students have missed a lot	1, 3, 4, 5

	of learning. This extra 45-minute intervention allows targeted support to students that need it.	
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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 support of our students as they move through the academy.	5
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
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 really helps students to keep engaged at all times	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 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 2021 to 2022 academic year.

Correct as of July 2022

Reading

Reading continues to be a focus of the school. Thinking Reading intervention has supported students in their fluency of reading, with 28 students graduating from the intervention, and 14 students currently receiving the intervention.

Staff have visited another school to watch the delivery of Direct Instruction, an intervention we will be adopting from September.

Attendance

As of 30/06/2022 current school attendance 89.46% vs national average of 91%. 28% of our students are currently below 90% and such rated as persistently absent. There are 245 students above 96% attendance.

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. Throughout the year, Year 8 has improved the most, from an average of 1.95 at AP1 to 1.85 at AP5.

This is replicated by our disadvantaged cohort, where the average attitudes to learning are averaged around "Good". Year 8 has shown the biggest improvement in the school.

Year Group	Whole Cohort ATL		Disadvantaged Cohort ATL	
	AP1	AP5	AP1	AP5
Year 7	1.76	1.82	1.82	1.98
Year 8	1.95	1.85	2.03	1.95
Year 9	1.95	1.97	1.99	2.00
Year 10	1.93	1.96	2.01	2.02
Year 11	2.01	1.99	2.06	2.07

B Points – Removal from Lessons

The percentage of disadvantaged students being removed from lessons has decreased since the start of the year. 74% of all removals were disadvantaged students in half term 1, compared to 63% in half term 5.

Exclusions

For the whole school, there were 36 students who were excluded for 59.5 days. 75% of students who were excluded were disadvantaged students. For the number of days, 61% of days were for disadvantaged students.

	Students		Days	
	Whole	Dis	Whole	Dis
2021/2022	36	27	59.5	36

Attainment

GL Assessment Progress Tests indicate that English expected attainment is on a par with the national cohort, and our maths is slightly below average. Our progress measures suggest that the gap in maths is 0.4 on average, and the gap in English is 0.25.

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

	2019 Actual	2021/22 Actual (2019 Tables)	2022/23 Predictions
Progress 8 All	-0.66	-0.53	-0.1
Progress 8 Non-Dis	-0.43	0	+0.3
Progress 8 Dis	-0.93	-0.8	-0.4
Basics 4+ All	41.5%	51%	58.2%
Basics 4+ Non-Dis	53.8%	59%	60%
Basics 4+ Dis	26.2%	46%	56.5%
English 4+ All	60.6%	61.8%	67.9%
English 4+ Non-Dis	71.2%	76.9%	69.2%
English 4+ Dis	47.6%	52.4%	66.7%
Maths 4+ All	47.9%	56.9%	71.6%
Maths 4+ Non-Dis	59.6%	61.5%	70.8%
Maths 4+ Dis	33.3%	54%	72.5%

2021/2022 Leavers

- All students in the year received at least one 1-1 meeting with Luminare and DEBP.
- 15 students were identified early and worked with Connexions before the exam season.
- Of 6 potential NEET students, 4 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
PiXL	PiXL
Leading Together	Teach First
Curriculum Thinkers	WeAreInBeta