

North Oxfordshire Academy Pupil premium strategy statement

updated October 2022

This statement details our school's use of pupil premium 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	North Oxfordshire Academy																											
Number of pupils in school	1013 (Year 7- year 13)																											
Proportion (%) of pupil premium eligible pupils																												
Number of PPG per year group (180 cohort)																												
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d9e1f2;">Year Group</th> <th style="background-color: #d9e1f2;">PPG students</th> <th style="background-color: #d9e1f2;">% of year cohort</th> </tr> </thead> <tbody> <tr><td>Year 7</td><td>56</td><td>30.11</td></tr> <tr><td>Year 8</td><td>61</td><td>34.27</td></tr> <tr><td>Year 9</td><td>50</td><td>28.74</td></tr> <tr><td>Year 10</td><td>59</td><td>34.30</td></tr> <tr><td>Year 11</td><td>57</td><td>34.30</td></tr> <tr><td>Year 12</td><td>14</td><td>17.28</td></tr> <tr style="background-color: black; height: 10px;"><td colspan="3"></td></tr> <tr> <td style="text-align: center;">Total</td> <td style="text-align: center;">297</td> <td style="text-align: center;">Ave KS3+ KS4 = 32.3 %</td> </tr> </tbody> </table>		Year Group	PPG students	% of year cohort	Year 7	56	30.11	Year 8	61	34.27	Year 9	50	28.74	Year 10	59	34.30	Year 11	57	34.30	Year 12	14	17.28				Total	297	Ave KS3+ KS4 = 32.3 %
Year Group	PPG students	% of year cohort																										
Year 7	56	30.11																										
Year 8	61	34.27																										
Year 9	50	28.74																										
Year 10	59	34.30																										
Year 11	57	34.30																										
Year 12	14	17.28																										
Total	297	Ave KS3+ KS4 = 32.3 %																										
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24																											
Date this statement was published	October 2021 Updated October 2022																											
Date on which it will be reviewed	February 2023																											
Statement authorised by	Alison Merrills																											
Pupil premium lead	Ellie Jacobs																											
Governor / Trustee lead	Michael Dennison																											

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 313,930
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 non-disadvantaged 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 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 are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge										
1	<p>Non PP pupils make better progress than their PP peers. Non PP pupils secure stronger English and Maths results than their PP peers. 2022 breakdown:</p> <table><thead><tr><th>PP</th><th>Non PP</th></tr></thead><tbody><tr><td>A8: 35.07</td><td>51.44</td></tr><tr><td>P8: -0.63</td><td>+0.34</td></tr><tr><td>50% secured grade 4+ in English and Maths</td><td>72%</td></tr><tr><td>29% secured grade 5 + in English and Maths</td><td>60%</td></tr></tbody></table>	PP	Non PP	A8: 35.07	51.44	P8: -0.63	+0.34	50% secured grade 4+ in English and Maths	72%	29% secured grade 5 + in English and Maths	60%
PP	Non PP										
A8: 35.07	51.44										
P8: -0.63	+0.34										
50% secured grade 4+ in English and Maths	72%										
29% secured grade 5 + in English and Maths	60%										
2	<p>Non PPG pupils attend school more often than their PPG peers. PPG students have a higher PA % in all year groups (around 10% higher). Generally, disadvantaged students' attendance is below 91% compared to their non disadvantaged peers being above 94.5%</p>										

	Demographics for this academic year	Attendance end of July 2022 not adjusted for Covid	Attendance end of end of July 2021 not adjusted for Covid
	Pupil Premium	90.8%	86.4%
	Not Pupil Premium	95.8%	93.3%
	Focus on: <ul style="list-style-type: none"> • PP boys • PP girls • PPG girls with identified SEND need • PPG boys with identified SEND needs • PPG Male EHCP students 		
3	PPG SEND students progress and attainment is not in line with their non-PPG non SEN peers.		
4	Attainment & Progress gap with High prior attaining HPA PP and non PP HPA students Current Year 11 cohort a key focus due to COVID pandemic. This academic year it is a whole school priority to ensure teaching, curriculum, intervention, and wider support enables these students to still achieve their highest potential.		
5	Reading development throughout the school so that all students read at their chronological age. At present students in receipt of PP are more likely to read below their chronological age. This is a barrier to them fully immersing themselves in their learning and in the world around them. Average Yr 7 RA : 11:05 Average Yr 7 PPG RA : 10:05		
6	High PA PPG boys underperform from Year 7 compared to their non PP HPA peers.		
7	PPG Boys are overrepresented in fixed term suspension data. PPG SEND boys have a higher repeat suspension %.		
7	SEMH needs of PPG students with a focus on girls is significant and has an impact on attendance and engagement at school. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.		
8	Develop broader and more frequent cultural capital building experiences both linked to curriculum areas but also character development extending beyond the classroom. All students to have high quality careers information and guidance that keeps them focused on university and high-quality apprenticeships.		
9	Develop consistent engagement from all families so that we can work together for all pupils to succeed.		

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
Students eligible for Pupil Premium experience a broad and challenging curriculum, with a strong core that strengthens their ability to achieve well in all subjects. Students build their knowledge and understanding over time and grasp key curriculum concepts, enabling them to demonstrate knowledge and skills confidently in a range of assessments, including summative tests	Mid and End of year assessment alongside classwork demonstrates that disadvantaged students achieve in line with peers and are catching up on learning gaps. Work in their books shows a growing body of knowledge and increasingly fluent application of skills, comparable to their non-disadvantaged peers.
SEND PPG students make at least expected progress at the end of each year. Students eligible for Pupil Premium funding who are also considered to have SEND receive a challenging curriculum, in line with their peers, suitably adapted in the classroom to meet their needs while enabling the best possible outcomes.	P8 SEND = positive with year on year positive trend Attainment gap with non PPG pupils narrows (while both PPG and non PPG attainment increases year on year) End of Year assessment data demonstrates the gap between these students is closing with a year-on-year improvement in all key stages
Students eligible for Pupil Premium learn in a disruption free environment where all are valued, championed, and nurtured. Students (including PPG) work hard and persevere with their learning.	Positive feedback from curriculum walks of lesson and tutor time. Positive student voice across year groups. Reduction in Fixed term suspension figures (below 1% of school cohort) Reduce the number of repeat suspensions Improved attendance for PPG SEND Boys End of year and mid -year assessment disadvantaged students achieve in line with peers and are catching up on learning gaps.
Students eligible for Pupil Premium have support for their social and emotional needs so they are happy, confident, and resilient students.	PPG attendance 93% + PPG students with SEMH needs mid and end of year assessment alongside classwork demonstrates that disadvantaged students achieve in line with peers and are catching up on learning gaps. Work in their books shows a growing body of knowledge and increasingly fluent application of skills, comparable to their non-disadvantaged peers.
Students eligible for Pupil Premium read fluently, widely and often.	PPG and non-PPG students reading ages are in line with their chronological ages.

<p>Students eligible for Pupil Premium take part in a full cultural capital offer.</p>	<p>PPG students attend at least one club weekly PPG students apply to top quality universities PPG students take part in the NOA Scholar programme from Yr 7</p>
<p>High PA PPG Male students are challenged to work hard, learn challenging ideas and skills</p>	<p>High PPG Male students retain their year rank (or higher) Work in their books shows a growing body of knowledge and increasingly fluent application of skills, comparable to their non-disadvantaged peers. Positive curriculum walks Positive student and parent voice High PA PPG boys go onto demanding post 16 options.</p>

Activity in this academic year 2022.23

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: £ 130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD programme in line with Rosenshine Principles, TLAC and EEF toolkit that demonstrates strategies for all staff to use in supporting disadvantaged students. Deliberate practice sessions plus subject specific curriculum master class.</p> <p>UL subject advisors supporting faculties.</p> <p>Focus on PPG SEND teaching using the five key areas: scaffolding, explicit instruction, technology, flexible in class grouping & Chunking</p> <p>Ambitious and broad EBacc focused curriculum offer for all students.</p> <p>Metacognition and self-regulation strategies are embedded in the school's curriculum and a specific subject lesson. Examples include:</p> <ul style="list-style-type: none"> -Teachers modelling their own thinking to demonstrate metacognitive strategies -Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties. 	<p>The Principles behind Rosenshine and TLAC are in line with most approaches outlined in the Educational Endowment Fund.</p> <p>Quality Assurance of Teachers' Continuing Professional Development</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>2,3,4,5,9</p>

-Providing enough challenge for learners to develop effective strategies, but not so difficult that they struggle to apply a strategy.		
Support of early career teachers with United learning career framework	EEF teaching and learning toolkit demonstrates a wide range of strategies to be employed in order to support progress of students Review identifying the characteristics of more effective professional development	2,3,4,5,9
Recruitment and retention of the very best classroom teachers for ur students including Lead Practitioners	EEF teaching and learning toolkit demonstrates a wide range of strategies to be employed to support progress of students.	2,3,4,5,9
Deliberately reduce workload (eg. reduced meetings) during the assessment cycle to aid staff wellbeing and enable high-quality responsive teaching.	EEF teaching and learning toolkit demonstrates a wide range of strategies to be employed to support progress of students.	2,3,4,5,9
Monitor and evaluate outcomes and quality of implementation by using a Deep Dive model in subject areas and across demographic groups.	EEF teaching and learning toolkit demonstrates a wide range of strategies to be employed to support progress of students.	2,3,4,5,9

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Coach Team	Teaching assistants are assigned students as learning coaches. The EEF cites + 4 months progress on learners. Evidence from Glenmoor and Winton Academy with positive P8 score for PPG SEND students. Model also very successfully used in Dixons MAT. Review of the evidence commissioned by the EEF to inform the Special Educational Needs in Mainstream Schools guidance report Making Best Use of Teaching Assistants SEND support Case Studies Ofsted	1,2,9
IT support for all PPG students	Ensure students without access to suitable electronic devices at home are provided with a laptop or equivalent to support independent learning removing this barrier ensured all students had access to home learning. Homework can add 5 months of progress to	2,3

	learners according to the EEF. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	
Whole school reading project	All students participate in regular reading programme to develop literacy skills and promote a love of reading, while supporting gaps in cultural knowledge. The EEF cites this as having 6 months progress for learners Reading Programmes for Secondary Students: Evidence Review	4
Whole School home learning strategy with after school and before school support	Homework can add 5 months of progress to learners according to the EEF. Our highest performing students all consolidate learning outside of the classroom. https://www.sec-ed.co.uk/best-practice/research-analysis-getting-the-most-out-of-homework/	2,3,9
Careers guidance through 1:1 meetings and small group support.	Students are supported with clear pathways of progression setting aspirations and gaining an understanding of options available	8,5,9
Baseline Testing	NGRT and MidYis testing for KS3 to support understanding of pupil profile ensuring intervention is accurately targeted.	2,3,5
Numeracy Support	Sparx programme at KS3 to support numeracy skills and independent learning. Homework can add 5 months of progress to learners according to the EEF EEF Maths Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)	2,3,5,9

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

Budgeted cost: £ 95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and welfare support	Pupil Premium, Pastoral and Attendance team to work collectively in ensuring first day response to any disadvantaged pupil absent. Attendance initiatives include parent meetings, push texting, regular attendance updates, rewards, transport support, home visits and minibus pickups. Regular attendance is a key factor in improving attainment and life chances for student Research linked to parental engagement	1,2,6
Social and emotional support	Three broad categories of SEL interventions can be identified:	7

inc Mental Health First Aid Team	<ul style="list-style-type: none"> School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; Universal programmes which generally take place in the classroom with the whole class; and More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers</p>	
Student Engagement Hub, On Track & Disruption Free Learning policy	<p>SED to work with identified students who are needing support with behaviour choices (work mapped as part of ASPIRE). PSP plans in place for high level students at risk of FTE/ PEX. On Track in place to reintegrate back into school after suspension. Internal exclusion used for 1:1 and small group mentoring.</p> <p>External support agencies working in conjunction with NOA for most at risk students.</p> <p>Improving Behaviour in Schools: Evidence Review https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour OFSTED review of Outstanding Schools</p>	1,6
Free Breakfast Home Learning Clubs	<p>Each day we have approximately 25 students attending regularly. This ensures students are in school, with access to breakfast and ICT facilities to complete work with support. This year this has been expanded to all key stages and offered at 5 days a week.</p>	1,6,7,9
SEND drop in space & Safe Space	<p>Students have access to safe space for additional nurture and support. Opportunity for 1:1 support to get students back into lessons so they are learning.</p> <p>See above evidence</p>	1,2,6
Peer mentoring	<p>+5 months EEF research</p> <p>All KS3 PPG students have a KS5 mentor.</p>	All challenge numbers
Scholars Programme & CIAG aspirations	<p>What is the impact of careers education on improving young people's outcomes?</p> <p>All PPG scholars have a KS5 mentor and are part of our Scholars Oxbridge programme.</p>	5,8,9
Summer School	<p>Summer school as part our transition programme for year 6 students joining the academy. Last academic year saw 90% of new cohort attends summer school. This in turn supported y7 attendance and transition in term 1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	1,2,4,5
Enrichment programme Funded by Catch Up Funding	<p>An extensive programme that develops the whole child- a rich range of activities including Duke of Edinburgh scheme, Olympiad Maths, Oxbridge symposiums, and animal care.</p>	8

Total budgeted cost: £ = £325,892

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Year 11 and KS3 20222 Data analysis

Overall school P8 was +0.09 in 2022; PP P8 was -0.46 (2022 unvalidated data). PP attainment scores rose from 2019 levels in the following measures:

- 4+ in English and maths – 47% to 51%
- 5+ in English and maths – 28% to 32%
- 5 GCSEs at grade 4+ inc. English and maths – 43% to 45%
- Achieving Ebacc. strong pass – 6% to 11%
- Ebacc APS – 3.8 to 4.3

Disadvantaged students had positive P8 scores in the following subjects in 2022:

- RE (+1.92), Physics (+0.53), Chemistry (+0.53), Sport (+0.3)

Disadvantaged students were on / just below expected progress in Maths (-0.06) and media (-0.09)

P8 rose from 2019 levels in the following subjects:

- Biology, history, media, music, physics, RE

Disadvantaged girls (25) outperformed disadvantaged boys across all measures - disadvantaged boys PP was -0.96. Disadvantaged girls (25 students) achieved a higher P8 score than the average for students not in this subgroup (+0.1). Disadvantaged girls also achieved higher P8 scores in maths (+0.33) and English (+0.11) than those not in this group and had a positive P8 score in the Ebacc bucket (+0.08).

PP/ non-PP gaps remain at all prior attainment band levels. The smallest gap was for mid-PA at -0.5 where PP MPA were close to 0 progress. MPAs were the best performing subgroup across the school.

PP Maths outcomes have continued to improve at a faster rate than English. Although NTP was targeted towards PP students it was felt that the tuition benefits weren't felt due to the poor quality of tutors which resulted in poor attendance.

Future focus:

Look to develop a programme where after school tuition is led by our CL's/ class teachers so we can bridge students' gaps in learning using staff that know them best. The after-school tuition will be only to all students and cover every subject on our curriculum.

Quality of teaching

Teachers have access to high quality weekly CPD. Much CPD is driven by subject specialists in department areas via 'Curriculum Masterclass'. These sessions maintain a sharp focus on the quality of curriculum and its implementation. Curriculum leaders are supported by line managers to identify and plan for areas for improvement. Curriculum masterclasses are supported by whole school 'Deliberate Practice'. In these sessions, teachers are supported to take on strategies to improve practice via clips of colleagues followed by time to script and practise. Teachers and Curriculum Leaders have given good feedback with around 90% of teachers responding that they found sessions useful and know how the strategies introduced will help them to develop their practice. An example of a whole school CPD session delivered last year was how to appropriately target questioning, "I am finding these sessions really helpful and useful and applicable to my teaching, thank you." 80% of teachers say that CPD has had a positive impact upon their practice with 70% saying that the feedback from monitoring effectiveness of CPD has been useful to them. 96% of staff said that their CPD built on prior knowledge. North Oxfordshire Academy November 2021 School Staff Survey. Curriculum Leaders have valued the allocated time in departments to support teachers with subject specific pedagogy. "Good evidence of whole school approach to curriculum planning supporting all students e.g. regular subject meetings" United Learning Review and Support Visit April 2022. "The teachers displayed a strong sense of team ethic and expressed a positive view of the department. They felt that CPD avenues were supportive and effective." United Learning Review and Support Visit June 2022. 75% of staff say that this approach allows CPD to be adapted to their individual needs. North Oxfordshire Academy November 2021 School Staff Survey.

NOA's philosophy for teaching and learning is based around the Rosenshine Principles of instruction. The instructional core of 'Review-I do-we do-you do' is seen in classrooms across the curriculum and this supports students to know more, remember more and to be able to do more. Students' books show evidence of their progression through the curriculum and their increasingly independent thought. "Books for humanities lessons and for MFL show the impact of work to strengthen all three areas – history, geography, and languages. There is evidence of pupils recording and recalling key concepts and knowledge, then developing their independent thinking and writing in more extended answers."; "(In English) Formal assessment is well organised, with ample space for student response to feedback and for reteaching of gaps. Student books reflected this in classes." United Learning Review and Support Visit June 2022. Students are able to comment upon the benefits these Principles have upon their learning "They give us a review in every lesson to go back on the things we learnt previously"; " Show me how to do something and then me being able to do it myself."; " Give feedback on our work so we can see where we have gone wrong"; "Constantly checking in on you when you are working" Learning from Learners: Pupil Survey for Senior and Secondary Schools: North Oxfordshire Academy November 2021. In addition, 86 % of parents believe that the quality of teaching at NOA is either good or very good with 81% responding that they believe academic performance is either good or very good. Learning from Parents: Pupil Survey for Senior and Secondary Schools: North Oxfordshire Academy November 2021. Teachers are supported to implement the Rosenshine Principles by a range of TLAC (Teach like a champion) strategies.

A range of quality assurance process take place internally. These activities monitor, amongst other things, the provision for PPG students when compared to their non-PPG peers. Subject reviews

conducted by NOA SLT, UL Subject Advisors and UL Regional Directors include the input of curriculum leaders to ensure that the outcomes and feedback from these activities feed directly into curriculum planning and implementation. An example of how improvement might be driven is the change in sequencing of the curriculum or a departmental focus on the effectiveness of live marking. PPG students are regularly interviewed via student panel during these QA processes. “Teachers at NOA help us to learn”; “Teachers expect us to work hard and do our best”; “Teachers at NOA are helpful and we can always ask them if we need help. There is lots of after school support too”.

ECF teachers receive excellent support. 100% ITT and ECT progressed to the next stage of their career with 2 trainees opting to complete their ECT induction period at NOA. We retained all year one ECT teachers into their second year of induction. “Throughout my first year at NOA I was supported by a skilled and enthusiastic induction mentor. It is clear teachers at NOA hold a passion for quality first teaching and this was reflected in the support I was given in growing my confidence in the classroom.”

Future Focus:

To continue to hone teachers’ understanding and implementation of The Rosenshine Principles, particularly the skilful checking of understanding during the ‘we do’ phase and therefore, by extension, the appropriateness and effectiveness of the ‘you do’ phase. Students will be able to demonstrate secure knowledge and skills via authentic independent tasks.

Teachers are also supported to always secure 100% participation from all students. This will continue to be a focus – high expectations are at the core of inclusive teaching.

Attendance 2021.22

Cumulative Yr 7-13 % attendance = 92.3% Covid Adjusted: 93.3%
 Cumulative Yr 7-11 % attendance = 91.20% Covid Adjusted: 92.30%
 Oxfordshire Secondary average attendance= 85.1%

Demographics	Present 2021.22	Present 2020.21
EAL	94.0%	93.1%
Pupil Premium Recipient	86.3%	84.5%
SEN	83.6%	83.0%
In Year Admission	87.1%	75.3%

Every PP child with below 92% attendance was supported by an attendance plan that was tailored to meet their needs. Attendance data suggests that 89 PP students improved their attendance in 2021.22 compared to the previous year.

Examples of support:

1. Data driven approach underpinned by a well thought out policy that always seeks to support families and develop a love of school.
2. Culture and climate around why 97% + attendance is so important – daily notices, assembly, conversations, posters, parental letters. All conversations have attendance woven in. Great attendance is down to the hard work of families. Great schools have great attendance!

3. Daily support; tutors, PL, attendance & welfare team, learning coaches. Students identified and supported in a range of ways. Data used to identify. We identify barriers and remove.
4. Attendance matters week Nov and Feb of each academic yr. Opportunity for focus and goal setting. Linked tutor activities, celebration, assemblies etc all week.
5. Parental support – positive relationships with home are key. Examples of what we do: home visits, parent meetings, parent letters, phone calls, parent forum, in school team around the child meetings with parents attending. 2022-23: Family Links programme and Horizon package
6. Home visits build relationship with parent and student. Collection of students from their homes and brought into school. Including minibus trips for exams with breakfast on board. Have previously trialled late minibus pick up.
7. Each SEN student has a learning coach with daily/ weekly conversations- attendance a large part of this
8. Every KS3 PPG student has a KS5 mentor. Attendance conversations part of the conversations.
9. Sports mentoring PPG boys
10. Forest school and ELSA intervention as part of the SEN offer
11. Bespoke contact to individuals and groups through texting. Also sending of postcards and praise home to reach students in the holidays. We know students and their families well and adapt to meet needs. Letters use graphs so are easy to understand.

Future Focus

Reduce absence for PP SEN Boys particularly Year 9

Develop Horizons Hub and Family Links support for our most vulnerable families.

PP SEND work

PP SEND students do not make as much progress as their non-PP non-SEN peers. This is an ongoing focus at NOA. However, plans have been put in place for 2022.23 so that SEND PP students receive a challenging curriculum that will focus on numeracy and literacy skill development. These plans include: a targeted approach to support using NGRT data and DI placement testing to ascertain which students need Bedrock/DI/Phonics support.

Renewed focus on quality first teaching, CPD and developing subject expertise has been positive in 2021.22 (see intended outcome 1). The Inclusion team have led curriculum masterclass CPD sessions plus deliberate practice sessions for all staff. Positive learning walks, climate checks and deep dives show that the quality of SEND PP teaching is improving. The United Learning Inclusion advisor agrees with our findings.

Work in PP SEND student books shows students are accessing an ambitious curriculum alongside their non-SEND peers.

The work of the Learning Coach team engages students and their families. Data administrator tracks engagement, progress, and attendance by subcategories (SEND/SENDPPG/SENDPPGBOY) and Learning Coaches target appropriate support.

Impact of Safe space, forest schools and ELSA (with respect to PP students) track impact through lesson removal reduction, attendance and QCA data. Student voice also supports.

Educational Psychologist in for observation on high need SEND PPG students and will work with Lauren (outreach) on interventions.

C&I support for PP SEN students and training for staff on recognising students C&I needs.

Future Focus

A rigorous support programme of research lead intervention with the correct students on the correct intervention at the correct time. Fully tracked using pre- and post- assessment data and tracked on the Provision Map software.

Close tracking of data trends (attendance, behaviour, attainment) to target the Learning Coach support at the area of most need.

Development of the Learning Coach role with an emphasis on working with the data provided to track and support student wellbeing, engagement, attainment, and attendance.

Repeated opportunities for repetition and student practise delivered by subject experts with appropriate scaffolding observed in climate checks and book looks.

Direct Instruction programmes with subject specialists to support Academy wide focus on reading.

Reading and writing interventions are pre- and post-assessed, time limited and tracked to ensure they are impactful. No student is removed from curriculum.

Emotional literacy development. Two further ELSAs trained and a 3 further Forest School trained staff.

Graduated approach to support with an emphasis on in class support and CPD for teaching staff on best practice for teaching students with SEND and ensuring students are on the correct pathways at KS4 to leave with meaningful qualifications that prepare them for adulthood.

Behaviour and Attitudes

The revised behaviour policy (implemented in September 2021) has led to a reduction in removals by 30% from term 1 to term 6 2021.22. The new policy promotes disruption free classrooms and allows our teachers to teach high quality lessons free from disruption.

Ongoing learning walks through the academy show a huge improvement of student engagement through observation and voice as well as disruption free classrooms.

External United Learning visits from regional directors plus subject advisors show that the academy operates a disruption free learning culture. All visits have been complimentary of the improvements in behaviour.

The taught behaviour curriculum, which is taught during tutor time every week, breaks down the policy simply, so students understand what is expected of them. The 9 non-negotiable expectations (NOA 9) are embedded and a common language within school with staff, students, and parents. Each expectation is broken down for tutors to deliver. Students report that they enjoy the NOA 9 sessions.

Student and staff voice shows that students value the behaviour systema and like how clear it is, students comment 'we are able to get on with our lessons without disruption'

The introduction of the student engagement department to work alongside students has meant that students who have been disruptive in the classroom are able to have 1-1 mentoring regarding their behaviour before their consequence. It allows students to work restoratively with class teachers and has had a positive impact in reducing suspension and decreasing removals.

FTS data indicates PPG SEND boys are more likely to be repeatedly suspended. We acknowledge further work needs to be pre-emptive and proactive to reduce suspensions and keep PP SEN boys in school. This work is planned and starting in September 2023.

The impact of alternative provision for Yr 11 2022 cohort (all PP SEN boys) shows that all students had a post 16 place (including a place in the army). The collaboration with the alternative provider has been a real strength of the school in ensuring students are on the correct courses.

Future Focus

PP SEN boys repeat suspension reduction by 35%.

Continued focus on NOA 9 and taught behaviour policy.

Reading

The school wide reading programme has prioritised the need for students to read fluently so they can access the full curriculum offer. Careful thought is put into the selection of texts for the reading programme and final choices are made in consultation with students. For example, in speaking to students in year 10, it was clear that some felt we were missing LGBTQ+ voices from the curriculum. In response to this, we introduced 'Everyday' by David Levithan to the year 10 reading programme; the novel explores some ideas around gender identity and sexuality. There is an emphasis on hearing diverse voices; however, care has been taken to ensure that these voices are not merely presented as 'other'. "the TTRP is lead well. There is a clear intent of the TTRP which has been articulated well. The canon is based around challenging texts, including classic literature, young adult fiction and non-fiction. Student voice is also used to reflect and evaluate the canon." "Yr 8 TTRP was observed and there was excellent consistency between classrooms. In each tutor room there was 100% consistency with the

non-negotiables. Teachers read the text well and all students were tracking with their bookmarks. Behaviour and engagement with the text was very good.” United Learning Review and Support Visit June 2022.

Reading is also promoted through the curriculum in each subject area. Standardised approaches to tackling reading in curriculum areas is evident- for example, in humanities, visualisers are commonly used to support students in unpicking ideas embedded in complex texts. Curriculum maps and learning walks also show that teachers spend time introducing students to tier 2 and 3 vocabulary and encourage students to use this in their spoken and written responses using ‘right is right’ and ‘no opt out’ strategies. A good example of this was seen in a mathematics classroom where the teacher drilled the meaning of mathematical terms by first defining the terms, then by showing students examples and non-examples of the terms before finally setting students questions using the terms. This approach allowed students to tackle problems confidently and achieve a high success rate. This teacher was asked to demonstrate this strategy in in a whole school CPD forum.

In addition to teachers’ approaches to teaching disciplinary literacy, the school also subscribes to a cross-curricular disciplinary literacy program, ‘Bedrock’ which introduces students to a range of vocabulary, targeted at their level. Students spend 30 mins per week working through vocabulary exercises via library lessons or English home learning.

Future Focus

Continue to support departments to plan for reading within their curriculum.

Promote and incentivise reading for pleasure in students’ own time by publicising library events and supporting students to select appropriate books during library lessons.

Improve delivery of TTRP by supporting teachers to ‘mark up the text’ so that fluency is not interrupted.

Enrichment

There is a wide and varied offer provided by staff including Drama/Music/PE/Academic Subjects and social groups. Participation has increased overall from 48% in 2020 to 59% in 2021. In 2020 PP vs Non PP participation rates were both 48% and in 2021 PP 52% and Non PP 60%. Students are encouraged to attend via Y7 Mentoring Programme Student voice is positive: ‘there are more clubs which helps me to relax’, ‘there are extra-curricular clubs for my hobbies’

Future Focus

Send letter to PPG parents/carers with Club TT to encourage further take up.

PL’s to meet PP with no club – share student list info with KS3 PL’s

PHSCE programme

The PHSCE programme has been completely reworked by using PSHE association resources and guidance from The Chameleon Trust. The PHSCE programme is tailored to respond to the needs of NOA

students and respond to student voice. The PSHE team work closely with our welfare, inclusion, and safeguarding teams plus external agencies such as the police and social care.

Staff have received high quality CPD which has supported the delivery of key RSE topics such as consent, puberty, and gender identity.

The PHSCE programme is diverse and inclusive. Students have had presentations from a wide variety of perspectives including HSBC, ASK Apprenticeships, Y10 and Y11 Terence Higgins trust, Amnesty International, Split Banana, Keep Breathing and Mental Health Summit. The school nurse delivers workshops to Y11 and Y7.

Small working groups of identified high risk PP SEN Boys work with professionals and the nurse.

Future Focus

1) This is the second year using the new spiral curriculum from Y7 – Y11, so the topics/materials are being tweaked in response to staff/student voice. Student booklets are making AFL clearer and more local PHSCE links are included as well as PHSCE video clips and AFL quizzes to increase variety and engagement. Work has begun to align KS3/4 PHSCE with KS5 PSHCE by using Chameleon PDE KS5 lessons.

2) Staff Voice Action: CPD offer for PHSCE and RSE to continue and address ongoing NOA staff need. CPD booked for November is PHSE Association on Pornography from staff voice and CPD booked for January with Brook Learn on other key topics staff has requested further training on.

3) Student Voice Actions: More quizzes and video clips as above. KS4 topic 'manging relationship changes', 'Legal status of relationships' and 'Fertility/Pregnancy/Choice' and KS3 want to learn more about Finances/Budgeting and Pornography.

4) Student Diverse experiences will build on last year with more external speakers including local Police, The Training Effect, FGM speakers. The Nurse will extend her workshop provision so that she delivers to all KS3/4 groups over the academic year in line with PHSCE curriculum.

5) PHSCE and SEND provision to further develop by using small group delivery sessions

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Maths and English KS3	National Tutor Programme

