

North Oxfordshire Academy Pupil Premium Self Evaluation 2014-15

Spending Information – 2014/15

North Oxfordshire Academy received a total of £327,534 pupil premium funding as a direct grant from the DfE for the academic year 2014/15. At the January 2015 census we had 979 students on roll. 318 students were registered with FSMEver6 entitlement. The percentage of students eligible for pupil premium for 2014/15 was 32%. The Academy was also in receipt of £8,750 for looked after children.

Total number of Pupil Premium students at NOA – 318

Total number of students on roll at time of Jan 2015 census – 979

% of cohort that is PPG – 32%

Yr 11 cohort (2014/15) Total in cohort = 174

Other students = 107 PPG= 67

2015 Attainment	PPG	Other	National Other pupils
Percentage achieving grades A*-C in English and maths GCSEs	28	52	65
Percentage achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs	24	49	63
Percentage Ebacc	0	6	28
Percentage English A*-C	39	62	74
Percentage Maths A*-C	34	64	74
Percentage 5 A*-G	84	93	96
Expected progress in English %	48	70	72
Expected progress in maths %	43	65	72

Behaviour and Attendance

2014/15	PPG	Other	National PPG	National Other
Total % of sessions missed due to Overall Absence	9.1	5.6	5.6	4.3
% Persistent absentees – absent for 15% or more sessions	16	10.9	6.8	3.3

Identified focus	Intervention	Impact	Cost	Impact score
<p>A significant number of PPG students at NOA need additional support with their social, emotional and mental health. In addition, families also need support to help them access the appropriate care for their child.</p>	<p>Welfare Team Yr 7-11 NOA has a dedicated welfare team of four welfare managers who look after the extensive pastoral needs of pupils and their families. The welfare team liaise with external agencies and are involved in reducing risk factors around young people. Work has in 2014.16 included:</p> <ul style="list-style-type: none"> • Leading CAFs and TACs • Taking a lead role in CIN conferences • Making referrals to the MASH & Prevent team • Liaising with social services, police, Youth Offending team, substance misuse services, CAMHs and PCAMHS • Supporting students through bereavement • Working with students to reduce risky behaviours 	<p>196 PPG students accessed support offered by the welfare team in 2014/15. This represents 63% of the total PPG students on roll in 2014/15. Of the 196 students, 45 are subject to high level, ongoing support that requires external agency leadership.</p> <p>The impact of pastoral intervention is hard to measure, but from student voice and individual case studies it is clear that the work of the team has had a positive impact. June 2015 student voice survey showed that 89% of all students who have accessed WM support have found it beneficial. Case studies show the large range of support services offered at NOA and how they are impacting on young people. Vulnerable PPG students are well supported at NOA (Case study).</p> <p>Yr 11 2014.15 cohort was exceptionally vulnerable and required a large amount of high level support from the welfare team and external agencies. Analysis of yr 11 data indicates that thirty of the cohort (80% PPG) received high level support from the police, social care & extended services. Feedback from external agencies has shown that all were extremely well supported and the work of the WM team was pivotal in supporting students (Eyes Open report).</p> <p>Intervention to be expanded 2015/16</p>	<p>£56,843</p>	<p>*****</p>

	<ul style="list-style-type: none"> • Supporting students under the care of the Kingfisher team. • Leading Thriving Families Programme. • Resolving peer conflict both within and out of school. • Liaising with teachers to resolve class issues 			
<p>A small minority of PPG students in KS4 are unable to access the mainstream curriculum due to very high behaviour and learning needs.</p>	<p><u>KS4 Alternative Provision base</u> At KS4 NOA runs an alternative provision base accessed by students who are unable to be taught in a mainstream setting. Referral to the base is made in conjunction with Oxfordshire LEA. Students who attend the base are at very high risk of PEX. Typically, students are being supported by outside agencies. The curriculum offer is broad and balanced providing good quality opportunities for enrichment.</p> <ul style="list-style-type: none"> • Alt prov manager • Alt prov TA • External college courses for Link students • Trips & enrichment opportunities 	<p>Nine (7 PPG and all had identified SEN needs) yr 11 students educated in “The Link” during 2014.15. Another five students attended in yr 10. Yr 11 Key outcomes:</p> <ul style="list-style-type: none"> • 9 students gained English A*-G GCSE • 6 students gained Maths A*-G GCSE • 5 students gained science A*-G GCSE • 4 students passed BTEC science • All students offered a college place due to expert support from The Link and the IAG team. As of Jan 2016 all students in education or employment. • 3 students successfully completed and passed college courses during yr 11. • During yr 11 all nine students increased their school attendance and reduced their negative incidents. Number of FTE exclusion dramatically reduced. • Student voice from parents and students about “The Link” is exceptionally positive (see feedback) <p>Intervention to be continued 2015/16</p>	<p>£59 ,000</p>	<p>*****</p>

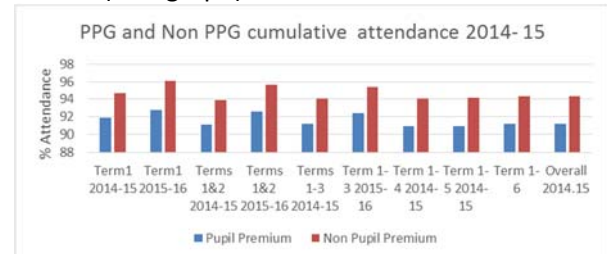
	<ul style="list-style-type: none"> Behaviour intervention services with LEA 			
<p>Reduce the number of PPG students with negative behaviour incidents and FTE.</p> <p>Quickly identify those in need of support and correctly highlight the type of support needed.</p> <p>Help support students to make right choices and reduce risky behaviour.</p>	<p>Positive behaviour intervention team Positive behaviour intervention team run a number of interventions that cover a large range of need. Bespoke 1:1 work is also carried out</p> <ul style="list-style-type: none"> Raise the bar RAP Engage Sky Sports Self-esteem project Girls wellbeing group Engage (KS3 nurture group) MAP (alt prov and KS4) Flo 9 project Discovery LEA course On course LEA course The Bridges programme LEA course Youth Club Tots and teens 6th form mentoring 1:1 mentoring 	<p>The positive behaviour intervention team works with identified students from yr 7-11. The team runs bespoke workshops over a number of weeks, 1:1 mentoring and longer term projects with our most vulnerable students. We also access external LEA run programmes that take place outside of the academy.</p> <p>Impact 2014.15 Over the yr 276 pupils participated in a behaviour intervention/s. Of the 276, 140 were in receipt of PPG (51% of the total PPG cohort)</p> <p>Broadly</p> <ul style="list-style-type: none"> 82% of students QCA scores went up after the intervention. 73% had a reduction in negative behaviour incidences around the academy at the end of the intervention 56% had a reduction in behaviour incidences 12 weeks after the end of the behaviour intervention. 92% rated the intervention as helping them develop positive behaviours. Four students who attended external provision successfully re-integrated into mainstream school with no further FTE. One child did not return to NOA. <p>Intervention to be expanded 2015/16</p>	£45,000	<p>***</p> <p>Actions – develop better impact tracking systems for 2015/16. Review interventions.</p>
PPG students do not attend school often enough. Too many are	NOA has a dedicated attendance team (x 2 officers) who work extensively with	Attendance data indicates that PPG attendance is still a top priority at NOA.	£43,894	*****

persistently absent (at 90 and 85%).
Too many PPG students arrive after 8:30 am

pupils, families and teachers to increase school attendance & reduce persistent absence. A large amount of work is carried out with external agencies including Oxfordshire Attendance and Engagement team.

Mini bus intervention
For a small cohort we run a targeted intervention to ensure they arrive to the academy on time. This is done in a focused way, with clear targets and support of families. In addition to this, students receive additional

In 2014.15 PPG student attendance remained hard to shift despite interventions used (see graph)



	Non PPG attendance	PPG attendance
2014.15 T1-3	92.6 %	91.1%
2015. 16 T1-3	95.7%	93.9%
Overall 2014. 15	94.3%	91.2 %
Overall 2015. 16 (until 28 th Feb 2016)	95.4%	92.4%

Case studies indicate that interventions that were used did make positive differences to children’s lives. PPG interventions in 2014/15 did make a difference to students overall attendance.

Intervention to be expanded 2015/16

In 2014.15 73 students used the min bus provision. Of the 73, 42 were PPG. Intervention to be expanded 2015/16
See evidence grid
Identified students have made progress with coming to school on time. However, in 2015/ 16 the process needs to be accompanied by specific mentoring of children around behaviours associated with being punctual to school

£2,036

2015/16 Work needs to move away from collecting children and to working with families so they are keen and eager to be in

	mentoring from the welfare team to embed positive habit			
To develop teaching and learning strategies to best accelerate progress for PPG students with SEN. EHCP application where needs are not able to be met at NOA.	<u>Educational Psychologist support</u> The NOA SEN intervention team work with identified students with special educational needs to develop and greater understanding of need and learning	Ten SEN and PPG students accessed the services of an Educational Psychologist in 2014-15. The outcome for all of these students was increased understanding of need so that the quality of provision increased. PROGRESS DATA NEEDED Three of the ten students gained EHCPs as part of the process which has increased their level of bespoke provision. Outcomes for children with SEN and PPG are carefully mapped through SEN provision maps (see examples). Intervention to be expanded 2015/16	£ 4,025 (educational psychologist)	*****
Identified PPG students supported with emotional literacy and would benefit from a counselling service.	<u>Family support worker</u> Students at NOA are supported by a family support worker who works closely with the welfare team.	Caseload for the yr: 66 students. 43 where PPG. QCA assessment at the start and end of interventions showed the majority of students had made progress. Of the 43: <ul style="list-style-type: none"> ✓ 92 % reported that they felt more confident as a result of the intervention. ✓ 75% increased their attendance the following term ✓ 83% reduced the number of negative behaviour incidents in the following term. Intervention to be expanded 2015/16	£14,811	*****
Identified families are supported with an intensive course to develop parenting skills and re-establish positive relationships with children.	<u>Thriving Families</u> 17 PPG families worked with over 2014/15 (total of 21 families worked with over 2014.15)	100% of families reported that the intervention was helpful to them and has helped enforce boundaries at home. All parents and children reported feeling well supported by the school and that the school promotes their best interests. 12 of the children involved in the project improved their attendance (over the 6 week programme) with 5 of the children maintaining increased attendance two terms later. 7 of the children have reduced their negative behaviour incidents. None of the children have experienced FTE. Incidents of concerning community behaviour have reduced. NOA is now a thriving families provider with the local LEA Intervention to be expanded 2015/16	£4,050	**** 2015/16 Develop systems of identifying need at transition (PPG project moving forward)

PPG students entering NOA have reading ages below their chronological age and below that of their non PPG peers.	<u>Accelerated Reader</u> Accelerated Reader was purchased in T4 of 2014.15. All yr 7 students assessed and an "on watch" cohort developed. These students received intensive support from buddy readers and the SEN team. All on watch students were PPG.	Year 7 students - 50% PPG students caught up - no longer 'on watch'. 34% made 1 yr+ progress 16% made 2 yr+ progress Intervention to be expanded 2015/16. KS3 to all use AR during tutor times	£3,885	*****
Identified yr 10 and 11 PPG students fall behind their non PPG peers and have gaps in their knowledge, skills and understanding.	<u>KS4 Success Unit</u> The unit works in a targeted and strategic way to pinpoint areas that students need to quickly develop/ catch up on. The unit is staffed and open all through school hours and in the school holidays.	PPG students had very positive experiences of attending the KS4 success unit. Outcomes for yr 11 students were positive in the majority of subjects. .(see results table) Intervention to be expanded 2015/16. KS3 SU developed	£ 10,100	**** 2015/16 increase the number of students working in the unit. Using Progress 8 measure to strategically plan intervention
Identified yr 11 students (4b on entry) not making enough progress in maths	<u>Pitxil Maths intervention</u> Maths intervention for yr 11 students for one week Term 5 2015	5 students in cohort. 80% made expected progress in maths and 20% EP + . Positive student voice from intervention Intervention to be NOT developed 2015/16	£4,000.	** Not running 2015/16 Money used to fund 1:3 tuition with maths teacher
Students will all receive high quality information and guidance careers and higher education.	<u>Information and careers guidance</u> Students will be supported by two members of staff to access high quality IAG. All	All PPG children had at least 2 IAG meetings All PPG children completed the career profiling activity and received a personalised IAG report. Of the 66 PPG yr 11 children 65 are in education or employment	£14,915	**** 2015/16 link IAG to achievement measures. Need

	students to have at least 2 IAG interviews, will complete a careers profile and attend the NOA apprentice fair..	Intervention to be continued 2015/16		to be clearer on impact moving forward
Students that require additional numeracy and literacy support will be taught in nurture classes in yr 7 and 8. These classes will focus on the basic skills required so that students develop a solid foundation in English and maths.	Nurture teaching Students in yr 7 and 8 are taught in small nurture groups. 80% of nurture groups are PPG students. Additional literacy and numeracy teaching benefits students Catch up funding allocated	Positive progress data from 2014/15 Reading ages of cohort have increased Intervention to be expanded 2015/16	£40,500 & £33,000	**** 2015/16 Go4 schools to be used to track and monitor progress data. Better tracking of students & swift intervention when a child falls behind
Students have access to a broad and stimulating programme of enrichment.	Curriculum and enrichment opportunities Access to curriculum and enrichment opportunities to ensure that all PPG students have opportunities to broaden horizons and challenge their thinking. Trips and visits include: <ul style="list-style-type: none"> • Newquay residential • Ski Trip • Oxbridge University visit • Oxford Brookes PPG residential • Yr 7 Marlow camp • Yr 7 pantomime visit 	43% of students are PPG on that have taken part in trips Positive student voice from all survey Intervention to be expanded 2015/16 with focus on University and aspirational careers	£9000	*** 2015/16 Impact collection to be developed. Clear process of PPG support with all trips

To ensure all children are ready to learn by providing a healthy breakfast.	Breakfast Club Breakfast club runs at NOA. Open to all PPG children from 8:10 am – 8:30 am	40 students regularly attended the club (mainly in yr 7 and 8) 45% of students have improved their attendance during the period they attended the breakfast club. Student voice is positive & students feel it has helped them concentrate in lessons and arrive on time to school. Intervention to be MONITORED 2015/16	£3000	** 2015/16 Hard to capture impact of this intervention. Small % of cohort benefit
To provide opportunities for yr 11 students to have small group teaching with teachers in the run up to examinations.	Yr 11 intervention teaching After school intervention and holiday teaching (Easter and May half term).	Number of students making expected progress are good. Tracking indicates that PPG students benefited from the passport system and student feedback was positive. However, difficult to attribute impact just to this intervention. Intervention to be MONITORED 2015/16	£5000	*** 2015/16 Impact is not widespread. Money better spend on QFT where the entire PPG cohort benefits.
Students will have access to confidential health care	School nurse and PCAMHS worker A school nurse has been employed fulltime (school term only) and a PCAMHS worker (0.2)	70 % of caseload in 2014/15 was PPG Confidential service provided. Users of the service are all supported by welfare team. Impact is detailed in separate SIP document Intervention to be continued 2015/16	£11 000 £6000	*****
Students will have high quality teaching all of the time. No excuses, no limits.	Quality First Teaching Quality first teaching developed using a CPD model based on EEF toolkit. The OTP and ITP CPD programmes (Olevi) have been running in 2014-15. Coaching has been established at NOA by the raining of ten lead coaches.	% of good + teaching has increased over 2014/15 Improving the quality of marking and feedback and the quality of in lesson AFL (both from EEF) have been developed by T&L team. Both cycles have had very positive impact (as seen on learning walks and book scrutiny). Book scrutiny monitoring specifically targets PPG children. All have improved Coaching impact has been positive and resulted in 18 members of staff shifting their practice (see T&L SEF) Intervention to be expanded 2015/16	£7000	*****

NOA will investigate how best to support PPG students spiritual, moral, social and cultural development.	Action research projects Action research projects focusing on developing specific aspects of student's spiritual, moral, social and cultural development.	Three completed during 2014.15 All had some measurable impact on PPG students. One project has been extended and another is now informing T&L practice at NOA (impact of coaching)	£4000	*** 2015/16 projects must be closely aligned with needs of PPG students at NOA. Impact measures carefully tracked so that all students benefit.
PPG total spend	£ 348,059			
Catch up money spend	£ 33,000			

	Number of PPG students targeted in 2014.15	Impact measure
Student attendance contracts involving families	73	52 students hit/ exceeded their attendance target. 5 students 1% away from target. 6 students had an increase in attendance 5 proceeded to prosecution
Termly rewards linked to attendance target setting	Used in T5 and 6. 10 PPG students per yr group 100 in total	67 rewarded as hit target Another 18 had increase in attendance
PPG pastoral leader mentoring and rewards project	T6 X7 per PL = 28 students Yr 11 on study leave	Hit/ exceeded target: Yr 7 = 100% Yr 8 = 100% Yr 9 = 84 % Yr 10 = 90%
LEA intervention County Attendance Team	16 PPG families	7 achieved attendance target

	No of PPG students in mini bus cohort	Measured the next term No of students who have managed to be on time for at least 25 am sessions
T1	6	4
T2	7	4

T3	5	3
T4	6	5
T5	3	3
T6	5	Measured in T 1 2015.16 3