

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 %
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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%
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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
<p>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</p>	<p>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.</p>
<p>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.</p>	<p>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</p>
<p>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.</p>	<p>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.</p>
<p>Students eligible for Pupil Premium have support for their social and emotional needs so they are happy, confident, and resilient students.</p>	<p>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.</p>
<p>Students eligible for Pupil Premium read fluently, widely and often.</p>	<p>PPG and non-PPG students reading ages are in line with their chronological ages.</p>

<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 the majority of 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 (d2fic4wvo1iusb.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

Review of 2022 impact underway. To be published by term 2 2022
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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