

North Oxfordshire Academy Pupil Premium Strategy 2017/18



1. Summary information					
School	North Oxfordshire Academy				
Academic Year	2017	Total PP budget	£292,752,	Date of most recent PP Review	Ofsted Inspection May 2017
Total number of pupils	967	Number of pupils eligible for PP	323	Date for next internal review of this strategy	Feb 2018

2. Current attainment			
2017 GCSE results – see report attached		Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving grade 4+ Maths and English	177 students	48% - 63 students	68% - 114 students
% achieving grade 5+ Maths and English		14.5%	47.2%
Progress 8 score average		-0.27	+0.40
Attainment 8 score average		3.8	4.8

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Progress and attainment of students who are PPG and SEN with particular focus on boys with prior low FFT
B.	Low literacy on entry
C.	Low levels of numeracy on entry
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	A historically poor attendance culture is being shifted by a whole school approach in raising standards and expectations. Cumulative yr 7-11 attendance at the end of 2016/17 was 94.20% (representing a +0.8% shift from the previous academic year). This puts us in line with the national 2016/17 average. The gap between PPG and non- PPG attendance is reducing. In year admissions (fourteen in 2016/17) all have attendance less than 92% and require a huge input from our pastoral and attendance team. Year 10 are a particular cause for concern (attendance average is 90.50%) with four total school refusers. Year 11 attendance is strong (above 95%).

Breakdown

This table displays the average percentages of attendance, absences and missing marks since the beginning of the current academic year.

	On roll	% Attendance			% Absences		% Missing marks	% Late marks
		Overall	Present	AEA	Authorised	Unauthorised		
All	885	94.17	89.41	4.77	4.07	1.76	0.00	1.15
No	532	95.73	91.33	4.41	3.35	0.92	0.00	0.69
Yes	353	91.81	86.49	5.31	5.16	3.04	0.00	1.84

Focus groups

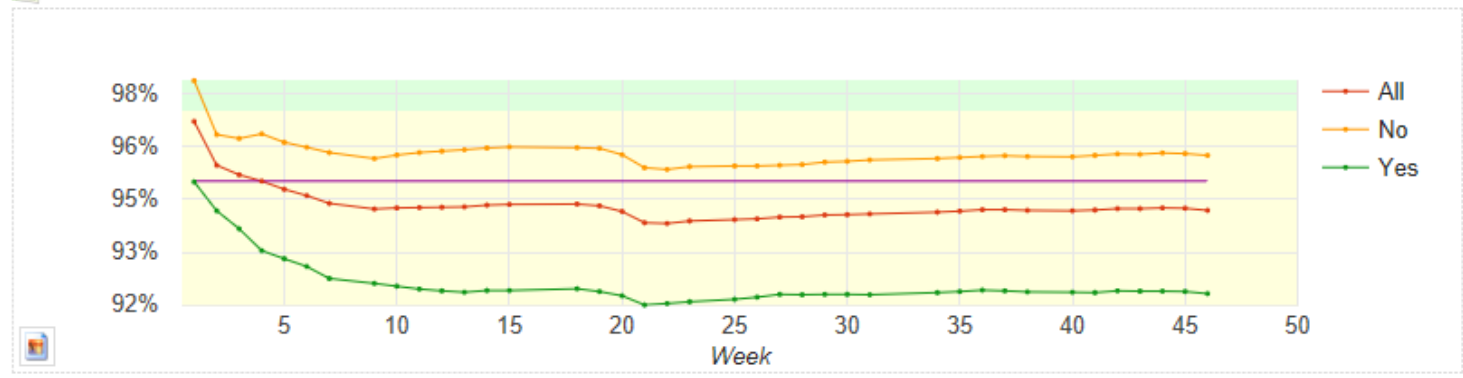
The average percentages of attendance, absences and missing marks since the beginning of the current academic year, broken down by focus group.

Non key attendance attributes

		On roll*	% Attendance			% Absences		% Missing marks	% Late marks
			Overall	Present	AEA	Authorised	Unauthorised		
EAL	-	1	90.21	82.08	8.13	3.16	6.63	0.00	4.07
	No	712	93.99	88.98	5.00	4.22	1.79	0.00	1.21
	Yes	129	95.23	91.81	3.42	3.23	1.54	0.00	0.78
FSMEver6	No	583	95.60	91.50	4.10	3.38	1.02	0.00	0.75
	Yes	259	91.02	84.78	6.24	5.58	3.40	0.00	2.03
Gender	F	405	95.04	91.06	3.98	3.64	1.32	0.00	0.73
	M	437	93.37	87.86	5.50	4.46	2.17	0.00	1.54
Gender									
PPSEN	-	766	95.01	90.83	4.18	3.64	1.35	0.00	0.92
	Yes	76	85.92	75.34	10.57	8.26	5.82	0.00	3.37
Pupil Premium Indicator	No	514	95.73	91.33	4.41	3.35	0.92	0.00	0.69
	Yes	328	91.81	86.49	5.31	5.16	3.04	0.00	1.84
SEN code	-		82.00	82.00	0.00	8.00	10.00	0.00	4.00
	E	9	91.33	84.00	7.33	4.98	3.69	0.00	2.27
	K	123	87.84	77.88	9.97	7.64	4.52	0.00	2.51
	N	710	95.30	91.47	3.84	3.44	1.26	0.00	0.90

Cumulative attendance: Years 7, 8, 9, 10, 11: Pupil Premium Indicator

 [Download underlying data](#)



Persistent Absence levels are too high. 19.02% of PPG students have an attendance below 90%. This is compared to a figure of 6% for non PPG students. In 2017/18 this has to be an area of focus.

A external PPG review (Dec 2015) of attendance stated that:

“senior leaders are prioritising hard to reach individuals, and their families, to reduce non- attendance.”

Ofsted , 2017 stated :

You have correctly identified that the attendance of disadvantaged pupils and those who have special educational needs and/or disabilities needs to improve further. You have introduced a range of relevant interventions and your team works closely with a local authority educational welfare officer to improve the attendance of vulnerable groups. As a result, attendance has improved for these pupils. You welcome pupils who have struggled with school attendance before and work in a dedicated way with these families to improve attendance and reduce persistent absence.

4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	PPG Students will achieve their FFT 20 target grades in Maths and English at the end of year 11.	Grade 5+ Maths and English PPG: 41% Grade 4+ Maths and English PPG: 58% Grade 8 or above in English and Maths PPG 4.20% 5+ Grade 1 or above GCSE (exc. equiv.) inc. En & Ma PPG 89.6% Avg Progress 8 score per student in Maths Element PPG +0.2 Avg Progress 8 score per student in English Element PPG -0.3

			Count	Target	
		Avg Progress 8 score per student (2017 est. ±)	All students	134	0†
			Demographic: Pupil Premium Indicator : No	87	+0.1†
			Demographic: Pupil Premium Indicator : Yes	47	-0.2†
			Gap	-	0.3
		Avg Attainment 8 score per student	All students	141	4.5
			Demographic: Pupil Premium Indicator : No	93	4.7
			Demographic: Pupil Premium Indicator : Yes	48	4.1
			Gap	-	0.5
B.	PPG Students studying GCSE courses will all have a reading age of at least 10 years old and standardised score of 84 or more by the end of year 11.	<p>Increase in reading age data year on year Students with a RA < 10 will access literacy intervention. Those accessing literacy intervention will make gains in their reading age. No student will have a RA less than 10 yrs (who doesn't have an EHCP)</p> <p>Students will be identified and tracked using the star reader assessment tool</p>			
C.	PPG students, identified as having low levels of numeracy & literacy in year 7, will all receive effective intervention via the KS3 success unit.	Students will make good progress during their intervention and will make progress in their subjects in line with their peers.			
D.	The attendance gap for PPG students will continue to narrow.	Attendance for PPG students will be over 93% and in line with the rest of the Academy.			

	High quality CPD that focuses on quality first teaching to accelerate progress. Continue with memory platforms, high quality home learning, consolidation activities, Knowledge organisers. CPD to be developed by T&L team based on EEF toolkit. PPG boards developed in each faculty room.	Teaching and Learning Toolkit	Learning Walk data Data Collection Points Pupil Premium Provision Management Student progress data and voice Teacher voice from CPD	LMI Lead pracs FDs DFA	Termly
Total budgeted cost					£135,000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

PPG Students studying GCSE courses will all have a reading age of at least 10 years old and standardised score of 84 or more by the end of year 11	12 week literacy intervention programmes: <ul style="list-style-type: none"> Accelerated reader £5,000 Stareway Word Wasp Word Spark <small>group or 1:1)</small>	Rose report (2006) Teaching Phonics in schools DFES (2002) <i>Early Phonics for Secondary Age Pupils</i> London: Crown DFEE (1998) <i>The National Literacy Strategy</i> retrieved on 20 th May 2013	Tracking via Provision Map Provision map analysis and evaluation.	JMU NBI LMI LWK	Terms 2, 4, 6
PPG students identified as having low levels of numeracy in year 7 will all receive numeracy intervention	Hegarty Maths (£500) Maths intervention programme 12 week numeracy intervention programme (small group or 1:1) <ul style="list-style-type: none"> Power of 2 Numeracy Ninja 	<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.	Tracking via data collection points	LWK	Terms 2, 4, 6
Total budgeted cost					£65,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>The attendance Gap for students eligible for PPG will continue to narrow.</p>	<p>Weekly monitoring of key students with a whole school focus on PPG</p> <p>Termly reward for 100% attendance and 0 B4L</p>	<p>www.attendanceworks.org</p>	<p>Close tracking data</p> <p>Fortnightly report on progress</p>	<p>EJA</p>	<p>Termly</p>
<p>Students eligible for PPG will be supported to attend school via an alternative curriculum.</p>	<p>Alternative Provision places given to 17 students (Meadowbrook College or Banbury College)</p> <p>4 students accessing KS3 Alt Prov at NOA</p>	<p><i>Effective teaching and Learning for pupils in low attaining groups.</i> Dunne, Humphreys and Sebba. http://dera.ioe.ac.uk/6622/1/DCSF-RR011.pdf</p>	<p>At least termly monitoring visits for students accessing alternative provision. Attendance target for this provision is 95%.</p> <p>Students will achieve their Target grades by the end of the key stage.</p>	<p>SMF</p> <p>SM</p>	<p>Termly</p> <p>Data collection points</p>
<p>Students eligible for PPG with low attendance will receive intervention from the Welfare team</p>	<p>Top 20 low attenders for PPG will receive weekly 1:1 intervention via the welfare or attendance teams.</p>		<p>Students will progress out of PA group and attendance will be at least 90%</p>	<p>EJA/SOV</p>	<p>Week</p>
<p>Families whose children are in receipt of PPG funding will receive support from the welfare team.</p>	<p>'Attendance Matters' parent programme to be developed and delivered by Family liaison in 2017 team.</p>		<p>Five families will have completed the programme. Students attendance will increase during and following this intervention work.</p>	<p>SOV</p>	<p>12 week intervention programme. Reviewed at 6 weeks and 3 months (post intervention) and recorded on provision management system.</p>
Total budgeted cost					£35,000