

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 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	Darton Academy
Number of pupils in school	1128
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	22/09/24
Date on which it will be reviewed	04/01/25
Statement authorised by	J Spencer
Pupil premium lead	H Gregory
Governor / Trustee lead	R Gregory

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£276150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£276150

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils at Darton Academy, irrespective of their background or challenges they face, make good progress and achieve high attainment across the curriculum in line with other pupils nationally and within the academy. The pandemic was very challenging for all pupils and our strategy focus is on closing gaps that have widened even further due to academy closure.

Our pupil premium strategy is designed to support disadvantaged pupils to achieve and make progress in all subjects. Historically disadvantaged pupils have needed additional support in Ebacc subjects and our strategy addresses this. The strategy aims to improve outcomes for pupils of all abilities. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, and those with SEND

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through one to one tuition and additional support for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified by meeting regularly and conducting RAG meetings for KS4 pupils
- Analysing the performance of KS3 pupils after each trust assessment.
- Measuring impact towards the end of each term and publishing this on the academy website
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Using a reading RAG to identify the weakest readers in KS3 and intervene with impact

### Challenges

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

Challenge number	Detail of challenge
1	<p><b>Curriculum</b></p> <p>Achievement gaps exist on entry. The average scaled score for maths is PP 101.48 and Non PP 104.8 for other pupils and for reading is 102.8 PP vs 104.7 for other pupils.</p> <p>The curriculum must be implemented securely and consistently by all teachers for disadvantaged pupils so that they can develop detailed knowledge and skills and, as a result, achieve well.</p>
2	<p><b>Literacy and Mathematics</b></p> <p>On entry, reading, writing, communication and mathematics skills are lower for PP pupils than 'others'. If pupils are not able to read at an age-appropriate level and fluency, they will be incapable of accessing the rest of the curriculum and they will rapidly fall behind their peers.</p>
3	<p><b>Language – Word Gap</b></p> <p>Assessment data for disadvantaged pupils on entry demonstrates that disadvantaged pupils have a more limited vocabulary. The word gap means that pupils eligible for PP may have a lower level of language available to them to understand taught materials, engage in classroom discussions (as it requires verbal reasoning) and social activities. This can also affect their understanding of social nuance and the pragmatic use of language, meaning navigating social situations can be more difficult.</p>
4	<p><b>Personal Development</b></p> <p>On entry some PP pupils lack the cultural capital required to access the highest grades within their subjects and consequently need to engage in 'out of the classroom experiences' to unlock this potential.</p>
5	<p><b>Behaviour</b></p> <p>PP pupils are overrepresented when receiving 'Consequences', detentions and sessions in The Reflections Room (C5). This detrimentally affects their academic progress.</p>
6	<p><b>Attendance</b></p> <p>There is historically a higher percentage of disadvantaged pupils than non-disadvantaged pupils, who are persistently absent (absent for 10% or more sessions from school).</p> <p>Attendance rates for pupils eligible for PP in 2023-24 was 87% vs. 92.3% for non-PP pupils. This reduces their hours in school and impacts negatively on their progress and attainment. This is better than national 88.9% PP and 92.8% for non-PP, but we must reduce the in-school gap. Persistent absence was 41.5% for PP pupils compared to 18.4% for overall. National PA was 15.3% for non-PP in 2023/24</p>
7	<p><b>Parental Engagement</b></p> <p>The attendance of parents / carers of PP pupils at Parent Consultation Evenings is typically lower than that of 'others'. This means that these parents / carers are not fully aware of their child's current academic progress or how best to support them.</p>
8	<p><b>Home Learning</b></p>

	Homework completion and attendance at additional study sessions is lower for PP pupils than it is for 'others'.
9	<b>CEIAG</b> Some pupils eligible for the Pupil Premium lack aspiration relating to further and higher education and also future career opportunities.
10	<b>Mental Health and Physical Health</b> The mental health of disadvantaged pupils has declined further after the pandemic, with an increase in referrals to external agencies for support. The physical health of disadvantaged pupils must also be a focus throughout the year. Pupils must lead healthy lifestyles.

## 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
<p>(A) CURRICULUM OFFER - The curriculum is ambitious and is designed to give particularly disadvantaged pupils the knowledge and cultural capital they need to succeed in life. This ensures that pupils eligible for the Pupil Premium make rates of progress that are at least in line with 'other' non-PP pupils nationally.</p> <p>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p>	<p>Analysis of the evidence gathered through the routine monitoring of the quality of education will demonstrate work is demanding and matches the intention of the curriculum for all pupils eligible for the Pupil Premium. Analysis of Years 7 to 11 will show that there are no gaps in progress between pupils eligible for the Pupil Premium and 'other' non-PP pupils. Where gaps exist, these will be closing rapidly.</p> <p>The Most Able Pupils eligible for the Pupil Premium will attain the highest results in national tests, grades (7-9) at equivalent, or better, rates than 'other' non-PP pupils. Monitoring and evaluation of work through learning walks, drop-ins and book scrutiny will show that PROUD is in place. Pupils' work across the curriculum is of good quality.</p> <p>PP pupils are able to articulate what they are learning and why they are learning it.</p>
<p>(B) LITERACY- High levels of progress in reading and writing for Year 7 and 8 pupils eligible for the Pupil Premium.</p> <p>Current benchmark – starting point – pupils have sat GL assessment reading test. Data to follow.</p> <p>PP pupils in KS3 achieve in line with, or even better than non-PP pupils in the Delta Academies Trust core common assessments. (December/June trust wide assessments)</p>	<p>All new Year 7 and 8 pupils [2024 entry] eligible for PP will have a reading age that is at least in line with their chronological age by the end of KS3.</p> <p>Pupils eligible for PP in Year 7 and 8 make more progress by the end of the year than 'other' pupils, in English and mathematics in order to catch up.</p> <p>We will evidence this using: Reading ages in October, December, March and June (GL assessment reading tests), Reading RAGS. Y7 &amp; 8 English and maths trust assessment</p>

<p>2<sup>nd</sup> benchmark (trust assessment) will be added in December:</p>	<p>results</p>
<p>(C) LANGUAGE – WORD GAP</p>	<p>All new Year 7 and 8 pupils [2024 entry] eligible for PP will have a reading age that is at least in line with their chronological age by the end of KS3.</p> <p>PP pupils with a reading age below their chronological age will receive intervention during English lesson using 'Reading Plus' platform to support reading comprehension.</p> <p>Students will be encouraged to read a range of genres and materials via the reading routes initiative at KS3.</p> <p>Students will be exposed to the Secondary Reading Strategy as a Teaching and Learning directive to enable students to have access to challenging, quality, age appropriate texts.</p> <p>We will evidence this using:  Reading ages in October, December, March and June (GL assessment reading tests), Reading RAGS.  Y7 &amp; 8 English and maths trust assessment results  Tracker of completion of reading routes.</p> <p>i.</p>
<p>(D) PERSONAL DEVELOPMENT - Disadvantaged pupils acquire the knowledge and cultural capital that they need to succeed in life.</p>	<p>PP pupils regularly attend a wide range of out of classroom experiences including after school clubs.</p> <p>Proportionate number of pupils who participate in extracurricular visits and programmes are disadvantaged.</p> <p>All PP pupils will engage with the academy, tutor, assembly and 'EPC' programme to develop their interest in investigating and offering reasoned views about moral and ethical issues.</p> <p>The Experiences 5-year plan maps the visits, rewards, competitions, and opportunities pupils receive over 5 years. The plan is designed to expose pupils to a range of new experiences, considering our local context, for example many pupils will not have experienced a live theatre performance.</p> <p>Our "This Is Culture" programme (Y7) ensures that pupils are exposed to the best that has been thought and said. For example, pupils learn about music from the classical music of Mozart to the modern rap music of Dr Dre.</p>

<p>(E) BEHAVIOUR - Significant improvements in the attitudes and behaviour of an identified cohort of pupils eligible for the Pupil Premium will ensure that they are less frequently removed from lessons and therefore able to achieve well. This will be reflected in national tests and examinations that meet government expectations, or in the qualifications obtained.</p> <p>Vulnerable disadvantaged pupils with behaviour at risk of deteriorating will be identified in Y6 so that support can be offered as early as possible.</p>	<p>Evidence gathered from the routine monitoring and evaluation will show that pupils eligible for the Pupil Premium in Years 7-9, particularly boys, are engaged by high quality lessons that deliver the academy's curriculum intent.</p> <p>Analysis of behavioural data showed a reduction in the average number of negative behaviour events logged per pupil. Benchmark for PP pupils = 5.31 compared to 2.82 for all pupils.</p> <p>Analysis of behavioural data will show a reduction in the average number C4 disruption to learning incidents logged per pupil. Benchmark for PP pupils (2023/24) = 14.54 compared to 3.74 for all pupils.</p>
<p>(F) ATTENDANCE - Improved attendance rates for pupils eligible for Pupil Premium / Free School Meals [FSM].</p> <p>Sept.23 Benchmark 2023-24– Barnsley PP attendance = 82.6%, National PP attendance = 85.4% (Secondary)</p> <p>PP attendance at Darton 2023-24= 87% compared to 94% for all pupils.</p>	<p>Reduce the number of persistent absentees (PA) amongst pupils eligible for PP to national average (2023/24 = 41.9) or below. Barnsley average = 51%</p> <p>2023/24 PP who were PA = 41.9%</p> <p>Improve overall attendance rates of pupils eligible for PP to 94% or above (in line with non-PP).</p>
<p>(G) PARENTAL ENGAGEMENT - Increased parental engagement including improved attendance rates for parents / carers of pupils eligible for the Pupil Premium at Parent Consultation Evenings.</p>	<p>The parents / carers of pupils eligible for PP attend at least one event.</p>
<p>(H) HOMEWORK - Improved homework completion through the use of Knowledge Organiser (KO), Hegarty Maths and GCSEPod. Homework will support the alteration of the long term memory of disadvantaged pupils. Homework will support the development of understanding and pupils will connect new knowledge with existing knowledge. Improved attendance at enrichment study sessions for pupils eligible for the Pupil Premium. This will ensure that they are better prepared for national tests in Year 11 because they have developed and sustained good study habits and enhanced their knowledge of the subjects they are studying.</p>	<p>Behaviour data will show that sanctions are low for poor use of KO/Sparx/GCSEPod. Disadvantaged pupils are rewarded in weekly assemblies</p> <p>Y11 after school enrichment sessions are attended by all pupils in receipt of the pupil premium. Parents attend Pie Night.</p>
<p>(I) CEIAG - Pupils eligible for the Pupil Premium show increased self-esteem, ambition and aspiration in relation to their life beyond</p>	<p>Regular feedback from questionnaires demonstrates that pupils have a clear, well thought out plan with a firm progression</p>

<p>the academy. Pupils are tracked throughout their time at the academy and placed on a careers pathway monitored by academy staff and Progress Education. This will lead to improved aspiration.</p> <p>Benchmark – National NEET PP = 9% DA 2021-22 = 0%</p>	<p>pathway in mind.</p> <p>Monitoring and evaluation of tutor and EPC lessons shows that pupils understand progression pathways and are able to analyse and evaluate their own options.</p> <p>NEET figures for pupils eligible for the Pupil Premium are better or below national level. Careers award (Prospects) is maintained yearly. This helps to ensure that high quality impartial CEIAG raises the aspirations of disadvantaged pupils identified as being at risk of NEET.</p>
<p>(J) MENTAL HEALTH - The mental health of disadvantaged pupils improves throughout the year. Mental health issues are quickly identified by the inclusion team and strategies are put in place.</p> <p>Disadvantaged pupils can access appropriate external agencies for support with mental health and wellbeing issues.</p>	<p>Achievement, behaviour and attendance data shows that pupils identified as suffering with mental health issues are accessing support and improving throughout the year. Wellbeing questionnaires are completed frequently and demonstrate pupils are receiving the correct support and it results in a positive outcome.</p>
<p>(K) PHYSICAL HEALTH - The physical health of disadvantaged pupils improves throughout the year. Pupils lead healthy lifestyles, and the academy follows the 8 key principles, promoted by PHE in their 2020 publication on increasing physical activity in schools: Develop and deliver multi-component interventions, Ensure skilled workforce, Engage student voice, Create active environments, Offer choice and variety, Embed in curriculum, teaching and learning Promote active travel, Embed monitoring and evaluation.</p>	<p>Disadvantaged pupils learn how to make healthy choices about the food they eat and physical activity they participate in. Pupils enjoy healthy nutritious meals at school. Pupils learn how to source and prepare balanced meals.</p> <p>Attendance to after school PE enrichment sessions is high for PP pupils.</p> <p>PP pupils engage in a wide range of different types of physical activity.</p> <p>The achievement of PP pupils increases due to healthy lifestyle choices.</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: £153,086

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT PP Lead	High quality leadership and management is essential to the implementation and continual evaluation of the PP strategy.	1-10

	<p>SLT leads are accountable to the AAB and to the principal. Challenge through line management and monitoring by the principal. Attendance, behaviour, participation and achievement gaps between disadvantaged and non-disadvantaged pupils will diminish.</p> <p>The lead will ensure the enrichment attendance spreadsheet is maintained and leads to regular and effective communication with parents, meaning greater engagement with effective enrichment.</p> <p>Following on from RAG meetings, the SLT lead for PP will ensure actions are rapid and interventions are effective.</p>	
<b>SLT QofE Lead</b>	<p>High quality leadership of Quality of Education will ensure that quality first teaching is a priority and monitored regularly. This will include QA of teacher grab files and work scrutiny of PP students, ensuring teacher accountability. The SLT lead for quality of education will maintain a drive to improve adaptive teaching across the academy.</p>	
<b>Literacy Resource Centre Manager Literacy coordinator Reading Champion</b>	<p>Both members of staff work together to oversee targeted intervention for KS3 pupils using the accelerated reader programme, Lexia, Miskin FreshStart, Reading Plus, along with the planning and implementation of the whole school literacy strategy. Launch the trust strategy “Reading Routes”.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2
<b>CPD</b>	<p>High quality CPD is delivered each week by specialists. Staff are also able to participate in CPD provided by the trust at Education House through the Education Exchange.</p> <p><a href="https://www.epi.org.uk">Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute (epi.org.uk)</a></p>	1-9
<b>Director Support EBACC. Maths and English</b>	<p>Delta subject directors in English, maths, science, geography, Spanish and French will teach groups of targeted disadvantaged pupils. This strategy is of moderate cost and has high impact based on summer 2024 results.</p>	1
<b>Review</b>		



<b>Impact Term 1</b>	Director support for PP students: Impact of Director support for PP students:
<b>Impact Term 2</b>	Director support for PP students: Impact of Director support for PP students:
<b>Impact Term 3</b>	

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

Budgeted cost: £97,498

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>Targeted academic support and monitoring</b>	Professional development to support the implementation of high-quality provision with the classroom.	1,2,5,8
<b>One to One support</b>	Departmental intervention for those pupils identified as underachieving One to one staff in Maths and English to provide subject specific intervention.  'Small group tuition has a +4 month impact on attainment of disadvantaged students'.  <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4,5
<b>Strategic deployment of Teaching Assistants in Eng. maths and science</b>	Supporting the attainment of disadvantaged pupils: articulating success and good practice research report (2015) suggests 'Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well'.	1,2,4,5
<b>After school Revision Classes</b>	A comprehensive after school revision programme in place for all disadvantaged pupils. Attendance is encouraged through regular rewards and updates. Attendance is monitored daily and communicated to parents. A new spreadsheet for registration is developed.  <a href="https://www.educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4,5
<b>Reading Interventions</b>	The Education Endowment Foundation (EEF) has recently conducted research into reading interventions. The study found that Year 7 pupils who were offered effective reading in-	2

	terventions made 5 months' additional progress in reading compared to other similar pupils	
<b>Alternative Provision The Eiland Academy and Core</b>	<p>Following an identified need, pupils are provided with alternative provision, which is designed to meet their individual learning requirements and ensure that they are able to make strong progress, as a result of a learning climate which is better suited to their needs and abilities.</p> <p><a href="http://www.gov.uk">Alternative provision - GOV.UK (www.gov.uk)</a></p>	1,4,5
<b>Learning Managers</b>	<p>2 days per week equivalent. The support teams will offer focussed support to PP pupils including welfare checks, parental contact, multi- agency work, small group work, mentoring, lesson drop ins, link referral, counselling, RP, EWO support and uniform.</p> <p><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	4,5,6,8
<b>Holiday Revision Classes</b>	<p>Holiday revision and intervention sessions have historically led to improved achievement. Parents of PP pupils will be telephoned by the Year 11 learning manager to ensure that attendance is high. Students will be personally invited to attend.</p> <p><a href="http://educationendowmentfoundation.org.uk">Summer schools   EEF (educationendowmentfoundation.org.uk)</a></p>	1,5,6,8
<b>Parent Engagement Events</b>	<p>"It is not about hard to reach families, but hard to reach schools". Crozier and Davies.</p> <p>Engage parents/carers with the importance of study through events aimed at the parents of disadvantaged pupils. Resources and equipment will be provided. Welcoming and positive environment.</p> <p>Attendance to the events will be tracked and parents/families of disadvantaged pupils will be invited and appointments booked for them.</p> <p><a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	5,6
<b>Cognitive Science approaches to learning</b>	<p>All staff will deliver high quality teaching and learning opportunities for students under pinned by an understanding the Delta Principles of learning</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net">Cognitive science approaches in the classroom - A review of the evidence.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	1,2,3
<b>Review</b>		
<b>Impact Term 1</b>	Reading Interventions	

<b>Impact Term 2</b>	
<b>Impact Term 3</b>	

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

Budgeted cost: £109,182

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>Provision of High Quality Careers guidance</b> in line with targets and aspirations	Disadvantaged pupils in years 10 and 11 have access to high quality and frequent careers information and guidance via Progress Careers <a href="https://www.educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>	3,4,5,8
<b>The Bridge and PLC</b>	The Bridge and PLC support team (2 members of staff) will offer focussed support to PP pupils including personalised curriculum, one to one behaviour support, welfare checks, parental contact, small group work, mentoring, lesson drop ins, counselling and RP. <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	3,4,5,8,9
<b>Dallowgill Residential PP subsidy</b>	The residential visit is an activities-based reward for attending after school enrichment sessions. It will give PP pupils the opportunity to participate in activities that they would not have previously. <a href="https://www.educationendowmentfoundation.org.uk">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4,5,10
<b>Food Ingredients</b>	Ingredients provided for disadvantaged pupils. Historically pupils have made more progress with resources provided when necessary. The food is automatically ordered and distributed to all year groups with a higher proportion given to KS4 pupils. Pupils will learn how to cook nutritionally balanced healthy meals.	1,9,10
<b>Attendance Team and EWO</b>	Behaviour and attendance interventions – moderate impact for moderate cost – The Education Endowment Foundation (EEF) Earlier parental and agency support improves outcomes.	1,5,6

	<p>To close the attendance gap between PP and Non-PP. Attendance officer will work closely with the learning managers to ensure that phone calls, parental meetings and focus groups take place for the correct pupils.</p> <p>The attendance officer will devise attendance support plans and arrange meetings.</p>	
<b>Attendance Rewards</b>	<a href="#">Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf (attendancesworks.org)</a>	1,5,6
<b>Minibus and Driver</b>	The driver is part of the attendance team and has integral relationships with families through home visits. The Education Endowment Foundation (EEF) states earlier parental and agency support improves outcomes, recognising behaviour and attendance interventions have moderate impact for moderate cost.	1,5,6
<b>Higher Education Visits</b>	The DFE report on Strategies to raise Aspirations in Pupil Premium students (2019) suggested that pro-active work to develop partnerships and links with universities and other external organisations (e.g., local employers) that can provide support for aspiration-raising and career development activities.	3,4,5,8
<b>Online Subscriptions</b>	<p>Subscriptions to teaching and learning resources, Sparx, GCSE Pod and LanguageNut.</p> <p>The EEF states Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. In the most effective examples homework was an integral part of learning, rather than an add-on.</p>	1,7
<b>Pupil Premium Champion</b>	<p>An aspirant leader has been appointed to champion and promote the visibility of PP Pupils across the academy. The PP champion will monitor and ensure consistency of practice.</p> <p>The PP champion will ensure that the standards of good practice are maintained through QA cycles.</p> <p>The pupil premium champion will support by adding additional capacity to focus directly on disadvantaged pupils.</p> <p><a href="#">Cognitive science approaches in the classroom - A review of the evidence.pdf</a></p>	1,2,3,5,6,7

**Review**

**Impact Term 1**

**Behaviour: YTD – C4 DtL**

C4 DtL	Y11	Y10	Y9	Y8	Y7
PP	34	59	104	102	24
Non-PP	83	68	205	261	41

**Attendance: PP 277 vs Non PP 849**

Attendance data year to date - 90% (89.3% this time last year, 95.1% v 90.0% for non PP against PP)

PA 37 vs Non-PP 39

PA 13.4% vs Non-PP 4.6%

**Careers:** 35% of PP students have had an appointment in y10. 19 out of 54. All Y11 PP students have had an appointment.

**Home learning:**

	PP	Non-PP
Overall	61%	76%
Year 7	75%	87%
Year 8	54%	74%
Year 9	43%	68%
Year 10	56%	75%
Year 11	73%	77%

**Enrichment:** 24% of all students in our school are PP and out of all the 3443 sessions attended, 22% were attended by PP students.

**Literacy data**

- In year 7, 33 students are in the category for being the lowest readers. 10 of those students (30%) are PP.
- In year 8, 38 students are in the lowest category, 14 (37%) of those students are PP.
- In year 9, 20 students are in the lowest category, 7 (35%) of those students are PP.

**Impact Term 2**

Behaviour:

<b>Impact Term 3</b>	

**Total budgeted cost: £ £359,766**

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 2023 to 2024 academic year.

<b>Disadvantaged</b>	<b>2024</b>
<b>Progress 8</b>	<b>-0.21</b>
<b>Attainment 8</b>	<b>35.93</b>
<b>Entering Ebacc.</b>	<b>22%</b>
<b>5+ in Eng. and maths</b>	<b>27%</b>
<b>4+ in Eng. and maths</b>	<b>46%</b>
<b>4+ English and maths Gap PP v non-PP</b>	<b>34.40%</b>
<b>5+ English and maths Gap PP v non-PP</b>	<b>35.00%</b>
<b>English Lang. 5+</b>	<b>46%</b>
<b>English Lang. 4+</b>	<b>60.30%</b>
<b>English Lit. 5+</b>	<b>36.70%</b>
<b>English Lit. 4+</b>	<b>56.70%</b>

	<b>Maths 5+</b>	<b>33.30%</b>
	<b>Maths 4+</b>	<b>50.80%</b>
	<b>5+ Sci.</b>	<b>17.50%</b>
	<b>4+ Sci.</b>	<b>43.90%</b>
	<b>Progress 8 English</b>	<b>0.14</b>
	<b>Progress 8 Maths</b>	<b>-0.08</b>
	<b>Progress 8 EBacc</b>	<b>-0.34</b>
	<b>Progress 8 Open</b>	<b>-0.43</b>

Priorities for 2024-25			
	Desired outcomes and how they will be measured	Success criteria	Outcome 2023/2024
A.	<p>The curriculum is ambitious and is designed to give particularly disadvantaged pupils, the knowledge and cultural capital they need to succeed in life. This ensures that pupils eligible for the Pupil Premium make rates of progress that are at least in line with 'other' non-PP pupils nationally.</p> <p>The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p>	<p>Analysis of the evidence gathered through the routine monitoring of the quality of education will demonstrate work is demanding and matches the intention of the curriculum for all pupils eligible for the Pupil Premium. Analysis of Years 7 to 11 will show that there are no gaps in progress between pupils eligible for the Pupil Premium and 'other' non-PP pupils. Where gaps exist, these will be closing rapidly.</p> <p>The Most Able Pupils eligible for the Pupil Premium will attain the highest results in national tests, grades (7-9) at equivalent, or better, rates than 'other' non-PP pupils. Monitoring and evaluation of work through learning walks, drop-ins and book scrutiny will show that PRIDE is in place. Pupils' work across the curriculum is of good quality.</p> <p>PP pupils are able to articulate what they are learning and why they are learning it.</p>	<p>Academy departmental reviews highlighted disadvantaged pupils were supported well.</p> <p>Department QA has highlighted that PROUD is in place and pupils' work across the curriculum is of good quality. The departmental QA has highlighted that strategies to intervene for priority pp pupils, are not routinely embedded across all classrooms in all areas.</p> <p>Summer 2024 results show that PP pupils perform less well -0.21 when compared with non pp pupils and the gap is widening compared to 2023.</p> <p>There was a 1% reduction (from 2019) in the gap between PP and non-PP pupils (Eng. and maths 4+).</p> <p>High prior attaining PP pupils have performed well in national tests. There have been improvements in all baskets, with English improving by half a grade over the previous year and open basket by almost 1 grade.</p>

			<p>Achievement gaps still exist between PP and non-PP for Y7-Y10 pupils. Trust assessments (Dec/June) have highlighted that gaps exist at KS3 in all subjects. HODs will analyse this data and devise comprehensive plans for PP pupils.</p> <p>All teaching staff will engage with CPD to support the implementation of a new PP strategy to track and monitor interventions for pp students.</p>																																																																																																																								
<p><b>B.</b></p>	<p>High levels of progress in reading and writing for Year 7 and 8 pupils eligible for the Pupil Premium.</p> <p>Current benchmark – starting point – pupils have sat GL assessment reading test.</p> <p>Benchmark October 2020 GL data for Y7 and Y8</p> <p>PP pupils in KS3 achieve in line with, or even better than non-PP pupils in the Delta Academies Trust core common assessments. (December/June trust wide assessments)</p>	<p>All new Year 7 pupils [2024 entry] eligible for PP will have a reading age that is at least in line with their chronological age by the end of Year 7.</p> <p>All Year 8 pupils [2024] eligible for PP will have a reading age that is at least in line with their chronological age by the end of Year 8.</p> <p>Pupils eligible for PP in Year 7 and 8 make more progress by the end of the year than ‘other’ pupils, in English and mathematics in order to catch up.</p> <p>We will evidence this using: Reading ages in October, December, March and June (AR and GL assessment reading tests)</p> <p>Y7 &amp; 8 English and maths trust assessment results</p>	<p>Reduction in the number of pupils in y7/8 who are classed as ‘below average’ for their age.</p> <table border="1" data-bbox="1082 936 1452 1064"> <thead> <tr> <th colspan="5">Year 7</th> </tr> <tr> <th></th> <th colspan="2">September</th> <th>April</th> <th>Overall</th> </tr> <tr> <th></th> <th>Number</th> <th>Average SAS</th> <th>Average SAS</th> <th>Improvement</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>239</td> <td>94.94</td> <td>104.85</td> <td>+9.91</td> </tr> <tr> <td>PP</td> <td>60</td> <td>94.75</td> <td>102.52</td> <td>+7.77</td> </tr> <tr> <td>SEND</td> <td>8</td> <td>69.00</td> <td>75.00</td> <td>+6.00</td> </tr> </tbody> </table> <table border="1" data-bbox="1082 1070 1452 1198"> <thead> <tr> <th colspan="5">Year 8</th> </tr> <tr> <th></th> <th colspan="2">September</th> <th>April</th> <th>Overall</th> </tr> <tr> <th></th> <th>Number</th> <th>Average SAS</th> <th>Average SAS</th> <th>Improvement</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>258</td> <td>98.35</td> <td>107.39</td> <td>+9.04</td> </tr> <tr> <td>PP</td> <td>55</td> <td>94.5</td> <td>104.3</td> <td>+9.80</td> </tr> <tr> <td>SEND</td> <td>21</td> <td>97.6</td> <td>95.3</td> <td>-2.3</td> </tr> </tbody> </table> <p>Reading RAG demonstrated significant improvement for PP students.</p> <table border="1" data-bbox="1062 1366 1452 1523"> <thead> <tr> <th colspan="4">Year 7 Stanine 1-3</th> </tr> <tr> <th></th> <th>Number</th> <th colspan="2">Average SAS</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>46</td> <td>77.3</td> <td>82.11</td> </tr> <tr> <td>PP</td> <td>19</td> <td>81.5</td> <td>84.6</td> </tr> <tr> <td>SEND</td> <td>9</td> <td>69</td> <td>71.1</td> </tr> </tbody> </table> <table border="1" data-bbox="1062 1590 1452 1747"> <thead> <tr> <th colspan="4">Year 8 Stanine 1-3</th> </tr> <tr> <th></th> <th>Number</th> <th colspan="2">Average SAS</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>41</td> <td>81.1</td> <td>82.3</td> </tr> <tr> <td>PP</td> <td>16</td> <td>82.1</td> <td>83.3</td> </tr> <tr> <td>SEND</td> <td>13</td> <td>79.0</td> <td>79.6</td> </tr> </tbody> </table> <table border="1" data-bbox="1062 1814 1452 1948"> <thead> <tr> <th colspan="4">Year 9</th> </tr> <tr> <th></th> <th>Number</th> <th colspan="2">Average SAS</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>33</td> <td>82</td> <td>88.2</td> </tr> <tr> <td>PP</td> <td>15</td> <td>79.2</td> <td>82.7</td> </tr> <tr> <td>SEND</td> <td>14</td> <td>79.5</td> <td>88.5</td> </tr> </tbody> </table>	Year 7						September		April	Overall		Number	Average SAS	Average SAS	Improvement	ALL	239	94.94	104.85	+9.91	PP	60	94.75	102.52	+7.77	SEND	8	69.00	75.00	+6.00	Year 8						September		April	Overall		Number	Average SAS	Average SAS	Improvement	ALL	258	98.35	107.39	+9.04	PP	55	94.5	104.3	+9.80	SEND	21	97.6	95.3	-2.3	Year 7 Stanine 1-3					Number	Average SAS		ALL	46	77.3	82.11	PP	19	81.5	84.6	SEND	9	69	71.1	Year 8 Stanine 1-3					Number	Average SAS		ALL	41	81.1	82.3	PP	16	82.1	83.3	SEND	13	79.0	79.6	Year 9					Number	Average SAS		ALL	33	82	88.2	PP	15	79.2	82.7	SEND	14	79.5	88.5
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Year 9			
	Number	Average SAS	
ALL	33	82	88.2
PP	15	79.2	82.7
SEND	14	79.5	88.5

Final data from the year collated from GL. Third reading RAG completed. Data shows significant impact of the reading and phonics programme and improved progress from 2022/2023 academic year.

Year 7				
	September		April	Overall
	Number	Average SAS	Average SAS	Improvement
ALL	239	94.94	104.85	+9.91
PP	60	94.75	102.52	+7.77
SEND	8	69.00	75.00	+6.00

Year 8				
	September		April	Overall
	Number	Average SAS	Average SAS	Improvement
ALL	258	98.35	107.39	+9.04
PP	55	94.5	104.3	+9.80
SEND	21	97.6	95.3	-2.3

Year 9				
	September		April	Overall
	Number	Average SAS	Average SAS	Improvement
ALL	56	90.22	95.36	+5.14
PP	20	87.00	90.80	+3.8
SEND	10	79.00	93.55	+14.55

Majority of pupils progressing at the expected rate or higher, where they were not before.


Reading Routes Numbers			
Academic Year	Year 7	Year 8	Year 9
2022 - 2023	46	5	7
2023 - 2024	151	98	38

Students benefit from increased exposure to a range of genres to improve their vocabulary.

A distinction to be made between the word gap and literacy to support students who struggle to follow two step instructions and to support those struggle to engage in their learning owing to a word gap.

Pupils benefit from additional intervention to check their reading comprehension through the use of interactive platforms such as

			a reading plus. Their progress is tracked over the year by their teacher and the reading champion. Phonic development to be tracked digitally and interventions implemented.
<b>C</b>	<p>High levels of progress for pupils eligible for the Pupil Premium in non-EBACC qualifications.</p> <p>PP pupils achieve in line with or better than non- PP pupils in GCSE/BTEC/OCR Nationals.</p>	<p>All PP pupils will actively engage with their non EBACC courses; resources and materials will be provided for all practical components.</p> <p>Pupils will engage well in their non-EBACC courses. Pupils will work well with their teachers and attitudes to learning will be positive. Staff will track effort of pupils over the year as part of the PP strategy.</p> <p>Progress of PP pupils and non PP pupils will be closely monitored and QA cycles will be used to identify barriers to progress.</p> <p>QA demonstrates that PP pupils are supported when engaging in meta-cognitive skills.</p>	<p>PP pupils in non-EBACC subjects performed less well than their non PP counterparts. -0.43</p> <p>Some non – EBACC qualifications demonstrated excellent outcomes for PP pupils:  Photography +0.23  Drama +0.73  Sports Studies +0.06  Health and Social Care +1.37  HoDS will share their best practice during CPD.</p> <p>A new approach to tracking and monitoring the effectiveness of interventions for PP pupils will be used by all staff as part of QA cycles.</p>
<b>D.</b>	<p>Disadvantaged pupils acquire the knowledge and cultural capital that they need to succeed in life.</p>	<p>PP pupils regularly attend a wide range of out of classroom experiences including after school clubs. Correct proportion of pupils who participate in extracurricular visits and programmes are disadvantaged.</p> <p>All PP pupils will engage</p>	<p>Correct proportion of pupils who participated in extracurricular activities were PP pupils.</p> <p>63% of PP pupils attended after school clubs, which was in line with the percentage of all pupils attending after school</p>

		<p>with the academy, tutor, assembly and 'Life' programme to develop their interest in investigating and offering reasoned views about moral and ethical issues.</p> <p>PP pupils will be invited to academy, trust and extracurricular events to support their high levels of attainment.</p>	<p>clubs.</p> <p>The Latin Excellence Programme was launched with Y9. 33% of the cohort are disadvantaged and are engaging with an enrichment opportunity to visit Italy funding using PP spending.</p> <p>2023/24 plan included focus on cultural capital for all pupils. Launch of "This is culture" with Y7 at tutor time and on blue line. This is culture was a success with 90% of students that were questioned on the blue line, able to demonstrate increased cultural awareness.</p> <table border="1" data-bbox="1086 936 1460 1055"> <thead> <tr> <th></th> <th>Maths</th> <th>English</th> <th>Science</th> <th>option</th> </tr> </thead> <tbody> <tr> <td>Weekly average</td> <td>128</td> <td>118</td> <td>104</td> <td>61</td> </tr> <tr> <td>Total attended</td> <td>192</td> <td>199</td> <td>151</td> <td>122</td> </tr> <tr> <td>Weekly average (%)</td> <td>52</td> <td>48</td> <td>43</td> <td>25</td> </tr> <tr> <td>Total attended (%)</td> <td>79</td> <td>82</td> <td>62</td> <td>50</td> </tr> </tbody> </table>		Maths	English	Science	option	Weekly average	128	118	104	61	Total attended	192	199	151	122	Weekly average (%)	52	48	43	25	Total attended (%)	79	82	62	50
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<p><b>E.</b></p>	<p>Significant improvements in the attitudes and behaviour of an identified cohort of pupils eligible for the Pupil Premium will ensure that they are less frequently removed from lessons and therefore able to achieve well. This will be reflected in national tests and examinations that meet government expectations, or in the qualifications obtained.</p> <p>Vulnerable disadvantaged pupils with behaviour at risk of deteriorating will be identified in Y6 so that support can be offered as early as possible.</p>	<p>Evidence gathered from the routine monitoring and evaluation will show that pupils eligible for the Pupil Premium in Years 7-9, particularly boys, are engaged by high quality lessons that deliver the academy's curriculum in-ent.</p> <p>Analysis of behavioural data will show a reduction in the average number of C4 detentions given to PP pupils and a reduction in the average number of days of exclusion per disadvantaged pupil in an academic year.</p>	 <p>There was not a reduction in the number of instances of disruption and other poor choices by pp pupils.</p> <p>C4 Disruption to Learning Non PP Events: 4485 Per pupil: 3.74</p> <p>PP Events: 1873 Per pupil: 6.18</p> <p>C4 Other Non PP Events:3989</p>																									

			<p>Per pupil: 4.23</p> <p>PP Events: 2287 Per pupil: 7.55</p> <p>PP pupils require a higher level of support to access learning, engage with their learning and regulate. The SEMH HLTA will be used to deliver targeted intervention to support pupils to address the word gap and aid emotional regulation through greater understanding of social stories.</p>																																								
<p><b>F.</b></p>	<p>Improved attendance rates for pupils eligible for Pupil Premium / Free School Meals [FSM].</p>	<p>Pupils that ended the previous year as PA will receive earlier intervention. Pupils will be identified and supported by their learning manager and PP champion. School staff will understand the 'push' and 'pull' factors that drive individual pupil attendance with targeted families. These will be recorded and shared with staff. Logged and recorded via CPOMS.</p> <p>Parental correspondence around their child being persistently absent will be timely and occur in the first half term. Tracked and record as part of ASP process.</p> <p>Reduce the number of persistent absentees (PA) amongst pupils eligible for PP to 9.3% or below (Nat. Ave. PP = 24.6%, non-PP = 9.3%). Improve overall attendance rates of pupils eligible for PP to 97% or above</p> <p>Evidence of ASP put into</p>	<table border="1"> <thead> <tr> <th colspan="10">PUPIL PREMIUM</th> </tr> <tr> <th>PP1</th> <th>Enrolments</th> <th>Present</th> <th>Persistent Absentees</th> <th>Persistent Absence</th> <th>Illness</th> <th>Medical</th> <th>Holiday (unauthorised)</th> <th>Leave of absence</th> <th>Absent without authorisation</th> </tr> </thead> <tbody> <tr> <td>No</td> <td>886</td> <td>94.0%</td> <td>124</td> <td>14.0%</td> <td>3.1%</td> <td>0.3%</td> <td>0.7%</td> <td>0.3%</td> <td>1.4%</td> </tr> <tr> <td>Yes</td> <td>306</td> <td>87.0%</td> <td>127</td> <td>41.5%</td> <td>3.8%</td> <td>0.4%</td> <td>0.8%</td> <td>0.9%</td> <td>6.1%</td> </tr> </tbody> </table> <p>25 disadvantaged pupils were supported via an ASP – this was 57% of all ASPs. Of those, 60% improved their attendance.</p> <p>20% of pupils on an ASP did not improve their attendance – more timely intervention will occur and the use of early help assessments where appropriate to improve pupil attendance and offer family support.</p>	PUPIL PREMIUM										PP1	Enrolments	Present	Persistent Absentees	Persistent Absence	Illness	Medical	Holiday (unauthorised)	Leave of absence	Absent without authorisation	No	886	94.0%	124	14.0%	3.1%	0.3%	0.7%	0.3%	1.4%	Yes	306	87.0%	127	41.5%	3.8%	0.4%	0.8%	0.9%	6.1%
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		<p>place to support PP pupils who are at risk of becoming PA.</p> <p>(Post Covid national average = 82%)</p>	
G	<p>Increased parental engagement including improved attendance rates for parents / carers of pupils eligible for the Pupil Premium at Parent Consultation Evenings.</p>	<p>The parents / carers of pupils eligible for PP attend at least one event with a particular focus on Parents' Evening for each pupil.</p> <p>Evidence from bookings made prior to staff intervention to assist bookings</p>	<p>The launch of the parent forum was a success with 25% of those that attended the forum were parents/carers of pp pupils.</p> <p>85% of PP families attended Pie night. Those that were not able to attend were supported by Learning Manager and resources distributed.</p> <p>73% of parents attended Options Evening. All PP pupils received additional options guidance.</p> <p>55% PP attendance to Y11 Parents Evening compared to 70% Non PP.</p>
	<p>Improved homework completion through the use of Knowledge Organiser (KO), SPARX Maths and Science and GCSEPod. Homework will support the alteration of the long-term memory of disadvantaged pupils. Homework will support the development of understanding and pupils will connect new knowledge with existing knowledge. Improved attendance at enrichment study sessions for pupils eligible for the Pupil Premium. This will ensure that they are better prepared for national tests in Year 11 because they have developed and sustained good study habits and enhanced their knowledge of the subjects they are studying.</p>	<p>Behaviour data will show that sanctions are low for poor use of KO/Sparxy/GCSEPod. Disadvantaged pupils are rewarded in weekly assemblies.</p> <p>27% of Y11 after school enrichment sessions are attended by pupils in receipt of the pupil premium. Parents attend one or more after school event per year.</p>	<p>Home learning completion (KO) was an area of development for all students.</p> <p>New strategy to be used to report home to parents to improve completion rates of all pupils and especially those with disadvantage.</p> <p>55% completion rate for pp in HT6, improved from 41% in HT3. Increased focus needed to support pupils.</p> <p>PP initiative to direct pupils to homework enrichment via the PP strategy.</p>

I	<p>Pupils eligible for the Pupil Premium show increased self-esteem, ambition and aspiration in relation to their life beyond the academy. Pupils are tracked throughout their time at the academy and placed on a careers pathway monitored by academy staff and Progress Careers. This will lead to improved aspiration.</p> <p>Benchmark – National NEET PP = 9% Darton 2023/24= 0%</p>	<p>Regular feedback from questionnaires demonstrates that pupils have a clear, well thought out plan with a firm progression pathway in mind.</p> <p>Monitoring and evaluation of tutor and PSHE lessons shows that pupils understand progression pathways and are able to analyse and evaluate their own options.</p> <p>NEET figures for pupils eligible for the Pupil Premium are above national level with 100% of leavers in education, employment or training.</p> <p>Careers award (Prospects) is maintained yearly. This helps to ensure that high quality impartial CEIAG raises the aspirations of disadvantaged pupils.</p>	<p>.All PP pupils received two careers advisor appointments.</p> <p>87% of PP pupils attended PD careers day vs 93% for All.</p> <p>Pupil voice demonstrated that the careers education met the needs of the pupils.</p> <p>Pupil voice highlighted that pupils would like access to employers from a wider range of sectors- finance, legal, medical.</p>															
J	<p>The mental health of disadvantaged pupils improves throughout the year. Mental health issues are quickly identified by the inclusion team and strategies are put in place.</p> <p>Disadvantaged pupils are able to access appropriate external agencies for support with mental health and wellbeing issues.</p> <p>Pupils are selected to participate in an academic and pastoral mentoring programme. This will improve the mental health of some of the most vulnerable pupils in the academy.</p>	<p>Achievement, behaviour and attendance data shows that pupils identified as suffering with mental health issues are accessing support and improving throughout the year.</p> <p>Wellbeing questionnaires are completed frequently and demonstrate pupils are receiving the correct support and it results in a positive outcome.</p>	<p>In Y8-Y11 there were 12 students on a Wave 1 or 2 risk assessment, 8 of those were pupil premium last year. Of those 8, 2 no longer require a risk assessment. All 6 of those who are on a Wave 1 or 2 risk assessment now are being supported by CAMHS so we wouldn't look to review their Wave until this work is complete.</p>															
K	<p>The effort of disadvantaged pupils will correlate with their attainment. Staff will support pupils and establish strong relationships. There will not be a correlation with poor effort and poor attainment as staff will mitigate any barriers to effort through continued tracking and monitoring using whole school approaches. Staff will record</p>	<p>Staff will review the outcomes of PP pupils vs. non pp pupils after every data point.</p> <p>Staff will track and monitor the effort of pupils and will invite pupils to home learning enrichment where there are concerns regarding effort, engagement and work</p>	<table border="1"> <thead> <tr> <th></th> <th>Maths</th> <th>English</th> </tr> </thead> <tbody> <tr> <td>Students offered sessions</td> <td>45</td> <td>20</td> </tr> <tr> <td>Students who have accessed 121</td> <td>26</td> <td>17</td> </tr> <tr> <td>% who have accessed 121</td> <td>57.78</td> <td>85</td> </tr> <tr> <td>Av weekly attendance</td> <td>36%</td> <td>40%</td> </tr> </tbody> </table>		Maths	English	Students offered sessions	45	20	Students who have accessed 121	26	17	% who have accessed 121	57.78	85	Av weekly attendance	36%	40%
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	the approaches that they have used to intervene with disadvantaged pupils and in doing so will ensure that they remain a priority.	production.	
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**Service**

There are 5 service students on roll at Darton Academy.

**pupil premium funding (optional)**

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	The service pupil premium was pooled with the main pupil premium budget.
What was the impact of that spending on service pupil premium eligible pupils?	Impact above.