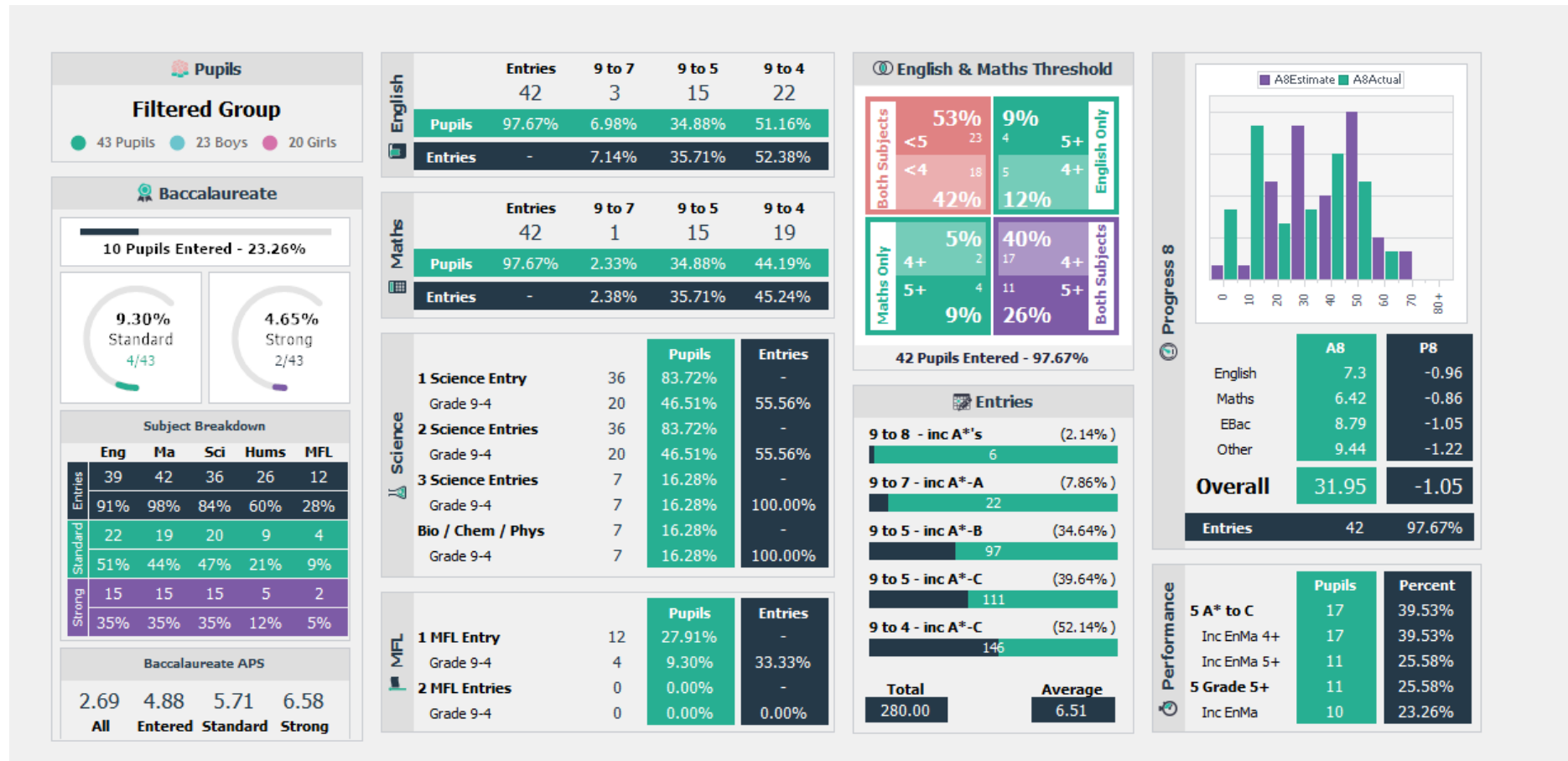


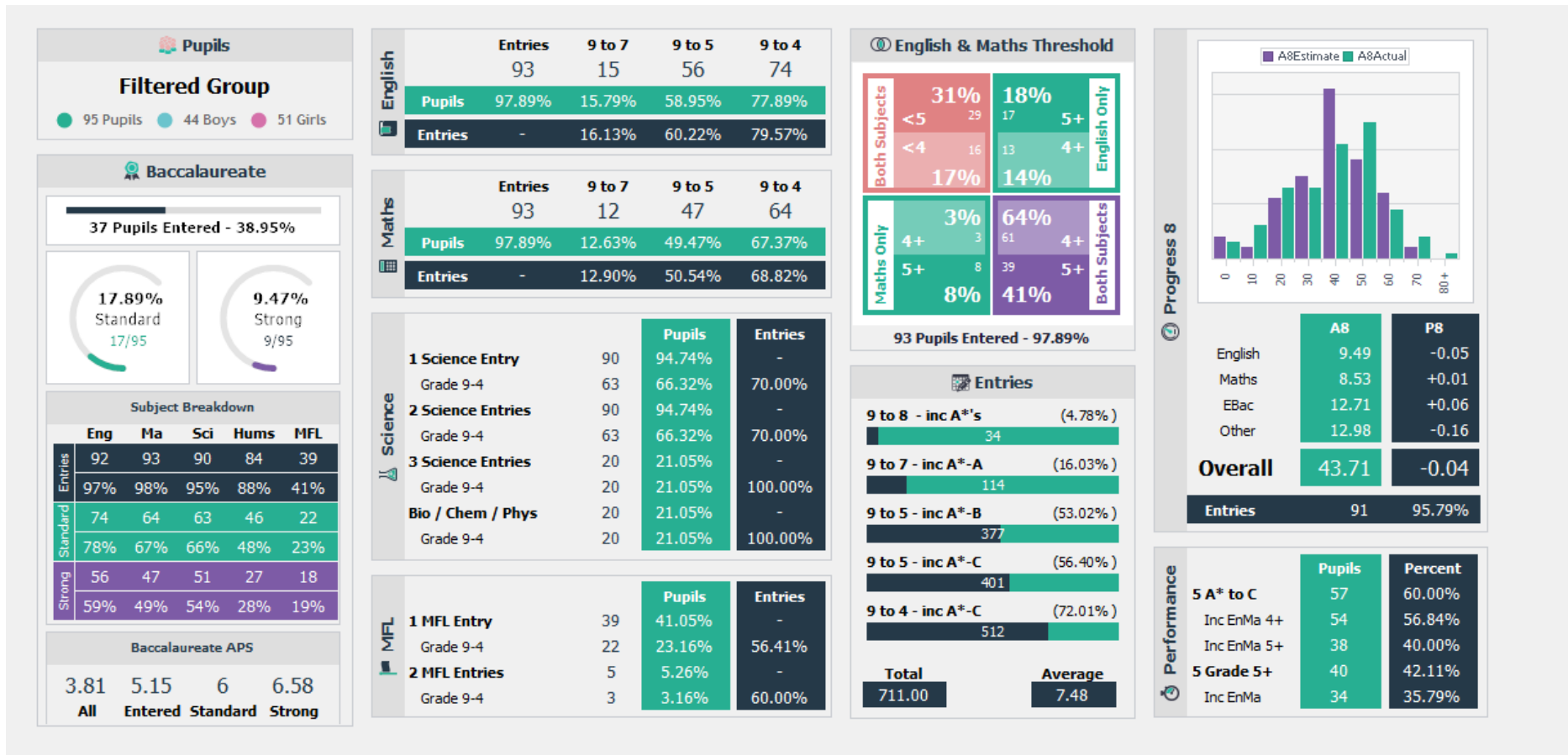
North Oxfordshire Academy Pupil Premium Impact Report 2018



Pupil Premium Results 2017-2018



Non Pupil Premium 2017-2018



Action & owner	Anticipated spend	Success Criteria	Rationale for action (including wider reading and professional research)	Impact
<p>Quality First Teaching for all students at all key stages. High QFT leads to good student progress across all yr groups. A particular focus on Boys, SEN PPG students with low FFT starting points.</p> <p>Teachers supported by high quality CPD (internally and externally). CPD cycle informed by EEF and NOA needs.</p>	<p>Teacher CPD Budget Training: £3,400 Travel £2,600</p> <p>Lead Practitioners £42,248</p>	<p>Yr 11 PPG students to hit P8 target of -0.3(47 students)</p> <p>PPGSEN Targets –1.8</p> <p>All teaching to be at least good leading to all students making good progress.</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><u>TES 2017 award winning case studies</u></p> <p>I</p>	<p>PPG outcomes weaker than non PPG outcomes (see data attached above). Success criteria not achieved. QFT has improved across NOA in 2017.18 but not reflected in results.</p> <p>Lesson Observations</p> <ul style="list-style-type: none"> • Outstanding- 14 (24%) • Good - 36 (61%) (Good + 85%) • Requires Improvement (inc.trainees) - 9 (15%) • Inadequate 0 (0%) <p>Staff voice</p> <p>Staff survey shows that teachers are confident in identifying, planning for and assessing PPG students. 86% think CPD is focused and useful in preparing teachers 64% of teachers feel their 'Platinum Student' focus has had an impact already with a further 35% stating that measurement of impact is ongoing but bearing fruit.</p> <p>ACTIONS:</p> <p>Bespoke CPD to support Rosenshine Principles for all staff. Further use of the Educational Endowment Fund research to drive T&L</p> <p>Embed Lynx training.</p> <p>Focused work to further scrutinise all student performance so that teaching is highly targeted. Find the gap, teach the gap approach fully embedded.</p> <p>Further development of professional learning networks linked to PPG progress PDR objective.</p>

Lead practitioners and T&L team to work with identified teachers to raise the quality of teaching.																																												
KS3 students with low literacy and numeracy levels will be part of the NOA catch up programme running across all of KS3.	Catch up funding used here £22,000	All students will have a reading age within 6 months of their chronological age.	<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><u>TES 2017 award winning case studies</u></p>	<p>Good impact with Year 8 maths students with a cohort of 7 students. 86% met or exceeded their target.</p> <table border="1" data-bbox="1458 659 2179 863"> <thead> <tr> <th>Name</th> <th>Paper 1</th> <th>Paper 2</th> <th>Pre Intervention WAG</th> <th>Current WAG</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>30</td> <td>24</td> <td>1+</td> <td>2</td> </tr> <tr> <td>B</td> <td>39</td> <td>26</td> <td>2-</td> <td>3-</td> </tr> <tr> <td>C</td> <td>29</td> <td>22</td> <td>1+</td> <td>2-</td> </tr> <tr> <td>D</td> <td>34</td> <td>16</td> <td>2-</td> <td>2-</td> </tr> <tr> <td>E</td> <td>44</td> <td>23</td> <td>1+</td> <td>3-</td> </tr> <tr> <td>F</td> <td>36</td> <td>22</td> <td>2-</td> <td>2+</td> </tr> <tr> <td>G</td> <td>30</td> <td>18</td> <td>1+</td> <td>2-</td> </tr> </tbody> </table> <p>At the end of Y7, RA for PP is 40% within 6 months and by the end of Y8 that has risen to 45%.</p> <p>The Y7 RA data for PP is below group average but by the end of Y8 RA for PP is above group average.</p> <p>ACTIONS:</p> <p>Accurate identification of catch up PPG students needed using KS2 data.</p> <p>Plan a launch event for KS3 students so that it has more weight and importance for all students.</p>	Name	Paper 1	Paper 2	Pre Intervention WAG	Current WAG	A	30	24	1+	2	B	39	26	2-	3-	C	29	22	1+	2-	D	34	16	2-	2-	E	44	23	1+	3-	F	36	22	2-	2+	G	30	18	1+	2-
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				<p>Act swiftly with students who are not engaged with PL and call home.</p> <p>Ensure that all Parents are informed about the intervention and report improved progress back to parents to increase their engagement and support.</p> <p>Set up PPG intervention groups on G4S to monitor and track attendance and impact Catch up money is those under score 100.</p> <p>KS3 SU target Catch up students and Catch up /PPG/SEN/White boys</p>
PPG yr 10 and 11 students will be supported to address gaps in learning through intervention in the KS4 SU.	£27,576		<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><u>TES 2017 award winning case studies</u></p>	<p>IMPACT: Staff worked with selected PP students throughout the year and the progress document shows a positive impact of 2.2 sub levels.</p> <p>ACTION 2018-19 A change in staffing within school has led to two staff taking over this role in the SU. Mentoring Microsoft forms to be completed with students during T1 to highlight what support students need.</p> <p>Staff to work with small groups of students during SU time on a rotation of English, maths and other subjects/coursework.</p> <p>After school booster sessions starting a rolling 6 week programme with Y11 PPG students after school. Students to be selected based on their P8 score so they can be tracked and monitored throughout the year.</p>

				This will be reviewed and impact monitored every half term cycle.			
Inclusion team to deliver effective small group and 1:1 student interventions with particular focus on PPG SEN students.	Inclusion team £47,300	Yr 11 PPG SEN P8 target = -1.6 (12 students) Non PPG SEN P8 target = +0.1 (based on FFT 20 targets) Targeted P8 gap PPG SEN/ Non PPG SEN will be 1.7 or less.	Rose report (2006) Teaching Phonics in schools DFES (2002) Early Phonics for Secondary Age Pupils London: Crown DFEE (1998) The National Literacy Strategy retrieved on 20th May 2013	Exceptionally hard to reach cohort of students. Students did not achieve success criteria. However, individual success evidence via case studies.			
Students are supported to make positive behaviour choices. Students supported by the SHIP programme, Sky Sports and personalised mentoring from chaplain	£81,226		<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. <u>TES 2017 award winning case studies</u>	SHIP data exceptionally positive and shows: <table border="1" data-bbox="1451 917 1729 1101"><tr><td>Reading Age: +22.5m</td></tr><tr><td>Spelling Age: +11m</td></tr><tr><td>QCA: +1.3</td></tr></table> Sky sports data 70% of students had improved attendance. 100% of students had increase in rewards 100% of students decreased number of behaviour incidents by 76% QCA is 1.6	Reading Age: +22.5m	Spelling Age: +11m	QCA: +1.3
Reading Age: +22.5m							
Spelling Age: +11m							
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and sixth form mentors.				<p>SHIP – Closed 17/18</p> <p>New phase 3 and phase 4 SEN drive for students with reading ages below 8.</p> <p>Exclusion data</p> <p>77 exclusions in 17/18 for ppg students</p> <p>20 students received an exclusion</p> <p>15 PPG repeat offenders</p> <p>Adapted SEN/EHCP isolation plan</p>
Vulnerable KS4 students (at risk of PEX) will follow a bespoke alternative curriculum supported by a HLTA. Outcomes for students will be positive leading to post 16 pathways.	£90,000	In Yr 11 :14 alt prov students Target P8 is – 1.8 Need to find out the number of these that are PPG	<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. <u>TES 2017 award winning case studies</u>	<p>Progress data for alt prov students available in the attached folder.</p> <p>Student voice</p> <p>75% of students are happy with their provision</p> <p>100% of students said Alt prov is well lead</p> <p>100% of students felt supported in deciding and applying for their future education.</p> <p>Case Studies available for each individual AP student.</p> <p>All Meadowbrook students engaging well in offsite provision.</p> <p>All KS4 Alt provision students have post 16 pathways set up and ready.</p>
Students who need support in coming to school will be part of the attendance matters mentoring	£28,500	All students have attendance of 97%+ Gap between PPG and non PPG students diminishes	<u>www.attendanceworks.org</u> <u>Teaching and Learning Toolkit</u> <u>https://www.gov.uk/government/publications/school-attendance</u>	<p>Individual case studies show the positive impact a range of attendance support interventions are having (see appendix)</p> <p>2017/18</p> <p>PPG Attendance 2017/18= 91.62%</p> <p>Non PPG attendance 2017/18 = 95.84%</p> <p>Unauthorised PPG attendance = 3.40 %</p> <p>Unauthorised non PPG attendance = 0.95%</p>

<p>projects in each yr group.</p> <p>Attendance officer and welfare team to work with identified individuals and their families using a range of mentoring programmes.</p>		<p>from 2016.17 (reduced from 8%) Unauthorised attendance below 9% for PPG and non PPG All students who are part of mentoring projects increase their attendance over the mentoring period and for 6 months afterwards. Student & parent voice is positive</p>		<p>PA PPG % = 21.22% PA non PPG % = 9.54%</p> <table border="1" data-bbox="1514 284 2119 507"> <thead> <tr> <th></th> <th>Non PPG %</th> <th>PPG %</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>96.86</td> <td>93.30</td> </tr> <tr> <td>8</td> <td>96.19</td> <td>91.97</td> </tr> <tr> <td>9</td> <td>95.61</td> <td>92.06</td> </tr> <tr> <td>10</td> <td>94.47</td> <td>87.86</td> </tr> <tr> <td>11</td> <td>96.12</td> <td>92.73</td> </tr> </tbody> </table> <p>2016/17 PPG Attendance 2016/17 = 91.81 % Non PPG attendance 2016/17= 95.73% Unauthorised PPG attendance = 3.04% Unauthorised non PPG attendance = 0.92% PA PPG % = 18.90% PA non PPG % = 6.61%</p> <p><u>Termly Mentoring impact data:</u> Year 7 Mentoring from SOV and attendance team 12 students in cohort 9 students increased their attendance over the 2 terms of the project. 7 of the students ended the year with above 96% attendance. 100% of the cohort reported they enjoyed the mentoring and that it helped them develop healthy attitudes to school and increasing resilience. We will run in 2018.19</p> <p>Yr 7 peer mentoring from Yr 8 students 6 students in cohort</p>		Non PPG %	PPG %	Year 7	96.86	93.30	8	96.19	91.97	9	95.61	92.06	10	94.47	87.86	11	96.12	92.73
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				<p>100% of students had 97%+ attendance for the six week duration of the project. 5 students ended 2017.18 with attendance above 97%+ All students voiced that they felt the mentoring gave them more confidence and helped them to like school. Parents very supportive of the mentoring project. We will run in 2018.19</p> <p>Yr 9 mentoring project with HOY 7 students in cohort 70% of students had 97%+ attendance for the six week duration of the project. 4 students ended 2017.18 with attendance above 97%+ All students voiced that they felt the mentoring gave them more confidence and helped them to like school. Parents very supportive of the mentoring project. We will run in 2018.19</p> <p>Yr 11 student mentoring with SLT team and senior staff 10 hard to reach students in cohort 5 students ended the year with above 95% attendance. Remaining 5 had a lot of external agency support. All sat required exams. 4 of the students gained Grade 4 E&M</p>
High quality IAG will be available to all students.	£28,000	No student will be without education post 16. All PPG students in post 16 education or training.	<u>TES 2017 award winning case studies</u>	<p>41 Of 48 (87%) of PP year 11 students have had career / post 16 guidance interviews since September 2017. 13 out of 46 PP year 11 students (27%) have applied to sixth form (overall application rate = 35% of the whole cohort)</p> <p>15 students (21% of cohort) in new year 12 cohort are PP. This is up from 10 (14%) in 2016/17.</p> <p>Year 12 PP students prioritised for career meetings with Future First adviser every Friday. CASE STUDY JTH</p>

				<p>Of 8 PP students in year 13, 4 have university offers and 2 have been invited for interview for Music courses – 2 have not applied.</p> <p>16 to 19 bursary focus prioritises PP students for payments towards university visits, open days and other IAG events.</p> <p>1 LAC in year 12 receiving £1200 vulnerable bursary.</p> <p>ACTION: PP students identified and given early careers advice in September and a follow up IAG meeting in January 2019.</p>
<p>Yr 11 lunchtime learning opportunities available to PPG students.</p> <p>Revision skills and resources developed through tutor programme.</p>		<p>Attendance figures will be 85% of invited PP students by February half term.</p> <p>The website will have effective revision material available to students with parents informed.</p>	<p><u>Teaching and Learning Toolkit</u>, the <u>NFER report on supporting the attainment of disadvantaged pupils</u>, <u>Ofsted’s 2013 report on the pupil premium</u> and <u>Ofsted’s 2014 report on pupil premium progress</u>.</p> <p>Case Study for National PP Successes.</p> <p>PARENT POWER Sutton Trust Research document 2018 https://www.suttontrust.com/research-paper/parent-power-2018-schools/</p>	<p>Targeted students attendance at 90%.</p> <p>IMPACT: Students attended well and valued the time and resource base to print off exam papers. Website used to share quality revision resources with Parents and Students. This part of the website was the most visited part of the NOA webpage by students.</p> <p>ACTION: Ensure that all Y11 are aware of the website resource available and continue to track pupil engagement. Ask FD to check content – especially those with first awarding this year. Research best practise to engaging parents ‘Parent Power’</p>
<p>Yr 11 tutor time focus for all students. 30 min per</p>	£3000		<p><u>Teaching and Learning Toolkit</u>, the <u>NFER report on supporting the attainment of disadvantaged pupils</u>, <u>Ofsted’s 2013 report on the pupil premium</u> and <u>Ofsted’s 2014 report on pupil premium progress</u>.</p>	<p>PPG targeted for Engma support through Tutor time. Y11 Tutors selected to deliver high quality sessions.</p>

day to focus on core subjects.			<u>TES 2017 award winning case studies</u>	<p>Student and Parent Voice very positive about the extra opportunities.</p> <p>ACTION: Set up PPG intervention groups on G4S to monitor and track attendance and impact. Start intervention from Term 1 with 8 groups running with 4 maths and 4 English groups. PP and PPSN targeted through SU option subject time.</p>
TA used for focus yr 11 maths sessions focusing on PPG students attaining grade 5 +	£7932	Success will show demonstrate progress through diagnose, therapy, test. All students will be re-taught red topics from recent QLA's. Then they will be re-tested to show impact. This will show a pre-therapy score and post therapy score.	<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. <u>TES 2017 award winning case studies</u>	<p>Every session students will cover 1 or 2 topics needed and the subsequent session will do the post therapy test to ensure retention. Students need to demonstrate an improvement in marks secured. Regular re-testing of the previous RED topics at the start of each session to ensure retention.</p> <p>48 % of PP students attending extra maths sessions achieved Grade 5+</p> <p>ACTION 2018-19: Set up PPG intervention groups on G4S to monitor and track attendance and impact</p>

<p>Welfare team support all students, but especially those most vulnerable. A particular focus on healthy relationships and positive mental health awareness. Work with both students and their families.</p>	<p>£48,000</p>		<p><u>Teaching and Learning Toolkit</u>, the <u>NFER report on supporting the attainment of disadvantaged pupils</u>, <u>Ofsted's 2013 report on the pupil premium</u> and <u>Ofsted's 2014 report on pupil premium progress</u>. <u>TES 2017 award winning case studies</u></p>	<p>Online bullying reporting tool in place.</p> <p>SSP fortnightly meetings with referral process for student well being groups.</p> <p>1317 cause for concern reports this year so far 5339 welfare information logs Chaplain referrals 148 284 nurse incidents</p> <p>96% I PP families and students in Year 11 have had some welfare support during the year. Positive student voice in relation to the welfare support received.</p> <p>ACTION 2018-19 Working with staff to develop well being Asceed accreditation. ACTION: Set up PPG intervention groups on G4S to monitor and track attendance and impact Strategy meeting with welfare to improve engagement from hard to reach families.</p>
<p>Accelerated Reader developed across school so all students are fluent and broad readers.</p>	<p>£13800</p>	<p>All students will have a reading age within 6 months of their chronological age.</p>	<p><u>Teaching and Learning Toolkit</u>, the <u>NFER report on supporting the attainment of disadvantaged pupils</u>, <u>Ofsted's 2013 report on the pupil premium</u> and <u>Ofsted's 2014 report on pupil premium progress</u>. <u>TES 2017 award winning case studies</u></p>	<p>On average, there was an increase of 13.7 months in reading age.</p>

Students with low reading ages are identified for reading interventions.				
Development of class learner profiles and platinum students in each class.	Nil Cost		<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. <u>TES 2017 award winning case studies</u></p>	<p>CLPs and platinum students introduced October 2017. Time to imbed has been limited, but observations, learning walks and United Learning's external review showed that the process is having a positive impact on student progress.</p> <p>Class Learning Profiles are an expectation with this embedded across school.</p> <p>In addition, PPG students also completed the VIP Passport and this extra information was shared with all class teachers.</p> <p>ACTION 2018-19: Complete VIP Passports in Y10 Summer term and distribute in September.</p>