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	Don Valley Academy
Number of pupils in school	1124
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2021-22 to 2024-25
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Richard Brooke, Executive Principal
Pupil premium lead	Gillian Mills, Associate Principal
Governor / Trustee lead	Anthony Long, Chair of governing board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£417,105
Recovery premium funding allocation this academic year	£115,092
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	£532,197

Part A: Pupil premium strategy plan

Statement of intent

Don Valley Academy is dedicated to changing lives through belief and collaboration by being kind and the best learners. Students undertake a wide and balanced curriculum, which supports their personal and academic development. Quality teaching and learning ensures that gaps in learning are quickly identified and addressed, ensuring students make good progress from their starting points on entry to the academy.

The curriculum is ambitious and is designed to give students the knowledge and cultural capital they need to succeed in life. It builds excellent study habits and shared values, underpinned by a culture of success and praise. The curriculum supports students' growth and offers enriching opportunities and experiences which may not be possible elsewhere, particularly for disadvantaged students.

Our ultimate aims are for all disadvantaged students to achieve very well academically and to become well rounded individuals, not assumptions about the impact of disadvantage. We aim for our disadvantaged students to make increased progress from their starting points in the academic measures below, enabling them to access level 3 post-16 courses or training, whilst non-disadvantaged students' attainment will be sustained and improved alongside their disadvantaged peers.

- Attainment 8
- Progress 8
- Grade 5 or higher in both GCSE English and mathematics
- Grade 4 or higher in both GCSE English and mathematics

Reading is at the core of our values and ethos. It allows our students to access the full breadth of the curriculum and improve their communication and oracy skills. We aim for all students to have a reading age at least in line with their chronological age at the end of each year.

Disadvantaged students have been particularly impacted by the COVID-19 pandemic. There is a need to analyse gaps in learning as many students found remote education very difficult to access. Our aim is to provide additional opportunities for students to address gaps in their knowledge and catch up on areas they have missed.

We have high expectations of all students at Don Valley Academy, irrespective of their backgrounds or starting points. All teachers believe that student will make above expected progress, whilst becoming well-rounded and kind individuals.

Challenges

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

Challenge number	Detail of challenge
1	**Attainment and Progress:** Disadvantaged students are not achieving as highly as non-disadvantaged students in their Progress 8 score and grade 4 or 5 and above in both English and mathematics outcomes.

	2023		2022		2019	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Average Progress 8	+0.12	+0.63	-0.03	+0.32	-0.33	-0.03
Grade 5+ in English and maths	31%	57%	33%	52%	27%	51%
Grade 4+ in English and maths	55%	77%	67%	73%	53%	71%

Challenge number	Detail of challenge
2	**Literacy and Reading:** Many disadvantaged students have a reading age lower than their chronological age, which significantly disadvantages them in their learning.

	Year 7		Year 8	
	PP	Non-PP	PP	Non-PP
Average SAS	98.9	103.3	97.1	102.6
Average reading age	11 years and 2 months	12 years and 0 months	11 years and 4 months	12 years and 3 months

Challenge number	Detail of challenge
3	**Attendance:** Disadvantaged students have significantly lower attendance than non-disadvantaged students and are more likely to become persistently absent.

		2022-23		2021-22		2018-19	
		PP	Non-PP	PP	Non-PP	PP	Non-PP
	Attendance	87%	92%	86%	93%	92%	97%
	Persistent absenteeism	42%	24%	43%	23%	20%	8%
4	**Metacognition:** The COVID-19 pandemic has had a negative impact on the learning for disadvantaged students, due to school closures, isolation, and remote learning, leaving significant gaps in knowledge, understanding and skills. Many students have the inability to plan, manage and monitor their own learning, leaving them with less motivation to work independently.						
5	**Pastoral:** Some of our students have difficulties with social skills, incorrect uniform, lack of support at home, anger management issues, the need for mentoring/counselling, etc. Although this is not just isolated to disadvantaged students, it does mean that certain key students (who are more likely to be disadvantaged) struggle in school and need support via mentoring.						
6	**Enrichment:** Many of our students eligible for Pupil Premium do not have a wealth of life experiences, due to poor cultural capital, or experiences of high standards of vocabulary.						

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
Literacy and Reading	Incremental increase in students reading ages, predominately across Years 7 and 8 and measured using GL assessments, narrowing the gap towards age related expectations and the ability to access different texts across the curriculum with more confidence.
Attainment and Progress	Disadvantaged students to be closing the gap on: • Attainment with non-disadvantaged peers as measured by Attainment 8 (and then exceeding the progress as measure by Progress 8). • Grades 5 or above in both maths and English GCSE.

	- Grades 4 or above in both maths and English GCSE.
Attendance	Attendance to increase across all year groups, particularly those students who are disadvantaged. Attendance of disadvantaged students to be in line with that of non-disadvantaged and the national average.
Health and Mental Wellbeing	Using regular student voice, students across the academy will grow in intrinsic resilience and confidence, with the ability to ask if they are concerned over their mental health. Fewer students will present with concerns about their mental health, which can be measured by the number of referrals to outside agencies being reduced, and students feeling safe and happy across the Academy and in all curriculum areas.
Enrichment	Our disadvantaged students experience a range of enrichment/extra-curricular and have high aspirations for their future. This will be assessed through: - Regular student voice - NEET figures - Destinations data - Apprenticeship data - HE data

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: £ *266,266*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated teaching and learning CPD at weekly whole staff meetings to ensure high quality first wave teaching and learning. Weekly CPD programme for ECTs and ITTs on quality first teaching.	Weekly CPD programme created to equip all staff with a variety of skills and resources to deliver high quality teaching to all students, regularly reviewed to meet the individual needs of staff at certain career stages, students, and the Academy as a whole. CPD will focus on these mechanisms: • Build knowledge • Motivate staff • Develop teaching techniques • Embed practice Staff can share best practice with colleagues to meet the needs of all students in their care. The success of this will be measured through the Performance Management process and outcomes of the students because of the teaching and learning taking place. EEF Toolkit – Effective Professional Development EEF Toolkit – Ensuring an effective teacher is in front of every class and child, teachers are supported to keep improving	1, 2, 3, 4, 5 and 6
Lead Teacher role for leading literacy across the curriculum. Use of Reading Strategy to be consistently embedded in the	The success of this will be measured through the Performance Management process and outcomes of the students because of the teaching and learning taking place. Using the KS3 'Reading RAG', reading ages will increase, measured using the	1, 2 and 4

classroom through CPD. GL Assessments bought for all KS3 students. Reading Plus and Phonics intervention for weaker readers.	GL Assessments, and those within stanines 1 to 4 will continue to increase using reading intervention (Reading Plus and Phonics packages). Evidence from EEF: Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) (Impact of +7 months for secondary) Improving Literacy in Secondary Schools | EEF (educationendowmentfoundation.org.uk)	
Recruitment, retention, responsibility, leadership.	Education Endowment Foundation (EEF) recommends improving teaching as having the largest impact on disadvantaged pupils. Strong leadership and good staffing structures in all core subjects. Evidence from EEF (R2): Putting Evidence to Work - A School's Guide to Implementation | EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5 and 6
DAT Subject Directors in place to support Curriculum Leaders and their strategies for Disadvantaged Pupils across the Academy.	Regular support from DAT Directors in all core and EBacc subjects to: - Use their expertise of the curriculum to improve outcomes for students, particularly those who are disadvantaged - Use data to tailor and improve the quality of teaching, assessment and feedback - Motivate, mentor and coach curriculum leaders and teaching staff - Deliver high quality CPD Evidence from EEF (R5): Putting Evidence to Work - A School's Guide to Implementation | EEF (educationendowmentfoundation.org.uk)	1, 2, 3 and 4
Consistent use of Numeracy activities and Maths Mastery.	All lessons are taught for pupil understanding and are designed to enable students to: Develop problem solving, mathematical thinking,	1, 2, 3 and 4

Use of Sparx as online home learning and intervention.	resilience, independence, reasoning to apply knowledge to complex problems and prepare for future life. Develop mathematical thinking through a mastery approach Develop fluency and understanding to prepare students for GCSE and beyond. Sparx is used by students to consolidate and stretch their learning in the classroom. Evidence from EEF: Mastery learning	EEF (educationendowmentfoundation.org.uk) (Impact of +6 months for secondary maths)	
Developing metacognitive and recall skills in all students.	SLT and DEEPs role for improving recall across the academy. These will be used to implement recall strategies through the teacher's CPD time, raise the profile and culture in assemblies and tutor time, and develop the use of knowledge organisers each term. The 'Seven-step Model' for teaching metacognition starts with recall and is used to deliberately shift the responsibility of learning from the teacher to the student. Evidence from EEF: Supporting Revision and the 'Seven-step Model'	EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5 and 6

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

Budgeted cost: £ *172,299*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students in Year 11 have access to 'Option English' and 'Option Maths'.	The timetable is constructed to offer additional curriculum time in English and mathematics for students who require additional targeted support and intervention. Interventions are delivered by a qualified teacher and are used to ensure students achieve good progress if they have fallen behind or aren't meeting their expected progress. Evidence from EEF: Small group tuition	EEF (educationendowmentfoundation.org.uk) (Impact of +4 months)	1, 2, 3, 4
To implement one-to-one sessions for students who are showing limited progress, understanding or have gaps in knowledge.	One-to-one tutors in English, maths and science are used for one to one and small group work outside of the classroom, targeting students using question level analysis from assessments, to give academic support and intervention. Sessions take place during curriculum time, after school and during lunch time. EEF Toolkit – Targeted academic support to improve progress and attainment. The EEF outlines how one-to-one tuition can accelerate student performance by +5 months.	1, 2, 3, 4, 5
All PP students to have access to one-to-one tuition within English, mathematics, and science, using funding from the Pupil Premium, Covid Recovery Funding	Where are disadvantaged student is identified as not making sufficient progress, one or more interventions will be available. One-to-one tutors or subject directors prioritise disadvantaged students. Evidence from EEF:	1, 2, 3, 4, 5, 6

and National Tutoring Programme Funding.	Making a Difference with Effective Tutoring	EEF (educationendowmentfoundation.org.uk)	
To implement small group work that focuses on phonics, handwriting, spellings, and numeracy.	One-to-one KS3 tutors provide small group intervention to support students who have skills and knowledge below their age-related expectation (mainly in our 'Diamonds' cohorts which have been increased in size in Y7 and Y8). Evidence informed interventions used are: • Ruth Miskin: Fresh Start • Reading Plus • Numicon • Sparx Maths The EEF Toolkit identifies small group work as being an appropriate tool to accelerate progress over a shorter time frame and can accelerate student progress by 4+ months.	1, 2, 3, 4, 5, 6
Structured tutor time with a focus on the improving reading and literacy skills and implementing the oracy strategy of debate and discussion.	Tutor time activities: • Word of the Week – key vocabulary, one word per week, and tested during tutor time • Reading Strategy – Developed using texts and using the four stages of the strategy • Oracy strategy – Through Votes 4 Schools, which prompts debate and discussion, students develop their reasoning and vocabulary skills. Evidence from EEF (R2, 3, 6 and 7): Improving Literacy in Secondary Schools	EEF (educationendowmentfoundation.org.uk)	2, 3, 5, 6
All staff to provide quality academic and holiday interventions for their subject areas, to enable all students to make rapid and sustained progress.	All staff recognise the value and importance of out of classroom academic experiences. Using academic intervention and accurate data, curriculum leaders can identify those most in need of attending such activities.	1, 2, 3, 4, 5, 6

	Holiday interventions ensure that students do not fall behind. Revision and work packs are regularly created for students to use at home, which ensure students make rapid and sustained progress.	

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

Budgeted cost: £ *189,678*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team to track and monitor students' progress and work with families to remove barriers to their child's education.	1 x Assistant Principal for Deep Support 1 x Inclusion Manager 5 x Learning Managers 1 x Pastoral Support Officer 1 x Bridge Manager 1 x Personalised Learning Centre Manager 1 x Student Welfare Officer Working with the 'hardest to reach' disadvantaged groups within school preventing early disengagement, supporting effective transition, developing an effective home-Academy partnership, developing social and learning skills. Alternative curriculum – Bespoke provision targeted for our most vulnerable students to meet their complex needs. Strong use of assessment and tracking ensures we can provide bespoke intervention and support, using a wide range of strategies to increase parental engagement. Evidence from EEF: 3. Wider strategies	EEF (educationendowmentfoundation.org.uk)	1, 3, 5
Director of Attendance and attendance team to target students who are persistently absent (PA) or in danger of becoming PA.	1 x Director of Attendance 3 x Attendance Officers 1 x Minibus driver Feedback from attendance meetings. Interventions will include home visits, attendance plans, safe and well checks.	1, 3, 5

	Evidence from DfE: Working together to improve school attendance (publishing.service.gov.uk)	
To further broaden students' experiences and widen their exposure to the wider world.	Peripatetic music lessons at a discounted rate for disadvantaged students who request them. Made in Sheffield and Ambition Project – Programmes where students work with industry on a work-based project to raise aspirations. Evidence from EEF: Arts participation	EEF (educationendowmentfoundation.org.uk) (Impact of +3 months)	1, 2, 3, 5, 6
Praise and celebration to further develop the culture in the Academy.	DEEPs role for leading praise culture through: • Pledges • Proud Thursday • Positive postcards home • Above and Beyond recognitions Y9 Graduation Y11 post-trial exam celebration assemblies and half termly celebration assemblies.	3, 5, 6
Free breakfast for all students as they enter the Academy.	Settled starts to the day ensure attendance is improved and removes any unnecessary barriers to learning. Evidence from EEF: Magic Breakfast	EEF (educationendowmentfoundation.org.uk) (Impact of +2 months)	3, 5
External agencies to support student behaviour, attainment, wellbeing and SEMH.	Links to external agencies (CAMHS, Fortis, Boss) to support with therapy through anger management, mental health, and social relationships. EEF Toolkit – Wider strategy used to support students' wellbeing and SEMH.	3, 5
Increased support and provision for students with SEND.	Inclusion areas are purposeful with additional teaching assistants. New Base specifically for students with SEND, divided into learning, one-to-one support and sensory.	1, 2, 3, 4, 5

	Evidence from EEF (R3, 4 and 5): Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk)	
Provide uniform and equipment for students who require additional financial support (Hardship Fund)	Providing equipment and uniform will remove unnecessary barriers to learning and attendance and maintain high expectations for all students. This will be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.	3, 5

Total budgeted cost: £ *628,243*

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 2022 to 2023 academic year.

The following table shows the impact of interventions with disadvantaged students on students' outcomes for in the year 2022-23 compared with outcomes from 2019.

	PP Students 2023 (2019 Results)	Non-PP Students 2023 (National Average 2019)
% Grade 5+ in English and maths	31% (27%)	58% (50%)
% Grade 4+ in English and maths	58% (53%)	78% (72%)
Average Progress 8 score	0.12 (-0.33)	+0.60 (+0.13)

During 2022-2023, much of the expenditure went towards additional tutoring in the Academy which proved very successful in helping students make progress in English, Maths, Science and Humanities across both Key Stages 3 and 4, particularly for Year 11 in preparation for the GCSEs. The data above demonstrates that progress 8 scores with pupil premium students is consistently above national average with an upward trajectory between 2019 and 2023 (refer to table above/challenge number 1).

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

Service pupil premium funding (optional)

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

Measure	Details
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)