

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 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	De Lacy Academy
Number of pupils in school	763
Proportion (%) of pupil premium eligible pupils	(37%) 281
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Mr C McCall, Principal
Pupil premium lead	Mr C Pritchard
Governor / Trustee lead	Mr R Dawson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237,680
Recovery premium funding allocation this academic year	£37,338
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Additional academy contribution	£8,472
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£283,490

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or ability will gain the grounding both academically and experientially, to thrive in life.

The purpose of our strategy plan is to enable disadvantaged pupils to make progress over their time at the academy, in line with those who are not disadvantaged. This will primarily be delivered through quality teaching and through adopting the De Lacy Way, which is the collaborative style of teaching and learning that we adopt in KS3 to develop resilience and independent learning skills. This will undoubtedly benefit the non-disadvantaged pupils – but good quality teaching is proven to have the most success in enabling disadvantaged pupils to attain well, therefore closing the disadvantaged attainment gap.

We will look at wider areas to support as well as attainment. Our strategy involves supporting reading, including for pleasure. We will look at attendance and encouraging persistently absent students to be at school so they can learn as well as supporting individuals with specific needs to ensure that lack of equipment or funds for educational visits etc is not a barrier to learning and overall progress.

We will analyse pupil performance through regular assessment points, by challenging poor effort and performance and by raising teacher expectations of what disadvantaged pupils can achieved – supported by the Academy Advisory Body and the Multi Academy Trust.

## Challenges

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

Challenge number	Detail of challenge
1	Literacy and reading skills are low on entering the academy and have been made worse during the pandemic. There are no KS2 SATs results to verify students' abilities. Our own assessments show how weak the literacy skills are with 36% of Y7 students demonstrating a reading age between 5 and 10 years old, 19% of Y8 at a similar level and 26% of Y9 students. Pupil Premium pupils have been affected even further as of that low reading ability cohort in Y7, 46% of those are disadvantaged and in Y8 the figure is 31%.
2	Progress of pupil premium students to be as good as progress of 'other' students across core and Ebacc subjects. Impact of pandemic and school closures looks as if it is affecting the PP students more than the academy 'other' students. PP students lack the cultural capital required to meet higher grades in some subjects. Need to increase opportunities to develop this.

3	Low aspirations – need of pastoral support for students. Pupils with behavioural needs and other issues need to engage with learning. Students need support with anger management, uniform, lack of support from home, lack of social skills etc. Exclusions to be reduced. 19 out of 35 suspensions to date have been PP students. Use of Careers Inc and HEPO to help PP students achieve their desired destinations.
4	Persistent absence rates/attendance higher for PP than others. Academy attendance is at 91.2% whereas PP attendance is at 88.4%. A greater difference is evident with our persistent absence cohort – which is 30.9% for ‘others’ but 38.3% for PP PA students.
5	Support for students’ wellbeing (physical) and mental health. Referrals to CAHMS and safeguarding incidents have risen during and since the emergence of the pandemic. We need to encourage PE and enrichment attendance and access to the correct internal and external support agencies for students.
6	Homework completion and attendance at library club can be a barrier for PP students. Compulsory attendance for Y11 students to after school enrichment has removed this barrier for Y11 students.

## 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
1) Improved literacy skills for students in Y7, 8 and 9.	By the end of 2024/25, students that are PP to have reading ages that are at their chronological age by the end of the academic year they are in. Data supported by GL assessments twice a year and from Accelerated Reader/star reading tests to show this.
2) Curriculum offer is suitably challenging to raise progress of disadvantaged students. Work will be demanding and follow the De Lacy Way to drill down knowledge and add the culture capital required for well rounded learners to make progress.	Quality Assurance will demonstrate that students are following set learning journeys that are sequenced to aid improvement in outcomes. Results analysis of data will show that gaps are diminishing over time and that PP students will make progress at the same rate as ‘other’ non PP students. Attainment data to also increase over the next three years so that PP students attain closer to the academy others as well as make progress. Book looks will demonstrate that PRIDE is in place and students care about their work and its appearance – with students being able to articulate what they are learning and why. This is culture programme in Y7-9 to develop further and expose pupils to an even wider range of classical music, art and culture.

<p>3) Pupils given the tools they need to be good learners. Provide uniform etc. where necessary, lower the opportunities for exclusions and give sound CEIAG advice to support destination outcomes.</p>	<p>By the end of 2024/25 destination data to keep increasing for college and apprentice placements and to remain low for PP NEETs. NEETs for the school have been low at 1% for the last 3 years. This is to be maintained. Exclusion numbers to reduce over time. Extra CEIAG sessions to be provided to disadvantaged students and a firm progression pathway to be planned through EPC lessons and through impartial, one to one interviews.</p>
<p>4) To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by overall attendance for all students to be at national levels and the gap between non disadvantaged and disadvantaged to be closing steadily over the next three years – depending on what new national data will be after the pandemic.</p> <p>For persistent absence for all pupils to be significantly lower and closer to current national levels – decreasing steadily over the next three years to be closer to the new national. To have a rapidly decreasing gap between PA others and PA disadvantaged students.</p>
<p>5) To achieve and sustain improved wellbeing for all pupils, including those that are disadvantaged.</p>	<p>Logged CPOMS incidents from September to December have increased from 888 to 934 this academic year compared to the same period last year. Numbers to decrease over the next three years. Student voice to show general improvement in how much students enjoy school. Community engagement to increase with parents attending more school events. Enrichment opportunities take up to increase – especially for PP students.</p>
<p>6) Learning support available after school hours for all students but particularly directed towards assisting disadvantaged students.</p>	<p>Higher take up of the number of students seeking after hours support through various academic clubs and opportunities – particularly by those that are disadvantaged.</p> <p>Electronic devices to be offered to students that have restricted access at home and therefore increase opportunities to access Hegarty maths, GCSE pod and other online resources bought by the academy to further support learning.</p>

## 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: £74,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment, retention, and leadership.	The Education Endowment Foundation recommends improving teaching as having the largest impact on disadvantaged students. Heads of core have been employed on the leadership scale and associate roles have been created for developing reading and supporting CEIAG.	1, 2, 3.
Staff bespoke CPD.	Staff CPD is planned based on the analysis of results and the academy's needs. A calendar of sessions is planned for teachers at different stages e.g. ECTs and provision is made to support and develop teaching and learning – further supported by PMR enquiry questions and underpinned by the Quality Assurance programme.	1, 2.
Improving reading and literacy in lessons.	DEAR (Drop Everything And Read) time to be introduced for twenty minute a week across all subjects in Y7 to Y10. Reading Routes introduced to Y7 to develop a love of reading and Accelerated Reader to be used in KS3 to monitor and develop reading on a weekly basis – supported by library lessons as part of the English curriculum. <a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	1.
Developing the De Lacy Way to improve resilience and collaborative learning.	We have used CPD time to develop a toolkit of learning techniques and resources to set a minimum expectation in all lessons. Students are taught the techniques to become more independent and resilient learners through working collaboratively with others. Feedback and live marking contribute to the pace of lessons and support students that are disadvantaged by giving more immediate feedback. <a href="https://www.educationendowmentfoundation.org.uk/feedback">Feedback   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	2, 3, 4, 5, 6.

	<a href="https://www.educationendowmentfoundation.org.uk/collaborative-learning-approaches-eeef">Collaborative learning approaches   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk/educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/extending-school-time-eeef">Extending school time   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk/educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	
External training for leadership.	Leaders at all levels have been given opportunities to train with the Ambition Institute. Courses undertaken have included NPQH, NPQSL and NPQML. This is to improve leadership and teaching and learning across the academy. All projects undertaken are based around having an impact on student outcomes – often looking at disadvantaged students.	2, 4.
Director support: English, maths and Ebacc subjects.	Delta subject directors in English, mathematics, science, history, geography and French will work with targeted pupils to support their learning and make school engaging and purposeful.	1, 2, 6.

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

Budgeted cost: £179,458

Activity	Evidence that supports this approach	Challenge number(s) addressed
Star Reading/Accelerated Reader/Cogmed.	Accelerated reader to support all students in KS3 with developing their reading. Introduction of Rapid Plus and Cogmed to target pupils below 100 in their reading scores. Cogmed will aid memory and retention and rapid plus will improve word recognition and reading. <a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies-eeef">Reading comprehension strategies   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk/educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	1.
Saturday Maths Club and holiday revision classes.	Saturday maths has always been popular and holiday revision and intervention has historically led to student improvement. Sessions open to all but targeted for PP by Y11 learning manager. <a href="https://www.educationendowmentfoundation.org.uk/summer-schools-eeef">Summer schools   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk/educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	1, 2, 6.
One to one tutors.	Departmental intervention for pupils identified as underachieving. One to one staff in maths and English to provide subject specific intervention. TA support in	1, 2, 6.

	<p>class allocation worked out as 37% of salary cost.</p> <p>Y11 sessions to be held after school in enrichment time.</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	
Hegarty maths/GCSE Pod.	<p>Resources to aid learning from home and to make it engaging for students.</p> <p><a href="https://educationendowmentfoundation.org.uk">Homework   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 3, 6.
Attendance Officer.	<p>First response from attendance officers for all student absentees. Officers work closely with year group Learning Managers as well as SLT links to ensure phone calls and parental meetings take place for identified students.</p> <p><a href="https://educationendowmentfoundation.org.uk">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="http://www.gov.uk">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	4.
Bridge and PLC.	<p>The Bride/PLC provides targeted support to identified individuals to offer curriculum support and behavioural support through small group work for set periods of time.</p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 5, 6.
Learning Managers.	<p>Year group learning managers hold a key role in supporting all areas of student development from learning and behaviour to wellbeing and day to day resilience in school. Their detailed knowledge of each of their students and level of targeted support help address each of the key challenge areas – as well as engaging all stakeholders involved with the child’s learning – including parents.</p> <p><a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4, 5, 6.
Subscriptions.	<p>Subscriptions to software such as Hegarty maths and Accelerated Reader allow students to access quality learning both in school and at home. The EEF’s study found that Accelerated Reader for example, added 5 months’ reading progress to a Y7 student compared to those not following the programme.</p>	1, 2, 3.

Assessments and testing.	Suitable tests and assessments are required to measure progress at key points in the academic year. We use common assessment papers across the trust as well as GL testing to assess progress in KS3.	1, 2, 3.
Leadership.	High quality leadership and management is crucial to organise and implement curriculum, intervention and all elements involved in delivering the PP strategy including attendance and support.	1, 2, 3, 4, 5, 6.

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

Budgeted cost: £29,761

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance rewards.	We know there is a clear link between achievement and attendance. Targeted support provided by attendance officers as mentioned above. Good attendance recognised and praised around the school and with rewards in key half termly assemblies. <a href="http://www.gov.uk">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a>	4.
Education materials.	Revision guides, equipment and uniform requirements will be provided for disadvantaged students as well as subsidising trips and educational activities off site. This supports with learning, homework, engagement, and increased attendance as well as supporting the child's wellbeing.	1, 2, 3, 4, 5.
Library club.	Access to technology through tablets and devices provided for families that have no access to equipment. Opportunity to use school facilities after hours with a member of staff to support.	6.
Promotion of a CEIAG lead.	Disadvantaged students to have access to high quality and impartial careers advice through Careers Inc and supported by the HEPO. This is to give them a choice of suitable pathways and secure an education destination at the end of Y11. <a href="http://educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>	3, 4.

**Total budgeted cost: £283,490**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Summary

	Disadvantaged
Number of pupils	38
Progress 8 score	+0.53
Progress 8 score: English	+0.66
Progress 8 score: Maths	+0.29
Progress 8 score: EBacc	+0.38
Progress 8 score: Open	+0.76
Grade 5 or above in English & maths GCSEs	31.6%
Grade 4 or above in English & maths GCSEs	60.5%
Attainment 8 score	44.20
Attainment 8 score: English	10
Attainment 8 score: Maths	7.89
Attainment 8 score: EBacc	11.87
Attainment 8 score: Open	14.44

### Disadvantaged pupils (38)

	2017	2018	2019	2020	2021
Progress 8 score	+0.20	+0.30	+0.5	+0.42	+0.53
Progress 8 score: English	-0.47	+0.31	+1.05	+0.66	+0.66
Progress 8 score: Maths	-0.12	-0.11	+0.03	+0.05	+0.29
Progress 8 score: EBacc	-0.09	-0.03	+0.1	+0.20	+0.38
Progress 8 score: Open	+1.17	+0.89	+0.9	+0.71	+0.76
Grade 5 or above in English & maths GCSEs	21%	29%	37%	33%	32%
Grade 4 or above in English & maths GCSEs	48%	50%	77%	58%	60%

- Progress and attainment scores for Pupil Premium students have maintained in the positive. The progress 8 score is +0.11 higher than the previous year. These results are based on Centre Assessed Grades and are not directly comparable to previous years. Academy other students have also made positive progress this year at +0.52 which shows a diminished gap in overall Progress 8 at De Lacy.
- Attainment in English is at 10.00 for the academy disadvantaged – close to the national of 10.61. Academy other students have outperformed the national other at 11.61 but again these results are based on CAG and cannot be used as a direct comparison. In mathematics, disadvantaged students have performed better, increasing from 7.11 to 7.89.
- Percentages for PP students achieving a grade 5 or above in English and maths is below the non-PP cohort. There is a -20% difference at grade 5 or above and a -21% difference at grade 4 and above in both.
- Progress remains positive for disadvantaged students as overall is +0.01 above the academy other 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

## 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)

*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.*