

# Darlinghurst Academy Pupil Premium Strategy Statement

This statement details our academy's use of pupil premium and recovery premium funding (for the 2021 to 2022 academic year) to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy (a three year approach 2021-2024), 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. This statement also shows how we will use funding allocated to School Led Tutoring.

## School overview

Detail	Data
School name	Darlinghurst Academy
Number of pupils in school	546
Proportion (%) of pupil premium eligible pupils	29.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2023/24
Date this statement was published	1 December 2021
Date on which it will be reviewed	1 November 2022
Statement authorised by	Emma Nicholls
Pupil premium lead	Leanne Hahn
Governor / Trustee lead	Bev Williams

## Funding overview

Detail – 2021/22	Amount
Pupil premium funding allocation (163 children x £1,345 per ch + 3 LAC £2,345)	£ 219,233
Recovery premium funding allocation (163 children x £145 per ch)	£ 24,070
<b>Total budget for this academic year</b>	<b>£ 249,903</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Darlinghurst we promote: inclusive culture, foster empowerment, raise the attainment of all of our children no matter their prior attainment, support emotional, health and wellbeing. Our academy priorities drive our approach to supporting the needs of all children, including our disadvantaged and vulnerable groups.

<b>Academy priority 1</b>	Ensure staff's EXPERT KNOWLEDGE and EXCELLENCE within their field, provides support and challenge = high quality provision and progress for ALL
<b>Academy Priority 2</b>	Sustain and be accountable for the CULTURAL DEVELOPMENT and practices = all children succeed, ensuring rapid response and impact for any child in need of intervention

Premium funding (informed by evidence-based approaches from the EEF and proven approaches for similar schools and our own successes) will be used to provide activities to: **support the quality of teaching, provide targeted academic support and deal with non-academic barriers** We will support the quality of teaching through the provision of PD, provide targeted academic support within year groups (provision map) and deal with non-academic barriers that disadvantaged children face such as attendance, wellbeing and relationship building. We intend implementing a 3-year approach that will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not assumptions about the impact of disadvantage. Like the pupil premium, we will spend the recovery premium on a **wider cohort of pupils than those who attract the funding** and direct recovery premium spending where we think the **need is greatest**. The academy will use Pupil Premium and Recovery Premium funding together **to support our children to make progress, increase attainment outcomes and narrow the gap between PP and Non-PP**. The academy will review and evaluate the impact of expenditure for provision at termly intervals throughout the academic year, **measuring progress against the success criteria**. Where available, internal and external data and information will be used to evaluate progress. We will show how we are using the recovery premium effectively by reporting on our use of recovery premium as part of our **pupil premium strategy statement**. As with all government funding, Darlinghurst Academy must be able to account for how this money is being used to achieve our central goal of **improving the attainment of our disadvantaged**. This policy is in place to ensure funding is allocated and spent appropriately with accountability of educational performance, including scrutiny by governors and trustees. Academy leaders with responsibility for the plan work with key stakeholders and line managers. The Principal and Vice Principal are accountable through direct line management and to the governing Body, with regular reports and updates to the governing body meetings.

## Challenges

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

Challenge number	Detail of challenge
<b>1 – On track</b>	Due to disruption in schooling, identified children who are not on track need additional support to make expected progress by the end of the academic year across all subjects.
<b>2 – Attendance and Punctuality</b>	Due to disruption to schooling, disadvantaged and vulnerable children need support to improve attendance and punctuality: settle back into routines and feel happy and supported at school.
<b>3 – Language and Oracy Development</b>	Disadvantaged children have been among the most negatively affected during lockdown most noticeable within Communication and Language development, often living in a vocabulary poor environment.
<b>4 – Cultural Capital</b>	Due to disruption in schooling, disadvantaged children have not had access to enrichment opportunities to support and develop their cultural capital.
<b>5 – Emotional Health and Wellbeing</b>	Disadvantaged children have suffered from isolation, impacting negatively on their social skills, learning behaviours, fitness and general health and wellbeing.

## 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
Improved attainment for our disadvantaged children at the end of KS2.	KS2 outcomes in core subjects show that by 2024/25 more than 85% of disadvantaged children met the expected standard.
To achieve and sustain improved attendance and punctuality for all children, in particular disadvantaged children and reduce persistent absences (PA).	Sustained high attendance from 2024/25 demonstrated by: The overall PA rate for all children (excluding those who are not on roll and those with medical/hospital exceptional circumstances) being no more than 10% and the disadvantaged attendance gap reduces and is in line with national norms.
Improved oral and language skills and use of vocabulary among our disadvantaged children	Language development is evident in the environment, through observations of dialogue and written work in books of disadvantaged children.
Take up and attendance of enrichment clubs, events and trips and visits are high.	Increased numbers of children attending clubs, enrichment opportunities and projects -exposing children to the best.
To achieve and sustain improved wellbeing for all our children in particular our disadvantaged	Sustained high levels of wellbeing from 2024/25 demonstrated by: Qualitative data from student voice, surveys and teacher observations. A significant increase in participation and engagement in enrichment activities, particularly among disadvantaged children.

## 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

Budgeted cost: £ 83,924

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Whole staff Professional Development (PD)</b> supporting current approaches to continue our relentless drive <b>to improving Quality First Teaching (QFT)</b> within the classroom.</p> <ul style="list-style-type: none"> <li>-<b>behaviours for learning</b> – relational approach, metacognition and self-regulation</li> <li>-<b>scaffold</b></li> <li>-<b>subject expertise</b> – knowledge and vocabulary enrich experiences in and out of classroom</li> <li>-<b>cultural development</b></li> <li>-<b>face-to-face feedback</b> – in the moment marking</li> </ul>	<p>Development of metacognition and self-regulation is consistently linked with successful learning from Early Years Foundation Stage (EYFS) to Y6. Improving self-regulation skills in children is likely to have a lasting positive impact on later learning and on wider outcomes such as behaviour and persistence. Embedding self-regulation strategies is particularly beneficial to children from disadvantaged backgrounds.</p> <p><a href="#">Self-Regulation Toolkit Education Endowment Foundation (EEF)</a></p> <p>Feedback from teachers – positive praise demonstrates the highest impact across all ages.</p> <p><a href="#">Feedback Toolkit EEF</a></p>	1,3,4,5
Continue to deliver our <b>synthetic phonics programme</b> to secure strong phonics teaching and outcomes for all our children, including the disadvantaged and vulnerable groups.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.	1,3
Use of <b>number groups</b> in year groups where there is an identified need for focused arithmetic development, securing <b>fundamental basic skills</b> in Mathematics.	Our own evidence suggests that creating number groups ensures children receive teaching that can be specifically targeted to gaps in basic skills. Groups are fluid.	1,5
Purchase of <b>standardised diagnostic assessments</b> . Training for staff to ensure assessments are interpreted accurately, impacting on accurate focused support and intervention tailored to individual need.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1,3,5
Enhance <b>home learning</b> so that it focuses on key knowledge and <b>supports/fosters independent learning</b> , embedding concepts into the long term memory.	Quality of homework task set and its relationship to in class learning is integral to learning.	1,3
Embed the use of <b>speaking in full sentences</b> through strategies such as Talk To Your Partner (TTYP) and building on answers so that all children can <b>formulate and articulate key ideas, consolidate and extend vocabulary</b> .	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	1,3

## Targeted academic

Budgeted cost: £ 53,972

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional <b>1:1 phonics sessions</b> targeted at disadvantaged children who require further phonics support. Leaders and key staff.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks <a href="#">Phonics/Toolkit EEF</a>	1,3,5
Provide <b>targeted pre and post teaching</b> to individuals/groups, ensuring children have the necessary knowledge/key vocabulary/basic skills <b>to access lessons</b> .	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One-to-one tuition Toolkit EEF</a> <a href="#">Small Group Toolkit EEF</a>	1,5
Engage with the National Tutoring Programme (NTP) and provide training and provision for <b>School led tutoring targeting needs/gaps</b> . A significant proportion of the children who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One-to-one tuition Toolkit EEF</a> <a href="#">Small Group Toolkit EEF</a>	1,5
Deliver <b>a programme to improve listening, narrative and vocabulary skills</b> for disadvantaged children in the <b>EYFS</b> who have relatively low spoken language skills. i.e. Bucket Time, helicopter stories.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions EEF</a>	1,3,4,5
Deliver <b>Play-based learning</b> (child-initiated and adult-led) to <b>improve social and cognitive skills</b> by teaching children how to play.	Positive outcomes for early learning in vocabulary, reasoning and early numeracy. <a href="#">Play-based learning EEF</a>	1,3,4,5

## Wider strategies

Budgeted cost: £ 100,270

Activity	Evidence that supports this approach	Challenge # addressed
Continue to provide <b>holiday clubs</b> to support <b>emotional health and wellbeing</b> .	Our evidence form previous clubs show that children and parents from disadvantaged backgrounds benefit from focused holiday clubs. We use our own teaching staff, specialists and provide intensive, well-resourced sessions within the provision. <a href="#">Summer Schools Toolkit EEF</a>	2,5
PD to train staff on how to <b>build strong relationships</b> with all children, in particular disadvantaged and vulnerable children so that <b>barriers to learning are identified quickly</b> and scaffold to <b>support</b> is in place.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions/EEF (educationendowmentfoundation.org.uk)</a>	ALL
Embedding <b>principles of good practice</b> set out in the Department for Education's (DfE) Improving School Attendance advice. This will involve training and release time for staff to develop and <b>implement procedures</b> and for the Attendance Officer (AO) and leaders in the school to <b>improve attendance for all children</b> , in particular those who are disadvantaged and vulnerable.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	ALL
Continue to provide fantastic <b>wellbeing and enrichment</b> opportunities for all our children through the delivery of PE, ARTS and Outdoor Learning (ODL) by our specialist team i.e. <b>mentoring</b> to identified targeted children, <b>skills rich</b> weekly subject specialist led lessons, clubs, trips and projects to help increase <b>career awareness</b> , <b>improve health and wellbeing</b> and <b>raise aspirations</b> .	Positive impact and benefits to children's well-being, confident, self-efficacy, physical development, health and wellbeing and attitudes to learning, impacting on improved attendance. This has been evident in our own experiences and evidence as well as research based approaches. <a href="#">Arts Participation Toolkit EEF</a> <a href="#">Physical activity Toolkit EEF</a> <a href="#">Outdoor Adventure Learning Toolkit EEF</a>	2,3,4,5
Own staff used <b>to cover classes</b> instead of agency staff [cover supervisors, Senior Lead Teacher (SLT), Learning Support assistants (LSAs)]	Our children respond better to our own staff who use a consistent approach to established routines expectations. Children know our staff and respond better in lessons.	ALL
Improve the quality of <b>Social and Emotional Learning (SEL)</b> . Approaches will be embedded into routines and practices. i.e. <b>self-regulation</b> of emotions – Zones Of Regulation (ZOR), <b>transition</b> on a daily basis – post holidays –end and beginning of academic year, lockdowns/blended learning etc.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">Social and Emotional Learning EEF</a>	1,2,5
Provide ongoing technical <b>access and support</b> and blended learning for those children <b>impacted by COVID-19</b>	Evidence suggests that when children who are disadvantaged have equal access to Quality First Teaching (QFT), they can achieve outcomes similar to their peers.	ALL
<b>Contingency fund</b> for <b>acute issues</b> that may arise throughout the year.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	ALL
<b>Free School Meals (FSM) Voucher</b> – equal access to wider curriculum: supporting our families financially when specific barriers arise i.e. uniform, trips, paid for clubs, transport etc.	Based on our evidence, providing funds for those families that need it, ensures no child is disadvantaged and has equal access to enrichment opportunities.	1,2,3,4,5

**Total budgeted cost: £ 238,166**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

#### Impact from previous strategies – 2020-21

Throughout the academic year, our curriculum provision needed to be reviewed and adjusted to factor in national lockdowns, partial re-opening, remote learning, blended learning and full return to the academy. The curriculum was reviewed at each stage and was adjusted to support the needs of all our children. A Recovery Curriculum that met the needs of all our children, in particular those who were at a disadvantage or vulnerable led to high engagement and bespoke learning that was relevant to the needs of our children. A recovery curriculum that planned for gaps, progression, and need. The impact of this rapid response of intent and implementation was reflected in the success of whole school data outcomes (measured formatively and summatively at key points throughout the year). Added capacity by leaders and staff to support additional groupings, ensured that all children who were identified as having gaps and need were targeted and supported. This response led to the closing of gaps to March data, indicating that children were on track for end of year outcomes. Clear provision mapping continued throughout the year and tracking of interventions helped year groups to adjust interventions/strategies where needed. The pastoral team, supported by all staff, monitored the engagement of all children (particularly the disadvantaged and vulnerable) throughout the academic year. This monitoring and intervention ensured high attendance for all and that children's emotional wellbeing was continually supported. Upon return to the academy, the pastoral team continued to work with key identified vulnerable children, ensuring a successful transition back to academy life. Holiday clubs, delivered by in-house staff, supported our vulnerable disadvantaged children, providing focused intervention to need. This consistent provision supported wellbeing of our children. IT supported families throughout the academic year ensuring all children, including our disadvantaged, ensuring they had access to live lessons via technology and that blended learning would not be a barrier to our families. The AO alongside the pastoral team and VP monitored engagement (face-to-face and in blended learning) ensuring children accessed QFT each day. Interventions were immediate and supported our families. High engagement impacted on good outcomes for all groups. The school participated in the NTP programme. The focus was to support disadvantaged children in year 5. Four members of staff trained to deliver this tuition and focused on identified maths gaps at both standards. This would support transition to year 6.

#### Success of intended outcomes for 2020-21

The academy reviews and evaluates the impact of expenditure for provision at termly intervals throughout the academic year, measuring progress against internal assessments and criteria. Where available, external assessment data is used to evaluate progress. Autumn data indicated that all year groups were on track and the academy managed to close the gaps from March 2020 data to December 2020 (within a 10% range). During lockdown, the academy continued to provide on line QFT (up to 4 hours of live learning each day), due to this approach, the academy maintained high standards and children's outcomes at the end of the academic year reflected outcomes in line and above national expectations. Spring data indicated that the academy had maintained standards and the gaps had closed in most year groups. Gaps that existed were within a 6% range. Outcomes were on track and in line with recovery targets at the end of both key stages. Summer data showed that our PP groups performed well. Nationally, PP children had suffered the most. Lockdown had significantly impacted on this group nationally. Due to our rapid response in ensuring every disadvantaged family had access to the live lessons via a devices and in conjunction with our pastoral support team ensure active engagement for all, our PP children maintained attainment with some groups making added progress from the spring term. A gap did open in Y2 maths and Y6 reading. As a result of these gaps, handover at the end of the academic year focused on provision and intervention for September 2021/22.

Measure	Score
Reading	79% (88% NPP) -9% gap (reduced from -13% 2019)
Writing	79% (85% NPP) -6% gap (reduced from -15% 2019)
Maths	73% (82% NPP) -9% gap (reduced from -11% 2019)

## School Led Tutoring

### Funding Overview

Detail	Amount
National Tutoring Programme: Funding 2021-2022 *166 (Pupil Premium) * 60% <b>99.6 pupils</b> £18.00 p/hr * 15 hours tuition per academy year £270.00 Year 1 75% funded £202.50 per pupil per academic year	£20169*
Actual funding received	
October 2021	£5788.13
January 2022	£0
May 2022	£0
<b>Total budget for this academic year (based on actual received Oct 21)</b>	<b>£17364</b>

<b>Total budget for this academic year (based on actual received Oct 21)</b>	<b>£17364</b>
Ring fenced funding that is linked to pupil premium eligibility. The grant covers 75% of the cost of tuition, schools will need to find the 25% from existing pupil premium or recovery premium budgets. Each child identified in need of tuition will receive 15 hours of targeted support. This is a total of £202.50 per child at £18 per hour. Over the next consecutive years, the funding will drop to 60% and then 25% of the £18 unit cost. Payment schedule is over 3 instalments and the use of a specified data form will enable the DfE to recover unspent funding and overpayments.	
In Summer 2 of 2020/21, x4 teachers were trained to participate in the NTP. We delivered tutoring via Teaching Personnel. We focused on a Y5 cohort.15 children received x15 hours of Maths tutoring. We reviewed the resources that Teaching Personnel provided and concluded that our own resources would provide better focus intervention moving forward. This academic year, post Y6 baseline, x15 children were identified as needing focused arithmetic tuition. This cohort has begun and undergone a baseline assessment for arithmetic. This cohort will receive weekly tuition of 1 hour over a period of 15 weeks. Analysis of this assessment will provide areas to focus tuition. Progress will be monitored over the duration of the programme. Tutors will keep a record of children's gaps and reassess at the end of the programme to measure impact.	
Evidence to support funding. The Finance Officer (FO) at Darlington liaises with tutors and Vice Principal (VP) and ensures that all hours of tuition are calculated and recorded. The VP will liaise with the tutors to monitor progress of children. The VP will provide updates to the Principal and governors.	