

## PUPIL PREMIUM STATEMENT NORTH OXFORDSHIRE ACADEMY UPDATED OCTOBER 2016

### Pupil Premium

The Pupil Premium Grant is an additional annual payment to schools from central government for each 'disadvantaged' child that attends their school. The definition of a disadvantaged child is any student who had received free school meals in the last six years. The funding is given in recognition of the fact that, nationally, disadvantaged children do not perform as well as their non-disadvantaged peers.

### Overall Impact of Pupil Premium

At North Oxfordshire Academy we aim to use our Pupil Premium funding to ensure that we can offer the best academic opportunities to our students so that they make accelerated progress year on year. Pupil Premium funding is also used to ensure that students have the same access to enrichment opportunities as their non-disadvantaged peers. As a result, aspirations are raised and attainment gaps narrowed.

### Anticipated Spending Information – 2015/16

North Oxfordshire Academy will receive approximately £316,000 of pupil premium funding as a direct grant from the DfE for the academic year 2015/16. At the January 2016 census we had 973 students on roll. 316 students were registered with FSM Ever6 entitlement. The percentage of students eligible for pupil premium for 2015/16 is 32%. The Academy is also in receipt of funding for looked after children on roll. In 2015/16 we have committed to utilise our Pupil Premium funding in the following ways:

Commitment 2015/16	Success Criteria	£	Expected Impact	Milestones May 2016	Final outcome
<b>Alternative provision centre</b> The Link provision setting for identified yr 10 and 11 students. All	Students to leave yr 11 with at least 3 A*-G GCSE qualification s including maths and English.	59,000	Identified yr 11 students (with alternative curriculum pathway) will attain at least 3 A*-G	100% of Yr 11 students have college places. 90% of Yr 11 students predicted to achieve at least 3 A*-G GCSE qualifications 90% of Yr 11 cohort have achieved C grade + ECDL	100% in further education 100% x 3 GCSE A*-G grades Inc 1 LAC PPG child with 7 GCSE equivs at A*-G 100% sports award Attendance 95% No child permanently excluded in yr 11  <b>Alternative Provision: 7 Students</b>

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<p>students in cohort PPG. 12 students in 201516 accessing the unit</p>	<p>Students to enter into employment , training or a further education place to continue their studies. Students will attend have at least 95 % attendance. No student will be excluded from the AP centre. All students will make accelerated progress in maths and English.</p>		<p>including EM GCSEs. Progress and attainment 8 measure will be positive for identified yr 11 students Yr 11 students will make at least expected progress in English and maths. Yr 11 students will enter employment or education at the end of Yr 11 and further progress their learning.</p>	<p>100% of yr 11 cohort have achieved sport and fitness AQA award Every Yr 11 student in the Link cohort has increased their attendance ( compared to this time last yr)  Reduction in FTE days in Yr 11 (compared to cohort in yr 10)</p>	<p>English: Lang - 100% A-G Lit – 86% A-G Maths: 57% A - G Science: (5 Entries) - 100% A – G English + Maths combined - A-G – 79% achieved A-G in Maths and English.  <u>Overall Including the vocational subjects (which just needs to be confirmed):</u> 5 + GCSEs including Eng and Maths = 57% of students got 5 or more GCSEs at A* - G.</p>
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			Students will have a reduction in FTE and increase in positive behaviour Increased attendance and engagement with all identified students.		
<p><b>Pastoral Support</b>                  Four Welfare Managers across KS3-5 to support the needs of students and their families.</p> <p><i>We have identified PPG+ students based on a</i></p>	Identified students have attendance above 95%. Identified students are successfully accessing support services (and are engaged with the service).	53,404	Students to be accessing appropriate care and support resulting in increased attendance and engagement at school. Student's achievement and progress	PPG+ attendance = 92.03%. Non PPG+ attendance = 95.03%  See progress graph for Yr 7-10 PPG, PPG+ and nurture progress.  2 PEX students during 2015/16 (both PPG +)  54 students engaged in support work from external agencies across Yr 7-13	<p><b>1<sup>st</sup> September 2015 – 31<sup>st</sup> August 2016.</b></p> <p><b>The welfare team had interventions with 357 students including cause for concerns, CAF, TACs, referral to other agencies and social care.</b></p> <p><b>Out of the 164 students in year 11, 139 students had a welfare manager file open during their time at North Oxfordshire Academy. (85%)</b></p> <p><b>72 Multi agency safeguarding hub referrals have been made. (MASH/Social care)</b></p> <p><b>25 students have been subject to a child protection plan since September 2015.</b></p>

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<p><i>selection criteria developed within the academy. PPG+ students are our most vulnerable learners who are in receipt of PPG and have a large amount of support to overcome social and emotional health barriers. These children also include those who are supported by social care and external welfare agencies</i></p>	<p>Identified students have a 50% reduction in FTE incidences. No child will be PEX'd. Identified students to be making accelerated progress in maths and English.</p>		<p>will be good. Reduction in FTE and negative behaviour incidents. Increased reward count for all PPG students.</p>	<p>7 are still open.                  11 for neglect                  2 for emotional                  3 for physical                  2 for sexual                  2 for sexual &amp; Emotional abuse                  1 for sexual and physical                  2 for sexual and neglect                  2 for emotional and physical abuse</p> <p>45 children were classed Child in need.</p> <p>12 CAF's have been completed.                  59 students have had a team around the child.</p> <p>37 students are young carers.</p> <p>59 Students have had input from CAMHS/ PCAMHS following Academy referral.</p> <p>7 Child sexual exploitation toolkits have been completed and the kingfisher team worked with 3 Students on a 1-2-1.                  Group work – 20 students</p> <p>103 Domestic abuse reports - affecting 63 families and 75 Students</p> <p>6 students – have been home educated on medical grounds.</p>
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					<p><b>Nurse has been involved with 76 Students.</b></p> <p><b>6 missing persons reports received.</b></p>												
<p><b>Improving Attendance</b></p> <p>PPG attendance at NOA to be 97%. PPGPA (&lt;85%) to be below 4%</p>	<p>PPG students will have attendance of 97%. PA PPG (&lt;85%) to be below 4%. Reduce the unauthorised % rate for all PPG students. By July 2016 UPA will be &lt; 3%. All PPG students with attendance &lt;90% will have county support plan. All PPG students with</p>	<p>48,620</p>	<p>Reduce the persistent absence rate (at 85 and 90 %) of all PPG students to a level that it is below the national average for PPG students and in line with non PPG students. By July 2016 PA (&lt; 85%) will be below 4 %. Reduce the unauthorised % rate for all PPG students. By July</p>	<p><b>PPG attendance = 92.1 % ( last yr 90.2%)</b></p> <p>Non PPG attendance= 95.1%</p> <p><b>Non PPG/ PPG gap = 3 %</b></p> <p><b>reduced from 3.2 % in 2014/15</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Term 1 2015-16</th> <th>Terms 1&amp;2 2015-16</th> <th>Term 1-3 2015-16</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td style="text-align: center;">92.8</td> <td style="text-align: center;">92.6</td> <td style="text-align: center;">92.4</td> </tr> <tr> <td>Non Pupil Premium</td> <td style="text-align: center;">96.1</td> <td style="text-align: center;">95.7</td> <td style="text-align: center;">95.4</td> </tr> </tbody> </table> <p>10 families supported with county support plan. 45 families supported by SLP contract.</p> <p><b>39 PPG students &lt; 85% attendance</b></p> <p><b>79 PPG students &lt; 90% attendance</b></p>		Term 1 2015-16	Terms 1&2 2015-16	Term 1-3 2015-16	Pupil Premium	92.8	92.6	92.4	Non Pupil Premium	96.1	95.7	95.4	<p>Overall, Yr 7-11 attendance in 2015/16 improved. At the end of the academic yr 7-11 attendance was 94.30 % which represents an increase of +0.80% from 2014/15.</p> <p>In July 2016 cumulative non PPG attendance = 95.18% and PPG attendance =92.37%. The PPG/ non PPG gap closed to 2.81%. In 2014/15 the PPG/ non PPG gap was 3.10%. The national PPG attendance figures from 2015 shows that NOA PPG attendance is now in line with the national cohort.</p> <p>In 2015/16 PPG children had an average unauthorised attendance of 3.95% compared to 1.68% for non PPG children. The majority of unauthorised absence has been accrued through holidays in term time.</p> <p>Persistent absence (&lt;85%) across all groups was on average 7.18% and persistent absence (&lt;90%) was 15.94%. Analysis of &lt;90% PA indicates that there are still significant gaps between PPG and non PPG children. Non PPG (&lt;90%) attendance = 10.93% and PPG (&lt; 90%)= 24.60%.</p> <p>During 2015/16 senior leaders, pastoral leaders and the attendance team ran a number of interventions to support PPG students&amp; families with their attendance. These included:</p> <ul style="list-style-type: none"> <li>• County attendance team contracts and support plans</li> <li>• Senior leadership team support plans</li> </ul>
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	<p>attendance &lt; 93% will have SLP contract.</p>	<p>2016 UPA will be &lt; 3%.                  For those PPG students and families who are an ongoing concern their needs are met and supported by the attendance team. Students in need of support are swiftly identified and placed on a support plan. All PPG students at NOA to have an attendance</p>		<ul style="list-style-type: none"> <li>• Attendance matters family meetings</li> <li>• Home visits and multiagency meetings</li> <li>• Weekly and termly rewards for great and improved attendance across the school. High profile celebration events for students.</li> </ul> <p>During 2015/16 pastoral leaders and the attendance team worked with identified PPG children in every yr group. Across 2015/16 180 students were supported by an attendance mentoring programme.</p>
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			of at least 97%+.					
<p><b>Nurture and targeted teaching</b></p> <p>Small group teaching of foundation pathway students in English and maths.</p> <p>Small group teaching in yr 11 maths and science.</p>	<p>PPG students will make EP (at least 25 % will make EP+ in English and maths. All students who entered NOA below L4 will have reached age expected goals by the end of yr 7.</p>	<p>44,463 Plus 22,000 catch up spent</p>	<p>Identified students will make at least expected progress (with 25% making EP). Students entering academy with below L4 will “catch up” to nationally expected level (NOA grade 3). Students will hit their</p>	<p>See Yr 7 and 8 progress data</p>	<p>sub group YR 7</p>	<p>Student</p>	<p>Average progress</p>	<p>Average progress</p>
						<p>count</p>	<p>from KS2, sub levels</p>	<p>from KS2, sub levels</p>
							<p>All subjects</p>	<p>Maths and English</p>
					<p>Overall</p>	<p>176</p>	<p>1.18</p>	<p>2.65</p>
					<p>Pupil Premium</p>	<p>67</p>	<p>0.25</p>	<p>1.79</p>
					<p>Not Pupil Premium</p>	<p>109</p>	<p>1.75</p>	<p>3.18</p>
						<p>176</p>		
					<p>sub group Yr 8</p>	<p>Student</p>	<p>Average progress</p>	<p>Average progress</p>
						<p>count</p>	<p>from KS2, sub levels</p>	<p>from KS2, sub levels</p>
		<p>All subjects</p>	<p>Maths and English</p>					
<p>Overall</p>	<p>179</p>	<p>3.34</p>	<p>4.97</p>					

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	Yr 11 students will all make accelerated progress in maths and English.		NOA key performance indicators.		<table border="1"> <tr> <td>Pupil Premium</td> <td>66</td> <td>2.67</td> <td>4.73</td> </tr> <tr> <td>Not Pupil Premium</td> <td>113</td> <td>3.73</td> <td>5.12</td> </tr> <tr> <td></td> <td>179</td> <td></td> <td></td> </tr> </table> <table border="1"> <tr> <td>EP</td> <td>PPG</td> <td>Non PPG</td> <td>All</td> <td>Nat</td> </tr> <tr> <td>Maths</td> <td>59.3</td> <td>68.9</td> <td>65.4</td> <td></td> </tr> <tr> <td>English</td> <td>64.4</td> <td>82.5</td> <td>75.9</td> <td></td> </tr> </table> <table border="1"> <tr> <td>EP +</td> <td>PPG</td> <td>Non PPG</td> <td>All</td> <td>Nat</td> </tr> <tr> <td>Maths</td> <td>28.8</td> <td>36.9</td> <td>34</td> <td></td> </tr> <tr> <td>English</td> <td>25.4</td> <td>44.7</td> <td>37.7</td> <td></td> </tr> </table>	Pupil Premium	66	2.67	4.73	Not Pupil Premium	113	3.73	5.12		179			EP	PPG	Non PPG	All	Nat	Maths	59.3	68.9	65.4		English	64.4	82.5	75.9		EP +	PPG	Non PPG	All	Nat	Maths	28.8	36.9	34		English	25.4	44.7	37.7	
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<b>Positive behaviour interventions KS3-5.</b>	Identified students will have: at least 97% attendance  a reduction in negative behaviour incidences (at least 50%)	41,000		See additional impact data	<p>Average attendance 96%</p> <p>Reduction in behaviour incidences including C3 removals. No PEX of students on these courses.</p>																																										



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	0 FTE/ PEX  Increased behaviour measurement scores  Taken part in two school trips over the school yr				<table border="1"> <tr><td>Emotional Literacy</td><td>22</td></tr> <tr><td>1:1 Self-Esteem</td><td>-4.5</td></tr> <tr><td>Self-Esteem Group</td><td>5</td></tr> <tr><td>Play/Art Therapy</td><td>3</td></tr> <tr><td>Sensory Play</td><td>16</td></tr> <tr><td>Life Skills Menu</td><td>18</td></tr> <tr><td>ENGAGE</td><td>9.25</td></tr> <tr><td>PIPs</td><td>4</td></tr> <tr><td>Raise the Bar</td><td>8</td></tr> <tr><td>This table shows QCA point scores</td><td></td></tr> </table>	Emotional Literacy	22	1:1 Self-Esteem	-4.5	Self-Esteem Group	5	Play/Art Therapy	3	Sensory Play	16	Life Skills Menu	18	ENGAGE	9.25	PIPs	4	Raise the Bar	8	This table shows QCA point scores		
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<p><b>Careers advice and raising aspirations</b></p> <p>Students will receive high quality information and guidance that results in them making well informed choices</p>	<p>By April 2016 all yr 11 PPG students will have had at least 2 IAG meetings.</p> <p>By April 2016 all yr 11 PPG students will have been supported in making applications</p>	12,273	<p>All yr 11 PPG students will be in full time education/employment on leaving school.</p> <p>All PPG students to have at least 2 IAG meetings</p>	<p>100% of yr 11 have had x 2 career interviews</p> <p>80 applications to NOA sixth form</p> <p>97% of students have applied to some form of education or employment opportunity.</p> <p>Transition points ask about IAG PEP reviews</p> <p>LAC Oxford Uni days – student voice</p>	<p>Student A and Student B were PPG. Both students received lots of IAG experiences: A was on the Career Ready programme and had a Mentor, additional workshops/trips and a 4 week internship in the Marketing Department of Warwick University. B was on the Russell Group programme so had a Mentor, residential trip/visits to Oxbridge and we supported her Warwick University summer school.</p> <p><b>70% of students are now on an advancing career journeys</b></p> <p>36% of students were accepted into university with a further 5% (in addition) who have deferred their university for a year to do a gap year.</p> <p>10% of students have now started an apprenticeship course to further their career, including banking, accountancy and retail management.</p>																					

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<p>about their future.</p>	<p>to sixth form/ college/ apprenticeship.</p>	<p>and a career profiling session resulting in a detailed document guiding their next steps.</p> <p>All Yr 10 &amp; 11 PPG students to attend apprenticeship fair hosted by NOA.</p> <p>Positive student voice.</p> <p>KS5 50 % + of PPG students will apply to University</p>		<p>5% of students have now started 'career' jobs with training. 2 students have joined our staff. 14% have now embarked on FE courses (largely year 12 destinations)</p> <p>Of the remaining: 11% are in employment but deployed and the other 16% we are waiting to hear from.</p> <p><b>Other impact: Development of transferable work skills</b></p> <p>5 x graduated from the 'Career Ready' programme (will be 12 this year)</p> <p>16 x students experienced an Assessment Centre day simulation</p> <p>3 x students interested in Social Work spent a week at/created a video for BYHR</p> <p>16 x Youth Work students have been actively involved with teaching at Hanwell Community School</p> <p>12 x Business and hospitality students led a 'Multi-cultural evening' and successfully raised £500+ for charity</p> <p>100% of year 12s were involved in some form of work experience</p>
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<p><b><u>Access to curriculum and enrichment opportunities</u></b> Students will have a rich variety of enrichment opportunities both inside and outside of school time.</p>	<p>Every PPG student will have been invited to at least two enrichment opportunities over the year.</p> <p>Every PPG student &amp; their parents will be in receipt of the PPG pledge which details the additional enrichment opportunities they are entitled to.</p>	<p>12,000</p>	<p>PPG students to have a rich variety of experiences and full access to trips and educational visits. Student voice will be exceptionally positive. PPG specific trips will run specifically aimed at University applications</p>	<p>Enrichment opportunities have included:</p> <ul style="list-style-type: none"> <li>➤ Oxford Brookes University residential trip</li> <li>➤ Pantomime visit</li> <li>➤ Yr 11 theatre trip</li> <li>➤ Marlow Yr 7 camp</li> </ul> <p>PPG enrichment statement developed May 2016</p>	<table border="1"> <thead> <tr> <th>Year</th> <th>% PPG on one form of trip or residential</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>22</td> </tr> <tr> <td>8</td> <td>6</td> </tr> <tr> <td>9</td> <td>18</td> </tr> <tr> <td>10</td> <td>51</td> </tr> <tr> <td>11</td> <td>41</td> </tr> <tr> <td>Sixth Form</td> <td>100</td> </tr> </tbody> </table>	Year	% PPG on one form of trip or residential	7	22	8	6	9	18	10	51	11	41	Sixth Form	100	<p>PPG pledge highlighted in the parent handbook. Pupil premium students attended University trips through NOA and Virtual school.</p>
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					Information detailed on the school website and in the parent handbook.
<p><b>Lead practitioner</b> <b>KS4</b> (focus on PPG students &amp; their learning) Developing the quality of teaching for PPG students</p>	<p>Yr 11 &amp; 10 learning project successfully developed. Learning from projects developed into all faculty SOW &amp; incorporated into NOA T&amp;L policy.</p>	<p>10,000</p>	<p>Good + teaching 85% PPG students achieving in line with non -PPG students and exceeding PPG nationally. Gaps will be closing in all yrs between PPG and non PPG students.</p>	<p>Yr 11 PPG project successfully completed March 2016. Positive feedback from students and staff. 76% of teaching good +</p>	<p>100% of students in the cohort achieved a minimum of a grade C of in English, maths and science. 75% of them achieved a B in English 25% achieved an A in maths; 25% achieved a B in maths 50% achieved B in science</p> <p>Good+ teaching is now 79% PPG students are improving but there are still gaps in comparison to the rest of the school and nationally (Nat data TBC)</p> <p>As a direct result of the project we have developed memory platforms, SOW and importance of QFT for PPG students.</p>

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<p><b><u>Literacy intervention across Yr 7-11</u></b> To embed a love of reading across NOA. Students will read widely and often. Students will have a reading age that matches their chronological age.</p>	<p>100 % of PPG cohort to have access to books within their ZPD</p> <p>All children failing to make reading progress referred to SEND team for further investigation.</p>	<p>8,885</p>	<p>Accelerated reader used to identify buddy reading and intervention cohort each term. Student's needs successfully mapped and met resulting in the most appropriate interventions being used.</p> <p>Increase cohorts reading age so that it is line with their chronological age. Those who make slow progress to</p>	<p>See additional data in provision maps for data</p>	<p><b>Stareway to Spelling (Spelling Age)</b></p>	<p>27*</p>
					<p><b>Literacy Wrap (Reading Age)</b></p>	<p>25*</p>
					<p><b>Word Wasp (Reading Age)</b></p>	<p>9.5*</p>
					<p><b>New Reading &amp; Thinking (Reading Age)</b></p>	<p>3*</p>
					<p><b>Rapid Plus (Spelling Age)</b></p>	<p>18*</p>
					<p><b>Word Smart (key Vocab)</b></p>	<p>37</p>
					<p>*This data shows the average gains made in Months for 12 week Inclusion interventions</p>	
<p><b>Accelerated reader (Reading Age) *</b></p>	<p>7</p>					

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			<p>be placed into specific literacy intervention group.</p> <p>Positive Voice from students, parents, professionals</p>		<p>Feedback from SENSS</p> <p><i>"The work that the inclusion team at NOA have put into supporting children and young people with C&amp;I needs on my caseload, both in general (and specifically with regard to supporting the development of their vocabulary) is inspirational - setting the bar high for all those who aspire to support students with C&amp;I within their schools, in Oxfordshire and beyond."</i></p>
<p><b>KS3 Success Unit</b></p> <p>A newly established unit (April 2016) set up to quickly intervene where children have gaps in their learning. A dedicated teacher works with a small group of</p>	<p>Every child accessing the unit will make accelerated progress in relation to the skill or subject they are working on.</p>	<p>8,000</p>	<p>Targeted students will reach their target grade/ level in the identified subject. Identified students will complete the coursework / controlled assessment to a high standard.</p>	<p>Not yet running. Term 6 2016</p>	<p>Preparatory work completed. 5 PPG students accessing this provision in T1 2016/17</p>

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students focusing on key skills.			Identified students will demonstrate progress with a specific intervention (eg reading age will increase)	
<b>Family links worker &amp; Chaplain</b> Students and their families to be supported when dealing with complex issues such as bereavement.	Children supported by the Family links worker and Chaplain will: Have attendance of 97%+ Have a 50% reduction in negative incidences (over the period they are working with the team and	7,750	Identified students to be engaging in all aspects of school life. Student voice to be positive. Increased attendance and reduction in negative behaviour incidences. Reduction in risky behaviours.	<p>Increased QCA on average of 6 points (60-66)</p> <p>Attendance increased 96.2% &gt; 96.4%</p> <p>"I feel more confident. More friends! I Keep friendships longer and create better memories"</p> <p>At the end of my sessions I now feel... "HAPPY AND CONFIDENT!!!"</p> <p>"I am improving. Still ups and downs but all together improving"</p> <p>"I don't have panic attacks often anymore but when I do I know how to handle them and my friendships groups are much better now."</p> <p>"I feel confident about controlling my behaviour but I need to not mess around. I found it helpful when Ms Smith gave me ideas</p>

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	<p>for 6 months after) Make accelerated progress in maths and English. Yr 11 students will all leave &amp; enter education or employment</p>		<p>Yr 11 student's attainment and progress will be accelerated. Yr 11 students will be accessing higher education, training or employment. Positive feedback from families. Development and use of the Peace Garden by PPG students.</p>	<p><i>"Happy with where I am now and managing my anger better. Mrs Smith showed me to be proud of who I am and use my unique features like being good at giving people advice to my own benefit for the future."</i></p> <p>Peaceful Garden completed and award achieved.</p>
<b>KS4 Success Unit</b>		7,943	Targeted students will reach	



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<p>No KS4 student will have gaps in their learning</p>	<p>100% yr 11 students to make accelerated progress in maths and English.</p>	<p>their target grade in the identified subject.</p>	<p>Identified PPG students to have access the the ECDL course and at least pass</p>	<p><b>Progress 8</b></p> <table border="1"> <tr> <td></td> <td>Target</td> <td>Actual</td> </tr> <tr> <td>PPG</td> <td>0.4</td> <td>-0.1</td> </tr> </table> <p><b>5 A*-C Maths and English only (new measure)</b></p> <table border="1"> <tr> <td></td> <td>Target</td> <td>Actual</td> </tr> <tr> <td>PPG</td> <td>54%</td> <td>46%</td> </tr> </table> <p style="text-align: center;"><b>ECDL Passes</b></p> <table border="1"> <thead> <tr> <th>Student</th> <th>Target</th> <th>Actual</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Pass</td> <td>Distinction</td> </tr> <tr> <td>2</td> <td>Pass</td> <td>U – 2 chose to go to the beach rather than come in to complete the final unit.</td> </tr> <tr> <td>3</td> <td>Pass</td> <td>Distinction *</td> </tr> <tr> <td>4</td> <td>Pass</td> <td>Distinction *</td> </tr> <tr> <td>5</td> <td>Pass</td> <td>Distinction</td> </tr> <tr> <td>6</td> <td>Pass</td> <td>Merit</td> </tr> <tr> <td>7</td> <td>Pass</td> <td>Distinction *</td> </tr> <tr> <td>8</td> <td>Pass</td> <td>Merit</td> </tr> <tr> <td>9</td> <td>Pass</td> <td>Distinction</td> </tr> </tbody> </table>		Target	Actual	PPG	0.4	-0.1		Target	Actual	PPG	54%	46%	Student	Target	Actual	1	Pass	Distinction	2	Pass	U – 2 chose to go to the beach rather than come in to complete the final unit.	3	Pass	Distinction *	4	Pass	Distinction *	5	Pass	Distinction	6	Pass	Merit	7	Pass	Distinction *	8	Pass	Merit	9	Pass	Distinction
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					10	Pass	Distinction
					11	Pass	Distinction
					12	Pass	U REMOVED
					13	Pass	Merit
					14	Pass	Distinction
					15	Pass	Merit
					16	Pass	Distinction
<b>Support for CLA students</b>	100% of CLA will make accelerated progress in maths and English. 100% of CLA will be attending school at least 97% of the time. No CLA will be excluded.	6,000	Each child has an individual spending plan		100% A*-C including Maths and English for LAC 100% attendance No exclusions		
<b>Yr 11 English and Maths</b> United Learning SLE support of	All identified students will make accelerated progress in	4,000	English controlled assessment focus for selected PPG		English- C/D borderline increase using highest ever grade boundaries plus 2UMS points. SLE support from Brian Doyle in moderation of GCSE coursework and IGCSE components. Additional capacity provided by EWY/STU to ensure appropriate interventions for targeted students to ensure CW is at target or better. Increased theory assessments provide robust assessment data. (Leading to accurate predictions and improvement in attainment and progress outcomes, L4 Student		

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<p>PPG students English &amp; Maths – level 4 focus</p>	<p>maths and English.</p>		<p>students. All students to submit controlled assessment at least 1 grade above target grade. Selected Maths PPG students will make at accelerated progress.</p>		<p><b>attainment and progress will be strong, PPG achievement will be strong against national averages, sig + improvement from 2015)</b>  <b>Maths – C/D borderline increase to 30 marks for higher and 68 marks for foundation on OCR. C/D borderline students, double entered students on foundation for OCR and Edexcel. Assessments weighted in T1-3 to take average of last 2 fortnightly full paper assessments. DC4 data taken from full mock exam paper. 1:1 tutoring provided for targeted PP students entering on L4+. Additional classes in year 11 to target support for students at C/D borderline targeted C. (Leading to an improvement in L4 achievement, overall attainment and progress will be in line with national averages or better and show sig+ improvement from 2015, PPG progress will be in line with national averages)</b></p> <p>Improved attainment for PPG students and further reduce the gap between PPG/NPPG and National averages (progress in Maths &amp; English in line with NA)</p>
<p><b>Oxfordshire Gaining Momentum literacy project</b> External literacy project working with SEND team and selected teachers. Involves</p>	<p>At least 85% of all teaching is good + At least 35% of teaching is outstanding. Students making accelerated progress is at least 30% in each yr.</p>	<p>3,500</p>	<p>Literacy project working with selected staff to develop extended writing and good quality SPaG across NOA.</p>		<p>The literacy programme has been rolled out to all students taking part in nurture or foundation groups. Data shows an increase in word skills (comprehension and spelling) for all those taking part in the intervention. There is further work to be completed on this project with a roll out to Oxfordshire schools this year.</p>

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<p>SENSS team.</p>			<p>Impact seen in quality of teaching and learning. Book trawls will indicate progress against agreed success criteria. Students will have accelerated rates of progress.</p>		<p>Data shows that students in year 7 and 8 in Nurture groups are making expected progress in Maths and English.</p>
<p><b>Quality first teaching</b>                  CPD using EEF toolkit across NOA                  Focus 2015/16 – Marking and Feedback</p>	<p>At least 85% of all teaching is good +                  At least 35% of teaching is outstanding.</p>	<p>2,000</p>	<p>Good + teaching 85%                  PPG students achieving in line with non -PPG students and exceeding PPG nationally.</p>		<p>Good plus teaching 79%                  Outstanding 32%                  See expected progress data</p>

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			Gaps will be closing in all yrs between PPG and non PPG students.		
	Projected spend £327, 008 + £22000 catch up spending  Total = 349,008				