

Pupil premium strategy statement - Da Vinci Academy

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	385
Proportion (%) of pupil premium eligible pupils	53.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25 Year 1 2025-26 2026-27
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Jayne Scattergood Headteacher
Pupil premium lead	Sarah Howard Deputy Headteacher
Governor / Trustee lead	Deborah Haddon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£404,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£404,250

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 area of reading catch-up.
- Providing wider 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.

The key principle for Da Vinci Academy is that all our staff understand the challenges of educational disadvantage and recognise their role and responsibilities in addressing them. The challenges are outlined as below and every interaction throughout the school day may provide additional opportunities to address these. Our staff understand the huge importance of our collective responsibility for overcoming the barriers and challenges faced by our disadvantaged students.

The constant development of high-quality teaching experiences for all sits at the heart of our strategy as this is where our students spend most of their time during the school day and where all research indicates we can make the biggest difference to tackle educational disadvantage. One of our main areas of focus is to improve teachers understanding of how to support students with their reading and vocabulary acquisition during subject specific lessons but also through our tutor time reading programme.

Increasing numbers of disadvantaged pupils are arriving at secondary school without a functional secondary reading age which impacts negatively on their success at school. At Da Vinci we are committed to addressing this barrier for disadvantaged pupils because a child's ability to read determines their motivation and ability to learn in all lessons and how they see themselves in relation to others. Addressing early and struggling readers is the biggest social justice lever that we can address for our disadvantaged students to ensure equity.

Challenges

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

Challenge number	Detail of challenge
1	<p>Overall attainment and progress is lower for disadvantaged pupils than for non-disadvantaged pupils in most subjects.</p> <p>In Summer 2024, progress 8 for disadvantaged pupils was -0.84 compared with -0.44 for non-disadvantaged pupils (-0.40 gap). Attainment 8 gap was -0.60. English Language gap was -0.30 and Maths gap was -0.68. Diagnostic assessments undertaken indicate disadvantaged pupils perform less well in reading tasks that require high levels of background knowledge and vocabulary (English) and with longer problem solving and application tasks (Maths and Science).</p>
2	<p>NGRT reading assessments show that disadvantaged pupils' reading is significantly weaker than their non-disadvantaged peers, particularly at the lower end of the distribution in years 7-8.</p> <p>It seems that, on average, the vocabulary, background knowledge and ability of pupils to draw inferences from texts is a significant issue for a large proportion of our disadvantaged cohort. Increasingly number of students are not reading at a secondary functional level at transition to Year 7.</p>
3	<p>Tracking data shows that disadvantaged pupils' attendance is 2% lower and that of their non-disadvantaged peers. Disadvantaged pupils are also more likely to persistently absent from school.</p> <p>Pupils who are persistently absent from school are likely to achieve lower GCSE grades as they have greater gaps in their education and therefore are at greater risk of underachievement and post 16 NEET.</p>
4	<p>Behaviour and suspension data indicates that disadvantaged pupils are disproportionately represented in this data due to a rise in social and emotional difficulties faced. In particular, mental health issues of anxiety and low self-esteem are prevalent. These difficulties particularly impact disadvantaged students and have a negative impact on their attainment and behaviour resulting in lesson avoidance (internal truancy) and disruptions to their learning.</p>
5	<p>Lesson observations highlight an issue with some disadvantaged pupils not fully participating in their learning, taking longer to settle, lacking resilience during written work and not always completing class and/or homework. Internal data records (B2 and internal reflection) indicate disadvantaged pupils as having accumulated increased low level behaviour issues indicating attentional issues for some of the disadvantaged cohort. The evidence suggests that maintaining pupil attention and motivation through effective teaching strategies is a high priority.</p>

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
National average progress and attainment	<p>2024/25 KS4 outcomes demonstrate:</p> <ul style="list-style-type: none"> • National average attainment for all pupils • Top quartile for progress made by disadvantaged pupils amongst similar schools
Improved reading levels	<p>2024/25 evidence includes:</p> <ul style="list-style-type: none"> • Reading interventions are effective in catching up disadvantaged students • Gap between disadvantaged and non-disadvantaged pupils on reading tests is closed • Attainment for disadvantaged pupils in GCSE English Language is in line with national averages
Improved attendance and reduced persistent absence rates	<p>2024/25 evidence includes:</p> <ul style="list-style-type: none"> • Above average attendance rates for disadvantaged pupils using national benchmarks • Below average persistent absence rates for disadvantaged students using national benchmarks
Improved behaviour data	<p>2024/25 evidence includes:</p> <ul style="list-style-type: none"> • Behaviour data demonstrates reduction in number of negative behaviours for disadvantaged pupils • Suspension data demonstrates a reduction in the number disadvantaged pupils being suspended • Qualitative data from pupil voice and teacher observations following interventions to measure impact
Increased participation in learning and homework tasks	<p>2024/25 evidence includes:</p> <ul style="list-style-type: none"> • Data from lesson observations • Pupil and teacher voice

	<ul style="list-style-type: none"> • Book looks that demonstrate an increase in work rate • Homework records indicate increase in rates of completion
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 226,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for all staff so that they understand the challenges faced by educational disadvantage and how they can address this is their role, as well as the whole school strategy.</p>	<p>Every member of staff understands their role in supporting disadvantaged students – recommendation 1 adopting the behaviour to drive implementation = engage, unite, reflect</p> <p>A School's Guide to Implementation guidance report Education Endowment Foundation</p>	1,2,3,4,5
<p>Improve subject-specific teaching and support of reading, writing and oracy in all lessons. Focussing on the teaching of reading and vocabulary first through deliberate vocabulary instruction.</p> <p>We will use professional development time to develop teachers' knowledge and skills to aid implementation in the classroom.</p>	<p>Developing disciplinary literacy is a key recommendation in the EEF Guidance Report on Improving Secondary Literacy. EEF KS3 KS4 LITERACY GUIDANCE.pdf</p> <p>The above report demonstrates significant evidence that improving pupils' reading comprehension and vocabulary skills impacts attainment at GCSE.</p>	1,2,3,4,5

<p>Continuous development of refining teaching practice using the L.E.A.D. Teaching Excellence Framework as a school wide model for all staff.</p> <p>Regular observation and feedback cycles using instructional coaching to model and embed high quality practice.</p>	<p>Evidence relating to quality first teaching impacts positively on pupil attainment at GCSE.</p> <p>Adaptive practice supports pupils with a wide range of needs.</p> <p>Evidence provided by EEF states that effective professional development is pivotal in improving disadvantaged outcomes Effective Professional Development EEF</p>	1,2,3,4,5
<p>All pupils in Years 7-10 experience high quality reading in tutor time to develop their vocabulary knowledge and improve their reading skills</p>	<p>Research demonstrates a strong correlation between fluent readers, effective reading comprehension and vocabulary development</p>	1,2,5
<p>Improved use of assessment to determine gaps in pupils knowledge on entry and throughout the academic year.</p>	<p>Use of NGRT and NGMT tests on entry to identify gaps in foundational knowledge. Systematic assessment built into curriculum to identify strengths and weaknesses to ensure either catch-up support provided or teacher intervention.</p>	1,2,5
<p>Embedding of high impact strategies for SEND pupils into daily teaching.</p>	<p>Trust wide professional development programme for teachers/teaching assistants using five a day strategy to meet increasing SEND need. EEF blog: 'Five-a-day' to improve SEND outcomes EEF</p>	1,2,3,4,5

Targeted academic support

Budgeted cost: £113,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted reading interventions delivered by the reading team</p> <p>One to one</p> <ul style="list-style-type: none"> • That Reading Thing • Thinking Reading 	<p>Research demonstrates that effective reading interventions are targeted at students' weaknesses Reading comprehension strategies EEF</p>	1,2,5

Small group <ul style="list-style-type: none"> • Direct instruction • Reciprocal reading 		
Implementation and embedding of Lexia intervention tutor group in Years 7 and 8	EEF research demonstrates that the use of Lexia is a powerful intervention for struggling readers Proven Results - LexiaUK	1,2,5
Introduction of Sparx Maths online to deliver personalised homework and interventions	Research evidence indicates that student engaging in one hour Spark Maths weekly can improve their GCSE outcomes by one grade Sparx Maths - Impact	1,2,5
Introduction and embedding of library lessons into Y7 and 8 English curriculum to increase pupils love of reading and opportunities	Increased opportunities for pupils to expand the amount they read for pleasure has a positive impact on their attainment. DfE Reading Framework: 7 key take-aways for schools Blog	1,2,5

Wider strategies

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of an EBSA internal school alternative provision to re-integrate students with emotionally based school avoidance back into the school setting	Derby City Council graduated response implementation to re-integrate severe absentees back into school. A-Graduated-Response-to-Supporting-pupils-presenting-with-EBSNA.pdf	1,2,3,4,5
Appointment of an Attendance Officer to undertake 1-2-1 and small group work with students whose attendance falls into a category of concern	Research indicates that targeted personalised interventions are most effective in addressing severe absenteeism. Supporting School Attendance - Reflection and Planning Tool Education Endowment Foundation	1,3,4,5
Small group intervention through a sport-based approach to tackle social,	Research indicates that targeted approaches are more effective in improving behaviour in schools.	1,3,4,5

emotional and mental health needs	Improving behaviour in schools	
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Total budgeted cost: £404,250

Part B: Review of the previous academic year

We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal assessments. The Progress 8 data demonstrates that the performance of disadvantaged pupils has improved.

Comparisons with national data demonstrates that the 2024 cohort outperformed the previous two cohorts on this measure. 2024 cohort (-0.8) compared with 2023 (-1.1) and 2022 (-0.9) Maths pillar progress has declined for disadvantaged students in the 2024 cohort (-0.9) when compared with previous two cohorts. 2023 (-0.8) and 2022 (-0.6). On the other hand, English pillar progress has improved for the 2024 disadvantaged cohort (-0.7) when compared with the previous two cohorts 2023 (-1.2) and 2022 (-1.1)

We have drawn on school data and observations to assess wider issues impacting disadvantaged pupils’ performance, including attendance, behaviour and reading. Whilst the attendance of our disadvantaged students has increased by +0.46% when compared with the previous two years. Although we are pleased with the improvements disadvantaged attendance will remain a focus for the school due to the disadvantaged and non-disadvantaged gap.

Reading continues to be a focus of the academy – students have accessed and enjoyed a variety of interventions including DVA reading, That Reading Thing, Direct Instruction and Thinking Reading. 71% of those who graduated from Thinking Reading were disadvantaged as were 70% of the Direct Instruction cohort. Moving forward, reading will remain a focus to ensure that all our students can read at an age-appropriate level.

Da Vinci Academy is based in an area of high social deprivation and low aspiration. The post 16 destinations of our disadvantaged students has seen a slight improvement in recent years; however, this is still an area for improvement. In 2024 disadvantaged students made up 76% of students who were NEET (Not in Education Employment or Training) compared to 90% in 2023.

Disadvantaged pupils are still overly represented in our fixed term exclusion data. Consistently over the last three years 76% of students receiving a suspension are disadvantaged. This is an over representation for this key performance indicator as our disadvantaged cohorts’ range between 54 and 56%.

Behaviour and attendance figures are highly correlated with the number and scope of referrals to our Intervention Base, Bridge and EBSA provision. Additional resource to the allocation has been added to help meet the rising needs of our pupils, again this has a high representation of disadvantaged students.