

Pupil Premium Impact Assessment

EM Disadvantaged		EM Disadvantaged Grade 4+		Progress Disadvantaged EBACC	
2016	46	2016	50%	2016	-0.65
2017	57	2017	51%	2017	-0.62
	23.91%		1%		4.62%
Progress Disadvantaged		Attainment 8 Disadvantaged		English Baccalaureate Disadvantaged	
2016	-0.31	2016	42.24	2016	11%
2017	-0.41	2017	38.01	2017	5%
	-32.26%		-10.01%		-6%

The strategies employed at Don Valley academy have had a positive impact and we have seen improvements have been made in a number of Ebac subjects. Further work is required to ensure the progress of students is improved which will be achieved by greater use of interventions.

The gains made are due to regular progress meetings with departments across the academy plus data driven meetings with SLT links

- Incisive tracking of PP students throughout Year 11 and immediate interventions to close any gaps with a 'no excuse' culture.
- Weekly RAG meetings where we discuss every Year 11 student and ensure any intervention is evaluated appropriate. Pupil premium students are targeted with key intervention strategies and these strategies are reviewed on a regular basis to check impact through regular assessments.
- Line management meetings are focused on tracking data including the PP students.
- A 'praise culture' from all staff starting with SLT on the 'blue line' in the morning and after school when students are encouraged to attend intervention sessions, targeting key PP students. Rewards assemblies regularly celebrating attendance improvements of individuals and groups.
- Extensive work from our attendance team with PP students given priority tracked daily to ensure outstanding attendance, our PP attendance in Year 11 above the national average
- The behaviour team have worked closely with students, parents and carers to ensure students maximise intervention opportunities after school and during school holidays.
- The new consequence system has improved behaviour in lessons, we have reduced low level disruption in lessons especially in Year 11 where our PP students can now focus on learning.
- Improvements in teaching and learning such as our collaborative learning structures, which encourages confidence building through group work, and strategic seating plans ensure all staff are aware of their PP students and the new structures will not allow for any 'opt out' of lessons from PP students. These seating plans are revisited and reviewed on a regular basis which means teachers can maximise intervention strategies.