



## North Oxfordshire Academy Pupil Premium Strategy

1. Summary information					
<b>School</b>	North Oxfordshire Academy				
<b>Academic Year</b>	2016	<b>Total PP budget</b>	300100	<b>Date of most recent PP Review</b>	Feb 16
<b>Total number of pupils</b>	975	<b>Number of pupils eligible for PP</b>	373 (38%)	<b>Date for next internal review of this strategy</b>	Feb 17
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
<b>% achieving 5A* - C incl. EM (2015-16 only)</b>			<b>41%</b>	64.7%	
<b>% achieving expected progress in English / Maths (2015-16 only)</b>			<b>(46%) (64/59)</b>	75.8% / 73.4%	
<b>Progress 8 score average</b>			<b>-0.1</b>	0.12	
<b>Attainment 8 score average</b>			<b>4.1</b>	52	
3. Barriers to future attainment (for pupils eligible for PP)					
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )					
<b>A.</b>	Progress and attainment of students who are PPG and SEN				
<b>B.</b>	Low literacy on entry				
<b>C.</b>	Low levels of numeracy on entry				
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )					
<b>D.</b>	<p>A historically poor attendance culture is being shifted by a whole school approach in raising standards and expectations. Cumulative yr 7-11 attendance at the end of 2015/16 was 94.3% (representing a +0.8% shift from the previous academic year). This puts us in line with the national 2014/15 average. The gap between PPG and non PPG attendance is reducing. Cumulative PPG attendance in 2015/16 was 92.37% which again was in line with national figures from 2014/15. A whole school drive on attendance is shifting hard to reach students and parents. A recent external review (Dec 2015) of attendance stated that:</p> <p><i>“senior leaders are prioritising hard to reach individuals, and their families, to reduce non- attendance.”</i></p>				

	<p>Pupil premium student overall absence is reducing, but the gap between their non PPG peers is still a focus. At present (October 2016) PPG children have an absence % of 7.9% (non PPG = 4.2%). This has reduced from October 2014 where the PPG absence was 8.1%.</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>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>	
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	Students with <b>both SEN and PPG</b> will make expected progress in Maths and English in year 11	Target 2017 Maths Target 2017 English
<b>B.</b>	PPG Students studying GCSE courses will all have a reading age of at least 10 years old and standardised score of 84 or more by the end of year 11	Increase in reading age data year on year Students with a RA < 10 will access literacy intervention  Students will be identified and tracked using the star reader assessment tool
<b>C.</b>	PPG students identified as having low levels of numeracy in year 7 will all receive numeracy intervention.	Students should make at least expected progress in year 7
<b>D.</b>	The attendance gap for PPG students will continue to narrow.	Attendance for PPG students will be over 97% and in line with the rest of the Academy.

5. Planned expenditure					
Academic year		2016/17			
The three headings below show how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Students with <b>both SEN and PPG</b> will make expected progress in Maths and English in year 11	<p>Review of foundation classes in Maths and English for 7-11 to include book trawls (student led), observations, student voice, pupil pursuit, learning walks.</p> <p>PPG and SEN students will be taught by experienced professionals who have access to appropriate CPD programme &amp; INTAC throughout the year</p> <p>Close Data tracking and reporting of PPG and SEN groups in years 7-11</p>	<p><u>Teaching and Learning Toolkit</u>, the <u>NFER report</u> on supporting the attainment of disadvantaged pupils, <u>Ofsted's 2013 report</u> on the pupil premium and <u>Ofsted's 2014 report</u> on pupil premium progress.</p>	<p>Whole school Literacy review</p> <p>English Faculty review</p> <p>Maths Faculty review</p> <p>Feedback on CPD via survey monkey</p> <p>Learning Walk data</p> <p>Data Collection Points</p> <p>Pupil Premium Provision Management</p>	<p>LMI</p> <p>NBI</p> <p>MBL/NCU RJO</p> <p>SMC</p>	<p>Terms 2, 4, 6</p> <p>Following each CPD session Terms 2, 4, 6</p> <p>Reported termly Reported termly</p> <p>Reported weekly to SLT</p>
Students will be supported to manage their behaviour in a reflective way so they are ready to learn.	Students will follow the new B4L system		Students in year 11 will attend RJ sessions 100% of the time. There will be no internal isolations for students in year 11.		

<b>Total budgeted cost</b>					£135,000
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
PPG Students studying GCSE courses will all have a reading age of at least 10 years old and standardised score of 84 or more by the end of year 11	12 week literacy intervention programmes: <ul style="list-style-type: none"> <li>• Accelerated reader £5,000</li> <li>• Stareway</li> <li>• Word Wasp</li> <li>• Word Spark</li> </ul> (small group or 1:1)	Rose report (2006) Teaching Phonics in schools  DFES (2002) <i>Early Phonics for Secondary Age Pupils</i> London: Crown  DFEE (1998) <i>The National Literacy Strategy</i> retrieved on 20 <sup>th</sup> May 2013	Tracking via Provision Map Provision map analysis and evaluation.	JMU RJO	Terms 2, 4, 6

DRAFT October 2016 – Awaiting target data

PPG students identified as having low levels of numeracy in year 7 will all receive numeracy intervention	Hegarty Maths (£500)  1:1 Maths intervention programme 12 week numeracy intervention programme (small group or 1:1) <ul style="list-style-type: none"> <li>• Power of 2</li> <li>• Numeracy Ninja</li> </ul>	<u>Teaching and Learning Toolkit</u> , the <u>NFER report</u> on supporting the attainment of disadvantaged pupils, <u>Ofsted's 2013 report</u> on the pupil premium and <u>Ofsted's 2014 report</u> on pupil premium progress.	Tracking via data collection points	NCU	Terms 2, 4, 6
<b>Total budgeted cost</b>					£65,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
The attendance Gap for students eligible for PPG will continue to narrow.	Weekly monitoring of key students with a whole school focus on PPG  Termly reward for 100% attendance and 0 B4L	<a href="http://www.attendanceworks.org">www.attendanceworks.org</a>	Close tracking data  Fortnightly report on progress	EJA	Termly
Students eligible for PPG will be supported to attend school via an alternative curriculum.	Alternative Provision places given to 17 students (Meadowbrook College or Banbury College) 4 students accessing KS3 Alt Prov at NOA	<i>Effective teaching and Learning for pupils in low attaining groups.</i> Dunne, Humphreys and Sebba. <a href="http://dera.ioe.ac.uk/6622/1/DCSF-RR011.pdf">http://dera.ioe.ac.uk/6622/1/DCSF-RR011.pdf</a>	At least termly monitoring visits for students accessing alternative provision. Attendance target for this provision is 100%.  Students will achieve their Target grades by the end of the key stage.	SMC  NCU	Termly  Data collection points

DRAFT October 2016 – Awaiting target data

Students eligible for PPG with low attendance will receive intervention from the Welfare team	Top 20 low attenders for PPG will receive weekly 1:1 intervention via the welfare or attendance teams.		Students will progress out of PA group and attendance will be at least 90%	EJA/SOV	Week
Families whose children are in receipt of PPG funding will receive support from the welfare team.	'Attendance Matters' parent programme to be developed and delivered by Family liaison in 2017		Five families will have completed the programme. Students attendance will increase during and following this intervention work.	LMA/SOV	12 week intervention programme. Reviewed at 6 weeks and 3 months (post intervention) and recorded on provision management system.
<b>Total budgeted cost</b>					<b>100,000</b>

6. Review of expenditure (For use in 2017)				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

DRAFT October 2016 – Awaiting target data

