



Pupil Premium - Allocation, Spend and Impact

Executive Summary 2020

Summary for Governors

| Item of PP expenditure (three highest) | Amount | RAG - Impact |
|---|---------|--------------|
| Welfare team provision | £80,000 | |
| Reengage programme for high level behaviour students | £80,000 | |
| Quality teaching for all – CPD and Lead practitioners | £60,000 | |

Pupil premium and 2020 Catch-Up Premium strategy / impact

| 1. Summary information | | | | |
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| Total PP budget | £247,345 | | Date of most recent PP Review | March 2017 (external) Has been reviewed as part of UL visits |
| Number and %age of pupils eligible for PP | 259 at time of census (at £955 each) | 29.4% (Yr 7-11) | Date for next internal review of this strategy | December 2020 |
| | KS3 | KS4 | Year 7 Catch Up Funding Allocation Covid catch up money | £21,887 £45647 |
| Budget split by key stage | 166 Taken from numbers in Nov 2020 | 110 Taken from numbers in Nov 2020 | Number of pupils with dual eligibility PP/catch-up | Catch up numbers not based on KS2 scores due to Covid. Maths have asked to use the end of T1 Baseline assessment as their entry rank going forward. English are considering using a weighted reading/writing rank. Estimated Yr 7 catch up and PPG = 20 |
| | LAC | 4 students = £8000 | Service Children | £300 x1 = £300 |

Total : £322, 879



| Current achievement (2019 data) (2018 data) | | | | | |
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| Outcomes (2020 based on CAG) | Pupils eligible for PP (previous year) | Pupils not eligible for PP (your school) | Pupils not eligible for PP (national average – most recent year available) | UL target for PP students | Difference outcome to previous year (RAG) |
| Progress 8 score average | -0.21 / -0.38 (-1.14) | +0.34/+0.17 (+0.03) | 0.13 | | inc. P8 2020 PPG score by 0.17 points from 2019. 3 yr positive trend of PPG progress improving. PPG/ Non PPG gap for 2019 and 2020 stands at 0.55 Significant inc in non PPG P8 2020 score compared to 2019. |
| Attainment 8 score average | 33.94/37.27 (31.22) | 47.2/47.67 (43.61) | 50.1 | | Decrease in PPG attainment A8 by 4 points. Weaker cohort on entry – despite weaker attainment they secured better progress outcomes. 2020 A8 score stayed the same as 2019- Attainment gap between PPG and Non PPG widened in 2020. |
| 4+ Basics | 31%/48% (39%) | 68.6/66% (65%) | 71.5% | 66% | PPG attainment for 2020 cohort dipped – gaps between PPG and non PPG widened. Non PPG 2020 attainment in line with 2019 cohort- 5+ GCSES E & M grade 4 + had a much improved outcomes for non PPG students. |
| 5+ Basics | 19.5%/29% (25%) | 50%/55% (42%) | 50.1% | 51% | |
| 5+ GCSEs including English and maths (9-4) | 25% /38.46% (36.3%) | 67.8 /60.58% (59.38%) | | 66% | |



| 2. Planned expenditure 2019 - 2021 | | |
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| The five headings enable you to demonstrate how you are using the Pupil Premium: to improve classroom practice; to provide targeted support; to improve attendance and behaviour; to support pupils who need to catch up; and to address pupils' special educational needs. | | |
| i. Quality teaching for all | | |
| Action | Intended outcome | Cost |
| Continued investment in CPD and Joint professional development focusing on deliberate instruction. | RP fully embedded so all learning is consistently meeting NOA expectations. All subjects will increase their 2020 PPG P8 score. Gaps will diminish in all subjects from 2020. Attainment grade 4 and 5+ to hit UL academy targets – in 2020 attainment for PPG students dipped. We have to reverse this. | £60,000 |
| Focus on developing and establishing Rosenshine Principles of instruction in all classrooms to support PPG students. | X 5 grade 9 to 4 Inc E &M 55% X 5 grade 9 to 5 Inc E &M 35% X 5 grade 9 to 7 Inc E &M 11% Focus on MFL, music and history progress being improved from 2020 | £24,000 |
| Focus on delivering an ambitious curriculum that teaches difficult concepts in logical sequences esp in drama, music and hums | Improved progress for LOW Prior Attaining PP students identified as not meeting expected progress during KS4. PPG SEND students to achieve a near positive P8 score | |
| Three Lead practitioners employed (English, KS5 and Science) to drive up the standards of quality first teaching at all Key Stages. | PP student's attainment and progress in line with non-PP students In school variation of quality of teaching and learning for PP students is reduced KS3 benchmarks will be hit for all PPG students in all subjects PPG Reading age will be within 6 months of their chronological age for 75% of PPG students | |
| Total budgeted cost | | £84000 |



| ii. Targeted support and intervention | | |
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| Action | Intended outcome | Cost |
| Spotlight Assertive mentoring project Yr 7-11 to focus on PPG girls and PPG Boys (LPA) FUNDED BY COVID CATCH UP MONEY | Students will have at least 95% + attendance Students will meet / exceed their EOY target grades by the end of yr 100% will secure grade 4 in Maths and English at KS4 Yr 11 students will achieve/ exceed their target grades and MPA PPG students will have a positive P8 score At risk of exclusion spotlight students will have support plan in place so no spotlight student has more than 2 exclusions in 2020.21 80% of Spotlight student parents will attend parents' evenings and will be supported by the mentor | £26,000 |
| Supported reading project for PPG students at KS3 | PPG Reading age will be within 6 months of their chronological age for 75% of PPG Students who access supported reading will all show an increase in their reading age at each assessment point | £14,000 |
| Yr 11 PPG girl tutor group to run all year and focus on study skills and additional English – spotlight mentor | Students will have at least 95% + attendance 100% will secure grade 4 in Maths and English at KS4 Yr 11 students will achieve/ exceed their target grades | £2000 |
| Direct Instruction to be taught to all of Yr 7 until Dec 2020. | Identified students achieve their age-related English and Maths grade by the end of the yr Improve reading age at each assessment point from baseline score. | £5000 |
| Seneca Programme to support home learning | Literacy and numeracy levels of PP students in years 7, 8 and 9 to improve, in order to be able to access the curriculum. Students will meet / exceed their EOY target grades by the end of yr | £4000 |
| Comprehensive careers Information and Guidance | 100% of PPG students at the end of Yr 11 enter Further Education, Sixth Form, training etc. Delivery of inspiring and aspirational CIAG curriculum through Yr 7- 13. Increased engagement from PPG students – 95%+ attendance and reduced exclusion figures for PPG from 2018/19.100% of KS4 PPG students have had at least one career meeting per year with trained advisor. | £20,000 |
| After school PPG Home learning clinics to be attended by PPG students to complete home learning | Reduction in negative consequences for students At least 75% achieve grade 4 ARG in E and M | £5000 |



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| ICT equipment to be subsidised for PPG students so they can work at home (if needed) . Improve network coverage at NOA | Every PPG child at NOA has the ICT they need to be successful- no child is left behind | £10000 |
| Total budgeted cost | | £83,800 |

| iii. Behaviour and Attendance improvement strategies | | |
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| Action | Intended outcome | Cost |
| Attendance Pastoral support team working with our most vulnerable PPG students and families. Welfare team working with our most vulnerable families Working with at risk students before crisis point. Promotion of healthy learning habits. | PPG attendance in line with non-PPG – must be 95% + in all year groups Early intervention for school refusers or students with significant barriers to learning due to nonattendance. <10 % PPG PA | £100,000 |
| Re-set staffed by SLT teachers to better support the learning of students. | To provide and calm and structured support programme for students who need to reset their learning behaviours. Reduced % of students excluded for “failing” reset | £2000 |
| Peer to peer mentoring project | Increased attendance and levels of engagement for mentored students. Students will meet / exceed their EOY target grades by the end of yr | No cost |
| Enrichment programme from Yr 7 – 13 | Students to experience a range of culturally enriching events & curriculum learning. Increased participation in extracurricular clubs. Measured via Aspire programme | £10,000 |
| Part time listening service for SEMH PPG students | Increased attendance and levels of engagement for mentored students. Students will meet / exceed their EOY target grades by the end of yr | £ 13000 |
| Total budgeted cost | | £120,000 |



| iv. Catch-Up Premium improvement strategies (including transition Y6-Y7) | | |
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| Action | Intended outcome | Cost |
| KS3 SU running to support KS3 students using UL Step up programme. | Students to reach their age-related target grade in English at the end of the yr | £22,000 |
| Transition outreach programme to support most vulnerable students and their families. | Transition to support a positive start at NOA. All Yr 7 PPG students have 97+% attendance and PA <10% Positive ASPIRE feedback in Yr 7 Positive parental attitudes survey Yr 7 | £2000 |
| Total budgeted cost | | £24,000 |
| v. SEND improvement strategies (PP eligible pupils who also have identified SEN) | | |
| Action | Intended Outcome | Cost |
| Specific evidence-based interventions for identified PPG SEN students | Reading age to increase for specific students Students achieve their age-related grades in Maths and English | £5000 |
| Total budgeted cost | | £5000 |

Total cost = £324,300



Impact of 2019.20 spend



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| <p>Focus on developing and establishing Rosenshine Principles of instruction in all classrooms to support PPG students making maximum progress. CPD and JPD development.</p> <p>NOA 2020</p> <p>Quality first teaching is consistently first rate leading to high quality outcomes for students in all subjects.</p> <p>Three Lead practitioners employed (English, KS5 and Science) to drive up the standards of quality first teaching at all Key Stages.</p> | <p>PP P8 was -0.21 (CAG grades 2020). This was up from 2018/19 figure of -0.34 and the 2017/18 figure of -0.8. The PPG progress trend has been solidly improving for the past three years.</p> <p>The CAG PP / non-PP gap was exactly the same as 2018/19 at 0.55 and down from the 0.8 gap of 2017/18. 2 students in the 36 student PP cohort were non-attenders (attending the local PRU) so were awarded no GCSE grades. When removed from the figures the remaining 34 PPG students scored $+0.03$ P8.</p> <p>Female PPG P8 was $+0.29$ – only 0.01 below non-PPG student P8 – this included the one female non-attender in the figures. Male PP P8 was -0.48 – reducing to -0.31 with the removal of the one male non-attender compared to -0.51 in 2018/19.</p> <p>Girl PPG students outperformed male PPG students</p> <p>17 of the 34 PPG students achieved an overall positive P8 score</p> <p>Low prior attaining male students need to be a priority group in 20.21 (HPA and MPA PPG students made approx. level progress at -0.15)</p> <p>P8 Subject performance of PP students improved in most areas with English (-0.31) slightly increased from last year. E/M cross over percentage fell from last year at 4+ and 5+ though 19/20 cohort were significantly weaker on KS2 score than 2018/19 (KS2 APS 4.28 Vs 4.5). Subjects that scored a positive PPG P8 2020 scores: biology, chemistry, physics, Design and technology, sport and Hospitality.</p> <p>Fifteen (out of eighteen) subjects increased their P8 score from 2019 to 2020. These included English literature, English language, and Science.</p> <p>QFT at NOA is supported by good quality in-house CPD that is research led and robustly monitored. A focus on embedding the Rosenshine Principles at NOA – specifically the work on reviewing past material, modelling and scaffolding has supported progress of students in PPG category.</p> <p>Teaching at NOA is good with 75+% of teaching good or better when observations and student outcomes are triangulated. A rigorous QA process is in place to ensure our ambitious curriculum is being well implemented and leading to good quality outcomes for PPG students.</p> <p>Focus areas this year have been for the LP team Humanities and MFL- History, Spanish and French all increased their P8 PPG score in 2020 significantly.</p> | <p>This year's CPD will continue to focus on the implementation of the curriculum via the Rosenshine Principles. This will happen via Curriculum Masterclasses run by MLs in departments. This has been something that worked well within the science department last year – run by LP for science. Alongside this, we will be offering single technique CPD based on TLAC strategies – known as Deliberate Practice and delivered whole school by LMI/SLT. Impact of CPD on T&L will be monitored and tracked throughout the year. MLs are being asked to evaluate success of CPD and CMC through more frequent observation of their teams with time assigned in 2nd part of CMC for high quality verbal feedback to teachers. Deep dive days, regular learning walks, book looks and student voice give an opportunity to triangulate data.</p> <p>Focus RP are: checking for understanding, explaining new materials in small steps and low stake testing to inc termly quizzing.</p> <p>Rosenshine Directory has been set up to capture film clips of most successful teachers following principles. This will continue to develop as we go through the year. In addition, we will ask teachers from these subjects to record themselves teaching DP strategies to model weekly focus.</p> | <p>£60000</p> |
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| <p>Improve PPG students ability in reading in line with their chronological age</p> | <p>Reading in English led by English LP who introduced NGRT support strategies and supported the implementation of whole class reading and explicit prior teaching of tier 2 and 3 vocabulary. A 'Word Up' tier 2 vocab programme also ran in tutor time. KS4 English Lit and Lang PPG progress did increase this year from 2019. Lang: -0.57 (2019; -0.71) Lit: -0.28 (2019;-0.49).</p> <p>Analysis of RA show that there is a 7% overall increase in Y8 PPG students' reading at chronological age which is the same as non-PPG students' improvements.</p> | <p>Continued focus on underperforming subjects – History, MFL, Drama and music</p> <p>Address gender PPG gap and PPG SEN student poor progress. Focus on QFT for LPA and SEN students- what is their curriculum offer? What is their daily diet? How are we building cultural capital with students? Rank order policy needs to be tested to ensure PPG students are not falling into lower sets due to lack of effort. Do we need to alter policy to uplift PPG students?</p> <p>Intervention specifically targeted at PPG students will take place in the form of a reading programme for those PPG students whose reading ages have fallen below their chronological age Impact of small group reading interventions will be assessed by interim NGRT testing before, during and afterwards. Consider the use of DI. Whole class reading CPD to be developed alongside reading for pleasure programme in 20.21</p> | <p>£24000</p> |
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- How was high-quality teaching sustained during lockdown?
- How successful was the remote offer and how do you know?
- What lessons did you learn?

HQT was delivered during lockdown using TEAMS platform and live teaching. Most lessons were delivered using narrated audio PowerPoints plus resources from Oak National Academy and United Learning. Every lesson had a quiz element that students completed on TEAMS so teachers could gain an understanding of gaps and then plan lessons to address gaps/ misconceptions. QA process in place by SLT and FD. Students had a daily timetable of lessons to complete and for every lesson a register was kept. We had a team of staff in school who monitored the engagement in lessons by looking at quiz scores and then calling parents. We ensured every child in the school had at least one phone call home per week and those on our vulnerable register had at least two calls (depending on needs). Each week we were able to communicate with parents and staff the % of lessons each student had engaged with and this then formed the basis of progress reports home. Students who were not engaging in work were invited into school. In June and July 2020, all Year 10 students were invited into school for at least one full day per week. Vulnerable students (inc PPG) students were invited into school as part of the key worker provision. At our busiest we had 120 students accessing full time school which was the largest uptake in United Learning. Every member of staff was allocated parents to call; this was very well received as it meant good relationships could be developed with parents and staff. One hundred and twenty-one students had to complete paperwork packs as they did not have ICT access. Staff CPD was delivered via TEAMS with very positive feedback. The T&L team produced video CPD resources as part of the Rosenshine Directory- this practice will carry on in 20.21.

Remote offer was less successful for PPG students, so we are working hard to provide ICT. All KS4 students now have laptops funded by the school. We are investigating finance options so all students can have ICT at home part funded by NOA. We recognise this is an absolute priority for term 1 and 2.

Staff developed pace plans for Yr 11, 12 and 13 so that all curriculum areas are covered. Sept 2020 CPD has focused on developing sharp and efficient SOW plus knowledge organisers. We have introduced termly knowledge tests from Sept 2020 to quickly pinpoint key knowledge gaps and then set home learning/ teaching to address.

We have invested in Seneca platform and set this quizzing tool for home learning.

We have developed an enhanced ICT CPD package for parents, students, and staff around TEAMS.

Guided reading was developed daily and has continued in tutor time for 20.21







| i. Targeted support and intervention | | | |
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| Action | Impact | Lessons learned (and whether you will continue with this approach) | Cost |
| <p>Spotlight Assertive mentoring project Yr 7-11 x55 PPG boys (mainly Mid Prior attainers) will have weekly assertive mentoring plus Yr 11 students have:</p> <p>11 set 4 have x 2 per week support from RAN in lesson 11 Set 5 English have in class support from RAN fives timers per fortnight</p> <p>Yr 11 PPG boy Tutor group to run all year and focus on study skills and additional English</p> | <p>X14 male PPG students attended Spotlight Success Unit: Yr 11 Spotlight P8 : -0.28 PPG male P8 =- 0.49 X 3 students secured E&M grade 4+ Spotlight Attendance: 92.44% PPG males attendance = 85% Assertive mentoring is very popular with students and parents -100% felt that they have benefited from the sessions.100% felt that their learning has improved due to the weekly AM sessions</p> <ul style="list-style-type: none"> ✓ 100% of Yr 11 spotlight students applied for post 16 courses and started course in Sept 2020. 100% of spotlight students are in full time education or training Nov 2020 ✓ 100% of KS4 students had three + CIAG meetings ✓ 80% of KS3 spotlight students used the spotlight centre for home learning and revision support. ✓ RAN supported hard to reach families to attend parent evenings – 75 % of spotlight parents have met with teachers since Sept 2019 (inc three parents who have never been into school before) ✓ In yr 11 spotlight cohort 0 exclusions in 2019. 20 compared to 5 exclusions from same students in previous yr. ✓ 8 Students in cohort had 97% + attendance. ✓ 100% students reported that they feel very well supported by the mentor and feel they have made positive progress ✓ 100% of parents/ careers have had 2 meetings + to discuss performance and progress. ✓ 100% students attended afterschool English support with RAN ✓ Spotlight Attendance: 92.44% PPG males attendance = 85% ✓ X 3 students secured E&M grade 4+ ✓ 100% at college/ training as of Nov 2020 ✓ X 5 students (all PPG) secured positive P8 across all subjects | <p>Would like to develop KS3 spotlight mentor in 2020/21 to focus on PPG Mid prior attaining girls and to extend reading project.</p> <p>Need to refine selection criteria – no longer just PPG mid PA boys as we have responded to in yr need→ 20.21 need to look at LPA girls along with PPG SEND students.</p> <p>Would very much like to continue and expand provision but must be learning behaviours driven. It is key to appoint the right person into the role.</p> | £25000 |





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| | | <p>Expand to include Yr 11 PPG girl group focusing on resilience and motivation in 2020/21. SEND LPA has to be a focus.</p> | |
| <p>Direct Instruction delivered to KS3 identified PPG students by KS3 Maths and English Leaders</p> | <p>Direct Instruction was set up in February as a pilot so that we could use feedback to inform full Year 7 implementation from September 2020. Unfortunately, we have no data to measure impact. Positive teacher and student voice Seen improvements in students work and ability to decode texts</p> | <p>To prepare for the implementation the following have taken place: The English Team have been DI trained. KS3 AP/English HOD have attended UL South Hub DI Follow up training. Resources for entire year were ordered. Year 7 DI has been included in the Year 7 SOW until Christmas to all groups but at different levels due to placement testing.</p> | <p>£3000</p> |



| <p>Enrichment programme from Yr 7 – 13 to promote PPG students to think ambitiously about their future and allow them to participate fully with the NOA programme of study</p> | <p>PPG MUSIC</p> <p>50% PP students taking instrumental lessons take music as an option 25% currently taking, have taken or are or preparing for graded exams Student Voice: 'I think music clubs really help, especially with what I want to do in life' and 'Music lessons make me feel like I am at my full potential' 2019 'They also have a variety of after school clubs which I attend lots and they make them extremely fun and they have teachers who know what they are doing.' 'I think that our school has after school clubs which is good e.g. football, rugby' 'Gives people a chance to start or join clubs they enjoy and opportunities to get help with homework' PP Trip to Warwick University 'Fantastic opportunity to experience University life and learn revision tips. I want to go to Uni now' 35 % of students who attend clubs are PP which is line with our PP population. 50% of students who attend clubs have increased their Rank order assessment level PP students who attend clubs have 95% attendance compared to overall PP attendance of 90% in Years 7 and 8 (2019-2020 cohort) DofE 25% of Students were PP. Of these 14 students, 58% had increased attendance to school and 36% had similar % attendance within 1%) so 94% had the same or better attendance. Good selection of clubs at NOA Student Voice 2019</p> <p> ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree </p> <p>PP (214) </p> <p>Non-PP (439) </p> <p>Club participation at NOA Student Voice 2019</p> <p>Non-Pupil Premium (429) </p> <p>Pupil Premium (195) </p> <table border="1" data-bbox="452 1045 1400 1220"> <thead> <tr> <th></th> <th colspan="2">Year 7</th> <th colspan="2">Year 8</th> <th colspan="2">Year 9</th> <th colspan="2">Year 10</th> </tr> <tr> <th></th> <th>Boys</th> <th>Girls</th> <th>Boys</th> <th>Girls</th> <th>Boys</th> <th>Girls</th> <th>Boys</th> <th>Girls</th> </tr> </thead> <tbody> <tr> <td>% PP in Sports</td> <td>50%</td> <td>21%</td> <td>26%</td> <td>42%</td> <td>33%</td> <td>46%</td> <td>47%</td> <td>10%</td> </tr> <tr> <td>% PP of TOTAL PP</td> <td>65%</td> <td>29%</td> <td>27%</td> <td>26%</td> <td>44%</td> <td>18%</td> <td>56%</td> <td>6%</td> </tr> </tbody> </table> | | Year 7 | | Year 8 | | Year 9 | | Year 10 | | | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | % PP in Sports | 50% | 21% | 26% | 42% | 33% | 46% | 47% | 10% | % PP of TOTAL PP | 65% | 29% | 27% | 26% | 44% | 18% | 56% | 6% | <p>Audit the range of enrichment activities we can offer and develop a strategy to ensure PPG students are equipped to attend – parental support key here. Focus on hard to reach PPG SEND students and LPA PPG students to ensure they are supported to attend clubs they will enjoy. What can we learn from other UL schools so al are included in ambitious enrichment?</p> | <p>£3000</p> |
|--|--|-------|--------|-------|--------|-------|---------|-------|---------|--|--|------|-------|------|-------|------|-------|------|-------|----------------|-----|-----|-----|-----|-----|-----|-----|-----|------------------|-----|-----|-----|-----|-----|-----|-----|----|--|--------------|
| | Year 7 | | Year 8 | | Year 9 | | Year 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Boys | Girls | Boys | Girls | Boys | Girls | Boys | Girls | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % PP in Sports | 50% | 21% | 26% | 42% | 33% | 46% | 47% | 10% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| % PP of TOTAL PP | 65% | 29% | 27% | 26% | 44% | 18% | 56% | 6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



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| <p>Comprehensive careers Information and Guidance for all PPG students so they make informed and ambitious choices.</p> | <p>From the 2019-2020 Y11 cohort, 99.3% students are in training/further studies. That one NEAT student is Non PP. 100% PP students enrolled for training/further studies for September 2020 and for Non PP it is 99%. 2020 Year 11 destination data showed no PPG NEETs and 8 students progressed into year 12 (PPG indicator (2019+)) In past 3 years, only 1 NEET for PPG in 2019</p> <p>100% of PP students had a careers meeting. Meadowbrook students were seen by the Careers team there. Students were supported with application forms and interviews at colleges. 53 % of PP students had 2 or more meetings. 87% received support with college/school sixth form applications, 87% also attended a College Workshop. 27 % of PP students had a Parent/Student Careers meeting during December 2019 Parents Evening.</p> <p>KS3 Student Voice <i>'They put on lots of clubs and every one of them usually has to do with a career choice'</i> <i>'Just being there and supporting me in my career choice'</i></p> <p>PP Edurio Student Survey 2019 For the above, KS5 post-18 outcomes improve year on year. This year, we had our first 2 students into Cambridge and also a student into Oxford. Also students receiving RG offers improved, with an increase in RG places actually being taken up - now at 13%. 11 students were PPG who left June 2020 with 8 of these went on to university including LAC/PPG student into Cambridge University (CF) 1 of these went on to an Apprenticeship (Female into Engineering) with an international company. 72% of PP Y13 leavers went to University and 9% Apprenticeship.</p> <p><u>KS5 PPG Quotes:</u> The best careers intervention was "the Oxbridge programme as I learnt a lot about myself in the way that I shouldn't limit myself but aspire to be the best" (CF student) – IMPACT – C is now at Cambridge University Careers 1:1 "Instructed me on what to do in my future, in order to obtain the best opportunities." (EM student) – IMPACT – Ellie has applied to university to study Fine Art or Sept 2021 cohort. "Being told about what different careers are as opposed to how they're usually perceived or assumed to be." (KE Student) "Help with UCAS and believing that I can get into Law" (AK Student)</p> <p>IMPACT DATA - Y12/13 survey results + KS5 Destination Data</p> <p>Th CIAG units in PHSCE are supporting students with raising aspiration to attend University.</p> <p>'I like stuff that helps me see what I want to do in the future even though I am nowhere near that stage yet. Like starting the job of the week in tutor notices.' From Years 7 – 10 : Do you want to go to University? PP = 69% Non PP = 72%</p>  <p>From Years 7 – 10 : 47% PP students state they have had useful conversations about their Careers and 46% of Non PP</p>  | <p>Keep: Careers Interviews with CWE. CWE to prioritise PPG Boys in the Summer Term so that they get more than 1 meeting. Y10 Aspire to Sixth Form day. Y8 University Day KS3 CIAG external plans.</p> <p>Stop: Subject Career Carousel – some speakers were not aspirational enough/class talks not sufficient quality.</p> <p>Tweak: CWE to offer Parent/Student Career meetings at Parents Evenings – target/call PPG families and invite for meetings. Include CWE in the virtual Parents meetings for Y11 in December 2020.</p> <p>JTH to build on Career/Subject links through developing the work with external contacts to talk to Y11</p> | <p>£20000</p> |
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| | | and develop PPTs for Tutor time and adapt events to virtual where possible. | |
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- How did you target the needs of PP pupils during lockdown?
- How successful were you and how do you know?
- What lessons did you learn?

Weekly (and more frequent) calls between home and welfare, attendance, pastoral and spotlight team helped us understand and meet the needs of PPG students. Knowing them well meant we could better meet their needs- a huge amount of work was done with parents regarding how they could bet support their child at home.

Student engagement trackers highlighted PPG students and weekly meetings with faculty teams allowed us to know the students who were not engaging so we could individually talk to them and their parents. We then invited in PPG students to be part of the vulnerable provision and work in school with teachers. By making sure that we responded quickly we picked up poor engagement quickly.

On average we had 85% of learners scoring 70% or more on their daily lesson quizzes – on average PPG students were scoring 60%

Teaching approach used the principles of Rosenshine and allowed frequent assessment of gaps and student being taught new material in logical steps. A huge focus was placed on scaffolds and models. The I do, we do, you do approach was evident in all lessons.

Moving forward we must address gaps in ICT at home and also need to ensure students are well resourced to work at home. We have carried out a kit audit so we can provide basic equipment such as calculators to all PPG students. We have produced how to user guides for parents / students so they can support students at home. We have provided further staff training around best practice remote lessons – sharing best practice within the school and from within UL.

| ii. Behaviour and Attendance improvement strategies | | | |
|--|---|--|--------|
| Action | Impact | Lessons learned (and whether you will continue with this approach) | Cost |
| Attendance Pastoral support team working with our most vulnerable PPG students and families. | PPG 2020 attendance: 90.55% PA = 26.28% Auth attendance: 6.23% Non PPG 2020 attendance: 95.06% PA= 10.43% Auth attendance: 3.85% Despite a culture of promoting good attendance we still see PPG students not coming to school often enough → girls PPG/ SEN PPG students a particular focus Daily attendance tutor group with CTY has had a positive impact- 80% of students have increased their attendance from term 1. | Continue to use: <ul style="list-style-type: none"> ✓ Push texting ✓ High profile celebration events ✓ Information sharing events and activities ✓ Family rewards / cinema tickets ✓ Send home graphs and minimal text to support poor literacy parents | 40,000 |



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| | <p>Each yr group running bespoke attendance rewards and incentives with hard to reach PPG students and families. High levels of engagement- over 80% attended at least one meeting with the attendance team in 19.20 30 PPG students with below 80% attendance all have bespoke action plans with support from OCC and external agencies. Yr 11 PPG students below 90% all have action plans in place. Student survey – 78 % students know their attendance / 95% of students report that school supports them in coming to school each day. 103 PPG students have 97% + attendance = all have received commendation letters home. A range of different approaches used to support students and families. Parent and student voice positive “ <i>I know that coming to school is really important and the staff at NOA help me when I have a problem</i>”</p> | <ul style="list-style-type: none"> ✓ Parent contract meetings ✓ Medical Action Plans for acute and chronic illness <p>Focus for 20.21 has to be PPG girls and PPG SEND students (mainly boys). An immediate outcome has to be to reduce the PA% for PPG girls and PPG SEND students.</p> <p>High level medical needs students need a mentor → develop into Spotlight mentor role. Early development of parent relationships needed Development of student support panel inc PLs, Welfare and SENCo</p> | |
| <p>Re-engage programme running in Yr 8 and 9. Focused on Male PPG students</p> <p>Bespoke alternative curriculum pathways in place for identified students.</p> | <p>Before the programme- all students PPG and SEND 27 exclusions - All 9 students received on average 3 exclusions each. Positive points average +97 Attendance – 79% average Average negative points per student -154 for 1 term During the programme: 100% of students increased their positive points whilst on the ReEngage programme. 89% of students had decreased their negative points whilst on the Reengage programme.</p> | <p>Reengage will not run in 20.21- impact was not sustained after the programme for all students and students need exposure to high quality teaching and an ambitious curriculum. Money better spent on securing QFT for students and improving PPG SEND outcomes</p> | <p>£80,000</p> |



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| | <p>89% of students increased their QCA score averaging at +10 additional marks. With 1 student staying the same. Attendance average 82% +3 months was the average reading age improvement for the group During the programme there was a decrease in exclusion from the previous term from 27 exclusions to 12 – Average decreased by 1.7 to 1.3 exclusions. 5 Students (56%) increased their attendance by an average of 15% 3 months after the programme: 15 exclusions for 5 students average 3 per student.</p> | | |
| <p>The welfare team to support our most vulnerable students (and families) so they attend school every day and secure strong outcomes.</p> | <p>80% of students looked after by welfare team are PPG. Large caseload of students who are at child protection level (x 16 students all PPG) and Child in need (48 of 60 children). Students who are part of the Welfare team caseload receive bespoke support and care but their outcomes are often not good enough. Of the Yr 11 PPG cohort in 19.20 17 students were supported by the welfare team. 45% of these students made positive progress across all their subjects and 3 secured grade 4 in English and maths.</p> | <p>Need to capture impact data for this work in a better way and link to progress data. At present the work of the welfare team is not linked to the outcomes and progress of students. This must change in 20.21. Review of welfare team roles needed so that we can pick up students before external agency involvement. We need to be able to better support students before crisis point.</p> | <p>£80000</p> |
| <ul style="list-style-type: none"> • How did you support PP pupils to participate in remote learning during lockdown? • How successful were you? • What lessons did you learn? | | | |
| <p>See above comments</p> | | | |



| iii. Catch-Up strategies (including transition Y6-Y7) | | | |
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| Action | Impact | Lessons learned (and whether you will continue with this approach) | Cost |
| KS3 SU running to support KS3 students using UL Step up programme. | <p>To measure the impact of KS3 SU we compared the students KS2 Entry Reading rank vs their English Mid-year assessments. The rationale for this is that from past experience almost most interventions showed progress within the programme but do not correlate with core subject outcomes.</p> <p>In Year 7 81% of PPG students improved in their English Mid-Year Assessment.</p> <p>In Year 8 93% of PPG students improved in their English Mid-Year Assessment.</p> <p>Students individual rank order breakdown can be found in the appendices. (KS3 SU Mid-Year Data)</p> <p>In Year 7 the average attendance for the programme was 95%.</p> <p>In Year 8 the average attendance for the programme was 93%.</p> <p>There was no KS3 SU students excluded in that school year.</p> <p>Following the mid-year assessments many students had moved up a set in English but unable to make any comparison to see if progress was sustained due to no end of year assessment data.</p> <p>Student feedback was exceptionally positive regarding the support they received.</p> | <p>We will keep the KS3 SU running but we have had to reduce provision to Year 7 only due to capacity.</p> <p>Students who have been selected on the basis that they meet any of the following criteria:</p> <ul style="list-style-type: none"> • PPG Boy • Bottom 30% in their MidYIS Vocab score. • Reading age gap greater than 2 Years. <p>The programme will now be extended to a full school year. The new programme layout will be as follows:</p> <ol style="list-style-type: none"> 1. Step-Up programme. 2. Skills for Writing (Pearson) 3. Mentoring replicating the spotlight mentoring work. | £25000 |



- How did you support transition from Y6 into Y7 during lockdown?
- How successful were you?
- What lessons did you learn?

Transition was run in a virtual way utilising various videos introducing staff, explaining expectations and generally welcoming students and parents at an anxious time. Hand over meetings happened in a virtual way with all feeder schools and high-level students from Yr 6 had (luckily) been met with prior to lockdown. There was a good level of information sharing, but as ever, we feel we could start the process sooner so that we develop vital relationships with home for our most vulnerable learners. Not all feeder primary schools readily share all information and we still have work to do so that the transition is seamless.

We need to better utilise attendance data to track students into Yr 7 and think about how we meet parents early in term 1 so they understand the role of NOA and the expectations we have. Ideally, we would have had an Yr 7 meeting early in T1 to share key expectations especially around reading and home learning.

A success, and something that will stay long after COVID, is the collection of data using an electronic form and asking questions regarding IT at home.

Parental and student feedback has been very positive regarding transition.

We did not manage to have our extended SEN transition programme, but we do not feel this has been detrimental- do we need to reinstate in the future?

As ever we have found we have some very high tariff students not flagged during transition- how do we best support them and their teachers? Do we need to run an Yr 7 INTAC meeting early in T1? All Yr 7 nurture classes have had a TA for term 1 – what has been the impact of this? Will we repeat? Is this the best use of staff?

v. SEND improvement strategies (PP eligible pupils who also have identified SEN)

| Action | Impact | Lessons learned (and whether you will continue with this approach) | Cost |
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| Specific evidence-based interventions for identified PPG SEN students | <p><u>2019/2020</u> Number of SEN/PPG students: 63 Percentage supported by The Link: 85.5% (52 students. 2 students not supported were non-attendees). <u>Comparable data</u> Of the students supported, there are 44 with comparable overall ranking data from July 2019 and January/February 2020 (Yrs 7 to 10, as ranking data not available for Yr 11). Improved ranking: 24</p> | <p>SEND PPG students are a vulnerable cohort at NOA. PPG SEND progress has improved from 2019 but is still not in line with other PPG improvements. The P8 score for 2020 cannot be replicated in 2021.</p> <p>The focus must be on quality first teaching and then bespoke intervention to meet the student’s exact needs early on in their school journey. KS3</p> | £5000 |

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| | <p>Stayed the same: 2 Decreased ranking: 18 <u>Biggest increases in overall ranking</u> Student 1: 143 to 87 Student 2: 170 to 143 Student 3: 152 to 138 (please also see cast study) Student 4: 162 to 150 Student 5: 160 to 148 <u>Support included:</u> Rapid Plus Forest School 1:1 mentoring Re-Engage My Personal Best English catch-up Additional maths Study Skills In-class support Differentiated home learning Nurture teaching Stareway to Spelling Handwriting Nurture tutor group</p> | <p>intervention will be key to ensuring students make progress alongside ensuring they are being taught an ambitious curriculum in a well sequenced way. An audit needs to be carried out to ensure PPG SEND students are placed in the correct set in yr 7 and all teaching then quality assured. Do schemes of learning teach difficult concepts in a logical way? Are teachers well equipped to teach students with complex needs? How does the SENCo and team share best practice and support classroom teachers? Are teachers using prior data and student profiles in the classroom? Are the very best interventions used? Is the EEF research used to support interventions?</p> | |
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- How did you support pupils with SEND to access remote learning?
- How successful were you?
- What lessons did you learn?

All SEN students were given training as to how to use Microsoft Teams. The KS3 nurture classes were given extra support and sessions regarding logging on to the computer and to Teams and accessing the learning. Parents of students with EHCPs were called on a weekly basis by a member of the inclusion or welfare team, and discussions were held regarding the students' engagement with the remote learning, any issues that their student was having and, if they were having problems they were invited into school to work with teacher support as a vulnerable student. Paper work packs were printed delivered to students with SEN that did not have access to a computer, or found it



difficult to access online learning due to their special educational needs. Risk assessments were produced for each student with an EHCP to consider their onsite and offsite safeguarding issues and provision. A selection of students with SEN needs had regular 1:1 support during the lockdown period from our ELSA.

A Teams group was set up for Yr 10 SEN students that were not engaging particularly well or needed encouragement / support.

Meetings with parents and other professionals, such as for SEN annual reviews, EHCP applications, TAFs and detailed transition meeting, took place either over Microsoft Teams or over the telephone where this was not possible. Yr 6 transition students with SEN were invited to short meetings with a member of the Link team or pastoral leader, in line with the relevant regulations. Yr 6 students with EHCPs were also sent an information booklet to help with their familiarity of key staff members and attending NOA.

How successful were you?

A data tracker of engagement was kept and used by all teaching staff to log engagement with their sessions. This data was used to inform conversations with parents regarding their child's remote learning. Looking at a particular week (Yr 9 students, w/c July 6th), 52% of the learning/quizzes were accessed by our students with SEN, with 48% not accessed (this excludes students that received paper work packs). Students and parents were encouraged by engagement certificates being sent home.

Students that were identified as requiring support during the school closures, or were experiencing anxiety, were invited to attend school to receive support and familiarity.

What lessons did you learn?

With the paperwork packs, we relied on students / parents bringing the packs back to school, which meant that we were not always able to monitor engagement with them if we did not receive them back.

Also, without the regular Teams contact between teachers and students, students may not have felt able to contact their teachers to discuss any issues.

Safeguarding issues are not as apparent when students do not have that daily contact with school staff. For students, more regular contact would be advised in the case of another lockdown.

Due to these issues, 16 students on the SEN register were issued with laptops during the lockdown, and we have identified another 8 students with SEN without access to a computer at home, that we are preparing laptops for in case of a second lockdown. For students still requiring paper work packs due to their special educational needs, in the case of another lockdown we have a planned quiz element to them, just as the remote learning on Microsoft Teams has, so that students do not have to send back their complete work packs but just the quizzes to show engagement. We would also provide just the quizzes online for students that feel unable to access all of the learning online but are able to complete the quizzes.

