

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Darton Academy
Number of pupils in school	1169
Proportion (%) of pupil premium eligible pupils	24.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	22/09/23
Date on which it will be reviewed	04/01/24
Statement authorised by	J Spencer
Pupil premium lead	JP Craig
Governor / Trustee lead	R Gregory

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 275,310
Recovery premium funding allocation this academic year	£84,456
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	£359,766

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>Curriculum</p> <p>Achievement gaps exist on entry. The average scaled score for maths is 101.4 PP vs 105 for other pupils and for reading is 102.8 PP vs 106.2 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>Literacy and Mathematics</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>Personal Development</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>
4	<p>Behaviour</p> <p>PP pupils are overrepresented when receiving 'Consequences', detentions and sessions in The Reflections Room (C5). This detrimentally affects their academic progress.</p>
5	<p>Attendance</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 2022-23 was 87.4% 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 82% PP v 90.9% for non-PP, but we must reduce the in-school gap. Persistent absence was 34.6% for PP pupils compared to 18.4% for overall. National PA was 27.1% for non-PP in 2022/23.</p>
6	<p>Parental Engagement</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>
7	<p>Home Learning</p> <p>Homework completion and attendance at additional study sessions is lower for PP pupils than it is for 'others'.</p>
8	<p>CEIAG</p> <p>Some pupils eligible for the Pupil Premium lack aspiration relating to further and higher education and also future career opportunities.</p>
9	<p>Mental Health and Physical Health</p>

	<p>The mental health of disadvantaged pupils has declined further after the pandemic, with an increase in referrals to external agencies for support.</p> <p>The physical health of disadvantaged pupils must also be a focus throughout the year. Pupils must lead healthy lifestyles.</p>
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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>2nd benchmark (trust assessment) will be added in December:</p>	<p>All new Year 7 and 8 pupils [2023 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 & 8 English and maths trust assessment results</p>

<p>(C) 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>(D) 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 C5 Reflections incidents logged per pupil. Benchmark for PP pupils (2022/23) = 4.69 compared to 2.54 for all pupils.</p> <p>Analysis of behavioural data will show a reduction in the average number suspensions logged per pupil. Benchmark for PP pupils (2022/23) = 0.62 compared to 0.29 for all pupils.</p>

<p>(E) ATTENDANCE - Improved attendance rates for pupils eligible for Pupil Premium / Free School Meals [FSM].</p> <p>Sept.22 Benchmark 2022-23– Barnsley PP attendance = 83%, National PP attendance = 88.6% (Primary and Secondary)</p> <p>PP attendance at Darton 2022-23= 85.9% compared to 91% for all pupils.</p>	<p>Reduce the number of persistent absentees (PA) amongst pupils eligible for PP to national average (2022/23 = 40%) or below.</p> <p>Barnsley average = 51.51%</p> <p>2022/23 PP who were PA = 52.4%</p> <p>Improve overall attendance rates of pupils eligible for PP to 91% or above (in line with non-PP).</p>
<p>(F) 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>(G) 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/Hegarty/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>(H) CEIAG - 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 Education. This will lead to improved aspiration.</p> <p>Benchmark – National NEET PP = 9% DA 2021-22 = 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 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>(I) 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</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</p>

health and wellbeing issues.	a positive outcome.
(J) 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>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	<p>High quality leadership and management is essential to the implementation and continual evaluation of the PP strategy.</p> <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>	1-9
SLT QofE Lead	<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</p>	

	PP students, ensuring teacher accountability. The SLT lead for quality of education will maintain a drive to improve adaptive teaching across the academy.																
Literacy Resource Centre Manager and Literacy coordinator	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”. Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	1,2															
CPD	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. Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute (epi.org.uk)	1-9															
Director Support EBACC. Maths and English	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 2023 results.	1															
Review																	
Impact Term 1	<p>Director support for PP students:</p> <ul style="list-style-type: none">• 51(76.5%) have option group intervention• 18 (27%) PE Eng• 21 (31.5%) PE Maths• 20 (30%) EPC Eng• 24 (36%) EPC Ma <p>Impact of Director support for PP students:</p> <table><tr><td>Y11 Basics</td><td>Sept RAG 5+</td><td>Lat-est RAG 5+</td><td>Sept RAG 4+</td><td>Lat-est RAG 4+</td></tr><tr><td>PP</td><td>30%</td><td>33%</td><td>51%</td><td>60%</td></tr><tr><td>Non- PP</td><td>57%</td><td>63%</td><td>74%</td><td>80%</td></tr></table> <p>The Y11 gap PP v non-PP closed by 6% (Eng. ma 5+) and by 3% (Eng. ma 4+)</p>		Y11 Basics	Sept RAG 5+	Lat-est RAG 5+	Sept RAG 4+	Lat-est RAG 4+	PP	30%	33%	51%	60%	Non- PP	57%	63%	74%	80%
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Impact Term 2																	

Impact Term 3	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £97,498

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to One support	<p>Departmental intervention for those pupils identified as underachieving</p> <p>One to one staff in Maths and English to provide subject specific intervention.</p> <p>'Small group tuition has a +4 month impact on attainment of disadvantaged students'.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,4,5
Strategic deployment of Teaching Assistants in Eng. maths and science	<p>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'.</p>	1,2,4,5
After school Revision Classes	<p>A comprehensive after school revision programme in place for all disadvantaged pupils.</p> <p>Attendance is encouraged through regular rewards and updates.</p> <p>Attendance is monitored daily and communicated to parents. A new spreadsheet for registration is developed.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	1,2,4,5
Reading Interventions	<p>The Education Endowment Foundation (EEF) has recently conducted research into reading interventions. The study found that Year 7 pupils who were offered effective reading interventions made 5 months' additional progress in reading compared to other similar pupils</p>	2
Alternative Provision The Elland Academy and Core	<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>	1,4,5

	Alternative provision - GOV.UK (www.gov.uk)																
Learning Managers	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. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4,5,6,8															
Holiday Revision Classes	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. Summer schools EEF (educationendowmentfoundation.org.uk)	1,5,6,8															
Parent Engagement Events	“It is not about hard to reach families, but hard to reach schools”. Crozier and Davies. 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. Parental engagement EEF (educationendowmentfoundation.org.uk)	5,6															
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Impact Term 1	<p>1-2-1 Support:</p> <ul style="list-style-type: none">16 (24%) 121 Eng16 (24%) 121 Ma <p>Impact of 1-2-1 support for PP students:</p> <table><tr><td>Y11 Basics</td><td>Sept RAG 5+</td><td>Lat-est RAG 5+</td><td>Sept RAG 4+</td><td>Lat-est RAG 4+</td></tr><tr><td>PP</td><td>30%</td><td>33%</td><td>51%</td><td>60%</td></tr><tr><td>Non- PP</td><td>57%</td><td>63%</td><td>74%</td><td>80%</td></tr></table> <p>The Y11 gap PP v non-PP closed by 6% (Eng. ma 5+) and by 3% (Eng. ma 4+)</p> <p>Parental engagement:</p> <ul style="list-style-type: none">Pie Night - Attendance: 203/253 (81%)PP: 50/63 (79%)21 PP parents attended targeted SLT meetings linked to En/Ma attainment <p>Reading interventions:</p>		Y11 Basics	Sept RAG 5+	Lat-est RAG 5+	Sept RAG 4+	Lat-est RAG 4+	PP	30%	33%	51%	60%	Non- PP	57%	63%	74%	80%
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £109,182

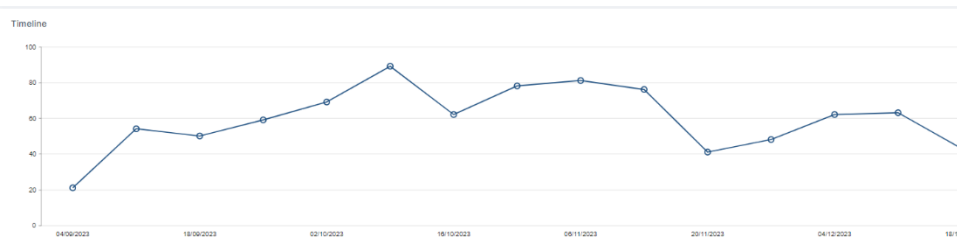
Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of High Quality Careers guidance in line with targets and aspirations	Disadvantaged pupils in years 10 and 11 have access to high quality and frequent careers information and guidance via Progress Education and Heppsy+. Aspiration interventions EEF (educationendowmentfoundation.org.uk)	3,4,5,8
The Bridge and PLC	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. Small group tuition EEF (educationendowmentfoundation.org.uk)	3,4,5,8,9
Dallowgill	The residential visit is an activities-based reward for attending after school enrichment	1,2,4,5,10

Residential PP subsidy	<p>sessions. It will give PP pupils the opportunity to participate in activities that they would not have previously.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	
Food Ingredients	<p>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.</p>	1,9,10
Attendance Team and EWO	<p>Behaviour and attendance interventions – moderate impact for moderate cost – The Education Endowment Foundation (EEF) Earlier parental and agency support improves outcomes.</p> <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>	1,5,6
Attendance Rewards	Attendance-Works-Establishing-School-wide-Attendance-Incentives.pdf (attendance-works.org)	1,5,6
Minibus and Driver	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
Higher Education Visits	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
Online Subscriptions	<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
Review		

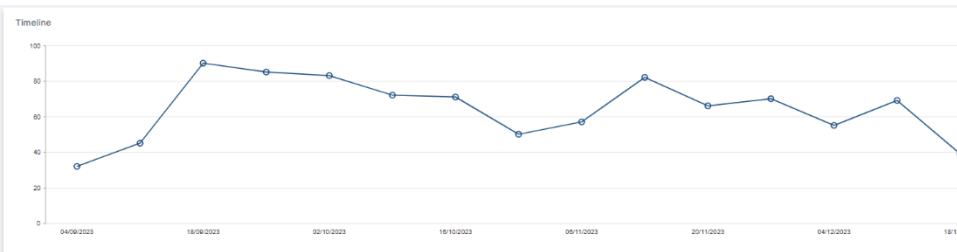
Impact Term 1

Behaviour:

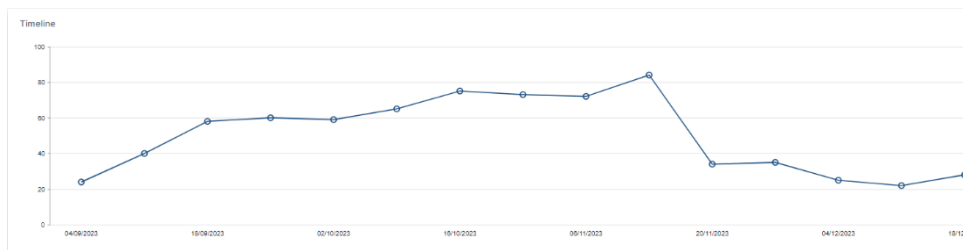
Negative behaviour events logged during term 1 3.09 PP compared to 1.51 non-PP
C4 DTLs



C4 Other



C5 Reflections incidents logged per pupil = PP 2.72 compared to 1.37 for non-PP pupils.
C5s



Suspensions = PP 0.36 compared to 0.14 for non-PP pupils.

Attendance:

Y vs Y	YTD 2022-23	YTD 2023-24	Difference
Overall	92.8%	93.3%	+0.5%
PP	88.0%	89.0%	+1.0%

Actions (YTD)	No.	PP
Logged actions	4385	1742
Home Visits	116	33
95% Letter	273	92
ASP	8	6
EWO Case Load	7	4

Careers:

Out of the 66 PP students in year 11, 46 have had first interviews

Home learning:

Year 11 AS	Stu- dent count	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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	All	232	530	489	313	279	411	227
	PP	55	102	102	54	43	79	41
	% PP	24%	19%	21%	17%	17%	12%	18%
Impact Term 2								
Impact Term 3								

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 2022 to 2023 academic year.

Disadvantaged	2023
Progress 8	-0.07
Attainment 8	38.19
Entering Ebacc.	15%
5+ in Eng. and maths	28%
4+ in Eng. and maths	57%
4+ English and maths Gap PP v non-PP	24% gap
5+ English and maths Gap PP v non-PP	36% gap
English Lang. 5+	43.4%
English Lang. 4+	60.4%
English Lit. 5+	48%
English Lit. 4+	66%
Maths 5+	28.8%
Maths 4+	61.5%
5+ Sci.	9.5%
4+ Sci.	40.5%
Progress 8 English	+0.03
Progress 8 Maths	-0.16
Progress 8 EBacc	-0.31
Progress 8 Open	+0.09

Priorities for 2022-23			
	Desired outcomes and how they will be measured	Success criteria	Outcome 2020/21
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.</p> <p>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.</p> <p>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.</p> <p>Summer 2023 results show that the 5+ basic gap is widening. There was a 17.9% increase (from 2019) in the gap between PP and non-PP pupils (Eng. and maths 5+).</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>
B.	<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>All new Year 7 pupils [2022 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 [2022] 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</p>	<p>Reduction in the number of pupils in y7/8 who are classed as 'below average' for their age.</p> <p>Majority of pupils progressing at the expected rate or higher, where they were not before.</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)	and 8 make more progress by the end of the year than 'other' pupils, in English and mathematics in order to catch up. We will evidence this using: Reading ages in October, December, March and June (AR and GL assessment reading tests) Y7 & 8 English and maths trust assessment results	<table><tr><th>AR Data Y7</th><th>% above functional (9:10) SEPTEMBER</th><th>% above functional (9:10) March</th></tr><tr><td>Overall</td><td>56%</td><td>77%</td></tr><tr><td>Male</td><td>30%</td><td>35%</td></tr><tr><td>Female</td><td>26%</td><td>36%</td></tr><tr><td>Disadvantaged</td><td>14%</td><td>17.5%</td></tr><tr><td>SEND</td><td>4%</td><td>6%</td></tr><tr><td>Above chronological Readers</td><td>37%</td><td>46%</td></tr><tr><td>Percentage of improved RA</td><td>N/A</td><td>89%</td></tr></table>	AR Data Y7	% above functional (9:10) SEPTEMBER	% above functional (9:10) March	Overall	56%	77%	Male	30%	35%	Female	26%	36%	Disadvantaged	14%	17.5%	SEND	4%	6%	Above chronological Readers	37%	46%	Percentage of improved RA	N/A	89%
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C.	Disadvantaged pupils acquire the knowledge and cultural capital that they need to succeed in life.	PP pupils regularly attend a wide range of out of class-room experiences including after school clubs. Correct proportion of pupils who participate in extracurricular visits and programmes are disadvantaged. All PP pupils will engage with the academy, tutor, assembly and 'Life' programme to develop their interest in investigating and offering reasoned views about moral and ethical issues.	<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 clubs.</p> <p>2023/24 plan includes focus on cultural capital for all pupils. Launch "This is culture" with Y7 at tutor time and on blue line.</p>																								
D.	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. Vulnerable disadvantaged pupils with behaviour at risk of deteriorating will be identified in Y6 so that support can be offered as early as possible.	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. Analysis of behavioural data will show a reduction in the average number of C4 detentions given to PP pupils – 2019/20 = 3.1 - a reduction in C5 isolations 2019/20 = 1.42 (per PP pupil) and a reduction in the average number of days of exclusion per disadvantaged pupil in an academic year from 0.71 2019/20.	<p>Analysis of behavioural data showed an increase in negative behaviour incidents for PP pupils = 3.09 compared to 1.51 for all pupils.</p> <p>C5 Reflections incidents logged per pupil. Benchmark for PP pupils (2022/23) = 2.72 compared to 1.37 for all pupils.</p> <p>Suspensions logged per pupil. PP pupils (2022/23) = 0.36 compared to 0.14 for all pupils.</p>																								

E.	Improved attendance rates for pupils eligible for Pupil Premium / Free School Meals [FSM].	<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>(Post Covid national average = 82%)</p>	<p>PA = 33.5%</p> <p>PP attendance = 86.4%</p> <p>Barnsley average attendance = 82%</p>
F.	Increased parental engagement including improved attendance rates for parents / carers of pupils eligible for the Pupil Premium at Parent Consultation Evenings.	The parents / carers of pupils eligible for PP attend at least one event.	<p>Pie Night 22/23 - 76% PP pupils attended this event.</p> <p>Year 9 parents evening = 45% of PP pupils/parents attended.</p> <p>Year 8 parents evening = 31% of PP pupils/parents attended.</p> <p>Year 7 parents evening = 29% of PP pupils/parents attended.</p>
G.	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>Behaviour data will show that sanctions are low for poor use of KO/Hegarty/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>	The attendance of Y11 PP pupils to after school enrichment sessions was not at the correct proportion 2022-23
H.	<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 CareersInc. This will lead to improved aspiration.</p> <p>Benchmark – National NEET PP = 9%</p> <p>Darton 2022/23= 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>High quality CEIAG was in place for all PP pupils 2022-23. Those at risk of NEET were given additional guidance sessions.</p> <p>CEIAG destinations survey completed for 2023 leavers, showed that 100% of Y11 PP pupils questioned will be in education, employment or training. Validated destinations info TBC</p> <p>BBC Bespoke Assembly (all students attended). PP:83% attendance</p> <p>University trips to Huddersfield University x2 Barnsley College Trip (70 Year</p>

		Careers award (Prospects) is maintained yearly. This helps to ensure that high quality impartial CEIAG raises the aspirations of disadvantaged pupils.	9s took tasters in A Levels, Technical and Vocational Qualifications) Pontefract College Assembly Careers Cafes: (AA Global (The Language People); Amey; Berneslai Homes; Barnsley College x2) All Year 11s received at least one careers interview with Progress Careers or TIAG for the first time in Darton's history. Year 10 students began interviews. CEIAG policy updated, adapted for Darton and published via website.
I.	<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>After reviewing pupils who have been placed in wave 1 to 3 categories (for mental health issues), 8/28 pupils (29%) were PP, previously this was 22 out of 60 (37%) 2022/23</p>

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:

Measure	Details
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.