

## North Oxfordshire Academy Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data												
School name	North Oxfordshire Academy												
Number of pupils in school	1037 (Year 7- year 13) 890 Yr 7-11												
Number of PPG per year group	<table border="1"> <thead> <tr> <th>Student Group</th> <th>No. Students</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>67</td> </tr> <tr> <td>Year 8</td> <td>52</td> </tr> <tr> <td>Year 9</td> <td>55</td> </tr> <tr> <td>Year 10</td> <td>49</td> </tr> <tr> <td>Year 11</td> <td>53</td> </tr> </tbody> </table>	Student Group	No. Students	Year 7	67	Year 8	52	Year 9	55	Year 10	49	Year 11	53
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Year 7	67												
Year 8	52												
Year 9	55												
Year 10	49												
Year 11	53												
Total PP students :	276 31% of cohort												
	<table border="1"> <thead> <tr> <th>Year</th> <th>% of cohort who are PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>36%</td> </tr> <tr> <td>8</td> <td>29%</td> </tr> <tr> <td>9</td> <td>31%</td> </tr> <tr> <td>10</td> <td>28%</td> </tr> <tr> <td>11</td> <td>32%</td> </tr> </tbody> </table>	Year	% of cohort who are PP	7	36%	8	29%	9	31%	10	28%	11	32%
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11	32%												
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24												
Date this statement was published	October 2021 Updated October 2022 Updated October 2023												
Date on which it will be reviewed	February 2024												
Statement authorised by	Ellie Jacobs												
Pupil premium lead	Beth Hall												
Governor / Trustee lead	Michael Dennison												

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 291870
Recovery premium funding allocation this academic year	£ 77832
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total: £369, 702	

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

At North Oxfordshire Academy we pledge that all students in receipt of PP will:

- experience excellent teaching, lesson-by-lesson, day-by-day
- learn in an academy which is a calm and safe place, with disruption-free classrooms
- experience a full and ambitious curriculum, in line with their peers, that is never narrowed
- read daily, are encouraged to love books, and receive high-quality literacy support and intervention
- attend school every day and are not disproportionately subject to exclusion, because they and their families receive effective support to remove any root causes of repeat or persistent absence and poor behaviour
- are appropriately represented in top sets, high tiers of exam entry, EBacc pathways and have the fluidity to move between groups when they climb the rank order
- participate fully in a wider co-curriculum, that builds education with character, supports the development of the whole person, and exposes them to experiences and opportunities they could otherwise not access
- receive high-quality, impartial, and ambitious careers advice and guidance, that builds aspiration and opens higher education pathways, including at Russell Group universities
- achieve highly, and in line with their peers, in every key stage and beyond school.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Non PP pupils make better progress than their PP peers. Non PP pupils secure stronger English and Maths results than their PP peers.
2	Non PPG pupils attend school more often than their PPG peers. PPG students have a higher PA % in all year groups. Generally, disadvantaged students' attendance is below 91% and their non PPG peers above 93%
3	PPG SEND students' progress and attainment is not in line with their non-PPG non SEN peers.
4	Reading development throughout the school so that all students read fluently. Oracy development so that students are confident to articulate their thoughts and ideas. At present students in receipt of PP are more likely to read below their chronological age. This is a barrier to them fully immersing themselves in their learning and in the world around them.
5	High PA PPG boys underperform from Year 7 compared to their non PP HPA peers.
6	PPG boys are overrepresented in fixed term suspension data. PPG SEND boys have a higher repeat suspension % than non-PP non SEND boys.
7	SEMH needs of PPG students with a focus on girls is significant and has an impact on attendance and engagement at school. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.
8	Develop broader and more frequent cultural capital building experiences both linked to curriculum areas but also character development extending beyond the classroom. All students to have high quality careers information and guidance that keeps them focused on university and high-quality apprenticeships.
9	Develop consistent engagement from all families so that we can work together for all pupils to succeed.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Students eligible for Pupil Premium experience a broad and challenging curriculum, with a strong core that strengthens their ability to achieve well in all subjects. Students build their knowledge and understanding over time and	Year 11 PP eligible students secure (least) their target GCSE grades and progress to high quality post 16 courses/ training. Mid and End of year assessment alongside classwork demonstrates that

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<p>grasp key curriculum concepts, enabling them to demonstrate knowledge and skills confidently in a range of assessments, including summative tests</p>	<p>disadvantaged students achieve in line with peers and are catching up on learning gaps. Work in their books shows a growing body of knowledge and increasingly fluent application of skills, comparable to their non-disadvantaged peers.</p>
<p>Students eligible for Pupil Premium consistently experience strong teaching (based on Rosenshine Principles of Instruction). Quality of teaching at all key stages and all subjects is strong.</p>	<p>All teachers have excellent subject knowledge. All teachers consistently teach using RPI. All KS4 and 5 teachers are trained in the specification being delivered.</p>
<p>SEND PPG students make at least expected progress at the end of each year. Students eligible for Pupil Premium funding who are also considered to have SEND receive a challenging curriculum, in line with their peers, suitably adapted in the classroom to meet their needs while enabling the best possible outcomes.</p>	<p>P8 SEND becomes more positive year on year. P8 PP and non PP gaps narrows.</p> <p>Attainment gap with non PPG pupils narrows (while both PPG and non PPG attainment increases year on year)</p> <p>End of Year assessment data demonstrates the gap between these students is closing with a year-on-year improvement in all key stages</p>
<p>Students eligible for Pupil Premium learn in a disruption free environment where all are valued, championed, and nurtured. Students (including PPG) work hard and persevere with their learning.</p>	<p>Positive feedback from curriculum walks of lesson and tutor time.</p> <p>Positive student voice across year groups.</p> <p>Reduction in Fixed term suspension figures (below 1% of school cohort)</p> <p>Reduce the number of repeat suspensions</p> <p>Improved attendance for PPG SEND Boys</p> <p>End of year and mid -year assessment disadvantaged students achieve in line with peers and are catching up on learning gaps.</p>
<p>Students eligible for Pupil Premium attend school regularly. The pastoral team support identified students and families to support them to overcoming barriers.</p>	<p>PPG attendance 91% +</p> <p>PA &lt; 15%</p> <p>Positive voice from attendance interventions (such as CBT)</p>
<p>Students eligible for Pupil Premium have support for their social and emotional needs so they are happy, confident, and resilient students.</p>	<p>PPG attendance 91% +</p> <p>PPG students with SEMH needs mid and end of year assessment alongside classwork demonstrates that disadvantaged students achieve in line with peers and are catching up on learning gaps. Work in their books shows a growing body of knowledge and increasingly fluent application of skills, comparable to their non-disadvantaged peers.</p>
<p>Students eligible for Pupil Premium read fluently, widely, and often.</p>	<p>PPG and non-PPG students reading ages are in line with their chronological ages.</p>
<p>Students eligible for Pupil Premium take part in a full cultural capital offer.</p>	<p>PPG students attend at least one club weekly</p> <p>PPG students apply to top quality universities</p>

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	PPG students take part in the NOA Scholar programme from Yr 7
Improve parental engagement of PP students.	PPG families attend school events including parents evenings ( at least 60% of PP families attend 1 parents evening per year).
Students go onto high quality post 16 education- Sixth Form, College, high quality training programmes.	Students make informed CIAG choices because they have received high quality, personalised CIAG guidance.
High PA PPG Male students are challenged to work hard, learn challenging ideas and skills	<p>High PPG Male students retain their year rank (or higher)</p> <p>Work in their books shows a growing body of knowledge and increasingly fluent application of skills, comparable to their non-disadvantaged peers.</p> <p>Positive curriculum walks</p> <p>Positive student and parent voice</p> <p>High PA PPG boys go onto demanding post 16 options.</p>

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### Activity in this academic year 2023.24

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

#### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD programme in line with Rosenshine Principles, TLAC and EEF toolkit that demonstrates strategies for all staff to use in supporting disadvantaged students. Deliberate practice sessions plus subject specific curriculum master class.</p> <p>UL subject advisors supporting faculties.</p> <p>Focus on PPG SEND teaching using the five key areas: scaffolding, explicit instruction, technology, flexible in class grouping &amp; Chunking.</p> <p>Ambitious and broad EBacc focused curriculum offer for all students.</p> <p>Metacognition and self-regulation strategies are embedded in the school's curriculum and a specific subject lesson. Examples include:</p> <ul style="list-style-type: none"><li>-Teachers modelling their own thinking to demonstrate metacognitive strategies</li><li>-Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan</li></ul>	<p>The Principles behind Rosenshine and TLAC are in line with most approaches outlined in the Educational Endowment Fund.</p> <p><a href="#">Quality Assurance of Teachers' Continuing Professional Development</a></p> <p><a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2,3,4,5,9</p>

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how to overcome current difficulties. -Providing enough challenge for learners to develop effective strategies, but not so difficult that they struggle to apply a strategy.		
Support of early career teachers with United learning career framework	EEF teaching and learning toolkit demonstrates a wide range of strategies to be employed in order to support progress of students <a href="#">Review identifying the characteristics of more effective professional development</a>	2,3,4,5,9
Recruitment and retention of the very best classroom teachers for our students including Lead Practitioners	EEF teaching and learning toolkit demonstrates a wide range of strategies to be employed to support progress of students.	2,3,4,5,9
Deliberately reduce workload (eg. reduced meetings) during the assessment cycle to aid staff wellbeing and enable high-quality responsive teaching.	EEF teaching and learning toolkit demonstrates a wide range of strategies to be employed to support progress of students.	2,3,4,5,9
Monitor and evaluate outcomes and quality of implementation by using a Deep Dive model in subject areas and across demographic groups.	EEF teaching and learning toolkit demonstrates a wide range of strategies to be employed to support progress of students.	2,3,4,5,9

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Coach Team & Interventions supporting PP SEND students.	Teaching assistants are assigned students as learning coaches. The EEF cites + 4 months progress on learners. Evidence from Glenmoor and Winton Academy with positive P8 score for PPG SEND students. Model also very successfully used in Dixons MAT. <a href="#">Review of the evidence commissioned by the EEF to inform the Special Educational Needs in Mainstream Schools guidance report</a> <a href="#">Making Best Use of Teaching Assistants</a> <a href="#">SEND support Case Studies Ofsted</a> <b>Intervention to support students:</b> Lexicon LEAP reading	1,2,9



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	<p>Emotional literacy                      Reciprocal reading                      Handwriting                      Touch typing                      Forest school</p>	
IT support for all PPG students	<p>Ensure students without access to suitable electronic devices at home are provided with a laptop or equivalent to support independent learning removing this barrier ensured all students had access to home learning. Homework can add 5 months of progress to learners according to the EEF.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	2,3
Whole school reading project	<p>All students participate in regular reading programme to develop literacy skills and promote a love of reading, while supporting gaps in cultural knowledge. The EEF cites this as having 6 months progress for learners  <a href="#">Reading Programmes for Secondary Students: Evidence Review</a>  <a href="#">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	4
Whole School home learning strategy with after school and before school support	<p>Homework can add 5 months of progress to learners according to the EEF. Our highest performing students all consolidate learning outside of the classroom.  <a href="https://www.sec-ed.co.uk/best-practice/research-analysis-getting-the-most-out-of-homework/">https://www.sec-ed.co.uk/best-practice/research-analysis-getting-the-most-out-of-homework/</a></p>	2,3,9
Careers guidance through 1:1 meetings and small group support.	<p>All students aspire to secure fulfilling careers. Students are supported with clear pathways of progression and gaining an understanding of options available</p>	8,5,9
Baseline Testing	<p>NGRT and MidYis testing for KS3 to support understanding of pupil profile ensuring intervention is accurately targeted.</p>	2,3,5
Numeracy Support	<p>Sparx programme at KS3 to support numeracy skills and independent learning. Homework can add 5 months of progress to learners according to the EEF  <a href="#">EEF Maths Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	2,3,5,9
Yr 11 after school and holiday tuition	<p>Tailored learning based on student's needs. National Tutoring programme funds 50% 60 Yr 11 students take part for at least 2 hours per week – maths, English, science and geography</p>	1,2,5,9
After school Year 11 study room	<p>The after-school revision program offers a structured and focused study environment where students can concentrate on their studies without distractions. Our</p>	1,2,5,9

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	dedicated classrooms are equipped with all the essential resources, including PC access, study materials, and a quiet space for optimal learning.	
Knowledge Organiser and revision guides for all students. Specific training for students and parent.	Our experienced teachers and subject specialists create KO and revision guides to support students revision. They will assist students in understanding complex topics, answering questions, and offering valuable insights that can make a significant difference in their understanding of the subject matter.	1,5,9
Development of Padlet revision platform for yr11.	We are aware that that cost of living has had an increased impact on our students being able to access revision materials. To support our Y11 students we have created bespoke revision resources such as: <ul style="list-style-type: none"> <li>• Online knowledge checks and quick quizzes.</li> <li>• Topic lists based on your quiz results, to help you prioritise your revision.</li> <li>• Worked solution videos (maths).</li> </ul>	1,5,9

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and welfare support	<p>Pastoral and Attendance team to work collectively in ensuring first day response to any disadvantaged pupil absent (and their families).</p> <p>Attendance initiatives include parent meetings, push texting, regular attendance updates, rewards, transport support, home visits and minibus pickups. Regular attendance is a key factor in improving attainment and life chances for student</p> <p>CBT therapy offered to students and their families.</p> <p>Family links trained staff to deliver family links programme to identified families.</p> <p>Working with cluster Educational Attendance Worker to target PP families and reducing persistent absence.</p> <p>Research linked to <a href="#">parental engagement</a></p>	1,2,6
Social and emotional support inc Mental Health First Aid Team	<p>Three broad categories of SEL interventions can be identified:</p> <ul style="list-style-type: none"> <li>• School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;</li> <li>• Universal programmes which generally take place in the classroom with the whole class; and</li> <li>• More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers</a></p>	7

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Student Engagement Department, On Track & Disruption Free Learning policy	<p>SED to work with identified students who are needing support with behaviour choices (work mapped as part of ASPIRE). PSP plans in place for high level students at risk of FTE/ PEX. On Track in place to reintegrate back into school after suspension. Internal exclusion used for 1:1 and small group mentoring.</p> <p>External support agencies working in conjunction with NOA for most at risk students.</p> <p>Improving Behaviour in Schools: Evidence Review  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour</a>  <a href="#">OFSTED review of Outstanding Schools</a></p>	1,6
Free Breakfast Home Learning Clubs	<p>Each day we have approximately 25 students attending free breakfast club. This ensures students are in school, with access to breakfast and ICT facilities to complete work with support. This year this has been expanded to all key stages and offered at 5 days a week.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</a></p> <p>There is also a SEND specific breakfast club that runs each day led by a member of the inclusion team. All regular attenders are SEND/PPG. Each day approximately 7 students attend. 3 of these students also hold EHCPs.</p>	1,6,7,9
SEND drop in space & Study space provided for PP SEN students	<p>Students have access to study space for additional nurture and support. Opportunity for 1:1 support to get students back into lessons so they are learning. Attendance and reason for attendance monitored so that appropriate provision to support classroom attendance can be implemented.</p> <p>See above evidence</p>	1,2,6
Peer mentoring of KS3 students by 6 <sup>th</sup> Form students.	<p>+5 months EEF research  All KS3 PPG students have a KS5 mentor.</p>	All challenge numbers
Scholars Programme & CIAG aspirations	<p><a href="#">What is the impact of careers education on improving young people's outcomes?</a>  All PPG scholars have a KS5 mentor and are part of our Scholars Oxbridge programme.</p>	5,8,9
Enrichment programme	<p>An extensive programme that develops the whole child- a rich range of activities including Duke of Edinburgh scheme, sports fixtures, drama and music events, Maths Challenge, Olympiad Maths, Oxbridge symposiums, and animal care.</p>	8
Character Charter	<p>Students are exposed to a broad and ambitious programme of character building opportunities and experiences (such as visits to CERN, Oxbridge, Russell Group Universities). Students participate in a taught character programme including external speakers, charity work, community work, leadership opportunities.</p>	8
KS2 to KS3 Transition	<p>Year 6 students take part in a structured transition programme. Families take part in a programme of events.</p>	All

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programme for students who are PP	Identified vulnerable PP families are invited to extended transition. NOA staff work with primary school staff to ensure students needs are well known.	
Working with parents and families at transition to ensure we know students needs and can plan in advance.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	9

## Part B: Review of outcomes in the previous academic year 2022.23

### Pupil premium strategy outcomes

#### Year 11 Data analysis

Overall school P8 was +0.15 in 2023; PP P8 was -0.68 (2022 unvalidated data). PP cohort scores rose from 2022 levels in the following measures:

- Maths P8 (-0.26 to -0.16)
- Languages 4+ (18.7% to 21.5%)
- Languages VA (up by +0.3)
- Pupils achieving English at 7+ (4.1% to 10%)
- Pupils entered for and achieving 3 sciences at 4+ (6% to 10%)
- PP student entries achieving MFL at 4+ (26% to 42%)

Disadvantaged students had positive P8 scores in the following subjects in 2023:

- Health and Social Care (+0.73), sport (+0.29), Chemistry (+0.23), Physics (+0.03)

Disadvantaged students were on / just below expected progress in Maths (-0.05) and drama (0)

PP P8 rose from 2022 levels in the following subjects:

- art, drama, engineering, English Language, Health and Social Care, maths, sport

Disadvantaged girls (23) outperformed disadvantaged boys (22) across the majority of measures with some exceptions listed below - disadvantaged boys PP was -0.89 which was a small improvement on the 2022 score.

PP boys outperformed girls in the following areas:

- % pupils with 5 x A-C
- % pupils with 5 x A-C inc. English and maths
- Maths P8
- Maths 4+ and 5+%
- Humanities 5+ %
- Languages 5+ %
- Science 4+ %
- Science VA
- Humanities VA
- % pupils achieving 2 sciences at 4+

PP/ non-PP gaps remain at all prior attainment band levels with the gap approx. 1 grade.

PP Maths outcomes have remained above English for the last 2 years. 2022/23 tutorial additional support was maths targeted for the whole year which may be a contributing factor.

Future focus:

- Continue to develop the tutor programme in year 11 so students receive support on all core and option subjects throughout the year.

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- Continue to develop the NTP through after school tuition targeting PP students specifically.
- Introduction of PP mentor support for HPA PP students led by the sixth form team.

### KS3 Data Analysis

			English		Maths	
			PP	Non-PP	PP	Non-PP
Year 7		4+	60%	74%	54%	73%
		5+	37%	65%	35%	54%
		7+	8%	21%	28%	13%
Year 8		4+	36%	60%	45%	54%
		5+	23%	52%	20%	51%
		7+	4%	21%	2%	22%
Year 9		4+	49%	63%	62%	66%
		5+	32%	48%	26%	45%
		7+	2%	6%	11%	17%

### Future Focus

- **Introduction of TSP Days:** Find out how your Pupil Premium learners prefer to learn and plan accordingly; taking in their hobbies and interests, their social context and academic background.
- **Think about your learning environment:** Think carefully about where Pupil Premium learners are sitting and who they are sitting next to. Highlight Pupil Premium learners on all your seating plans. Use the reflective and predictive data you have on your Pupil Premium learners to identify the specific support they need to make progress.
- **Target Pupil Premium learners for support:** Approach Pupil Premium learners first to see if they understand the task set or need support to complete it. Target Pupil Premium learners for questioning and ask them to respond in full sentences. Ensure Pupil Premium learners know exactly where they are working at or what are aiming for in the lesson. Continually check the progress of Pupil Premium learners throughout the lesson. Make sure they know their current attainment, their target attainment and what they need to do to improve.
- **Remove barriers to learning:** Provide equipment and resources where necessary along with revision and homework materials.
- **Access to Revision Materials:** Make sure that Pupil Premium students have got copies of past papers and revision materials. Check periodically that they still have them and replace them if these key materials have gone astray. Talk to the Pupil Premium students about when and where they will use the materials.

### Quality of teaching

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Teachers have access to high quality weekly CPD. Much CPD is driven by subject specialists in department areas via 'Curriculum Masterclass'. These sessions maintain a sharp focus on the quality of curriculum and its implementation. Curriculum leaders are supported by line managers to identify and plan for areas for improvement. Teachers and Curriculum Leaders have given good feedback with around 90% of teachers responding that they found sessions useful and know how the strategies introduced will help them to develop their practice. An example of a whole school CPD session delivered last year was how to appropriately target questioning, "I am finding these sessions really helpful and useful and applicable to my teaching, thank you." 80% of teachers say that CPD has had a positive impact upon their practice with 70% saying that the feedback from monitoring effectiveness of CPD has been useful to them. 96% of staff said that their CPD built on prior knowledge (North Oxfordshire Academy November 2023 School Staff Survey). Curriculum Leaders have valued the allocated time in departments to support teachers with subject specific pedagogy. "Good evidence of whole school approach to curriculum planning supporting all students e.g. regular subject meetings" United Learning Review and Support Visit April 2022. "The teachers displayed a strong sense of team ethic and expressed a positive view of the department". "Teachers felt that CPD avenues were supportive and effective." United Learning Review and Support Visit June 2022.

NOA's philosophy for teaching and learning is based around the Rosenshine Principles of instruction. The instructional core of 'Review-teach-check-practise is seen in classrooms across the curriculum, and this supports students to know more, remember more and to be able to do more. "Teaching helps pupils to remember what they have been taught. Teachers present information clearly and logically. They provide opportunities for pupils to practise applying what they have learned. They check understanding regularly and provide feedback, which is valued by pupils" Ofsted November 2022. Students' books show evidence of their progression through the curriculum and their increasingly independent thought. "Books for humanities lessons and for MFL show the impact of work to strengthen all three areas – history, geography, and languages. There is evidence of pupils recording and recalling key concepts and knowledge, then developing their independent thinking and writing in more extended answers."; "(In English) Formal assessment is well organised, with ample space for student response to feedback and for reteaching of gaps. Student books reflected this in classes." United Learning Review and Support Visit June 2022. 95% of students say that they are 'expected to produce work in lessons that reflects my own thinking and understanding' Learning from Learners survey 2023. In addition, 86 % of parents believe that the quality of teaching at NOA is either good or very good with 81% responding that they believe academic performance is either good or very good. Learning from Parents: Pupil Survey for Senior and Secondary Schools: North Oxfordshire Academy November 2021. Teachers are supported to implement the Rosenshine Principles by a range of TLAC (Teach like a champion) strategies.

A range of quality assurance process take place internally. These activities monitor, amongst other things, the provision for PPG students when compared to their non-PPG peers. Subject reviews conducted by NOA SLT, UL Subject Advisors and UL Regional Directors include the input of curriculum leaders to ensure that the outcomes and feedback from these activities feed directly into curriculum planning and implementation. An example of how improvement might be driven is the change in sequencing of the curriculum or a departmental focus on the effectiveness of live marking. PPG students are regularly interviewed via student panel during these QA processes. "Teachers at NOA help us to learn".; "Teachers expect us to work hard and do our best"; "Teachers at NOA are helpful and we can always ask them if we need help. There is lots of after school support too".

ECF teachers receive excellent support. 100% ITT and ECT progressed to the next stage of their career with 2 trainees opting to complete their ECT induction period at NOA. We retained all year one ECT teachers into their second year of induction. "Training to teach with United Learning (and especially NOA) was such an incredible experience! I felt supported every stage of the way by my school and the course leaders, I knew that if ever I had a problem there were so many people I could have gone and spoken to. If I ever did have an issue or was feeling unsure, everyone I spoke to would give me useful solutions and talked the problem through with me...I had gained experience in teaching, observed the best practice and been given relevant feedback. This meant that I felt

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completely ready to teach by the end of the course and this is fully a result of the incredible support I received throughout my training year and beyond.”

Future Focus:

- Continue to ring-fence time for teachers to work together in departments to refine curriculum planning.
- Develop oracy strategies in the classroom using the United Learning Oracy framework.
- Embed an electronic monitoring system that allows leaders to forensically draw out trends for T&L improvements e.g. CPD on modelling or support with oracy strategies.
- Take part in a wider range of recruitment events to ensure that we attract and retain the best teachers.
- Review and refine staff workload and wellbeing manifesto.
- Continue with the implementation of the NOA communication strategy; People first, professionals second.

### **Home Learning and ICT devices**

There is a culture of home learning at NOA. Teachers set and check homework via a range of platforms which enable students to have instant feedback and the opportunity to improve immediately, In addition to this, all students are furnished with Knowledge Organisers that are designed to match the in-school curriculum by NOA teachers and leaders. Self-quizzing assignments can be set for homework using Knowledge Organisers; Knowledge Organisers are also used in the classroom to support students

There has been an increase in the number of students responding positively to questions about reading and home learning in the latest Learning from Learners survey (November 2023).

Future Focus:

- Investigate platforms that better enable parents to see what students have been set for home learning.
- Ensure that devices are available for disadvantaged students.
- Further develop home learning information on the school website to support parents further.

### **Attendance**

Student voice carried out throughout the year indicates that most students know their attendance, know why coming to school is vital to success and understand the possible negative impact of < 97% attendance. Voice also indicates that most students feel well supported by the school attendance and welfare teams. Family voice is very positive regarding the support they receive from our various support teams. In 2022.23 we employed a part time CBT therapist who worked with 80 students and families (55 PP).

Every PP child with below 92% attendance is supported by an attendance plan that is tailored to meet their needs. Attendance data suggests that 89 PP students improved their attendance in 2022.23 compared to the previous year.

Examples of support:

1. Data driven approach underpinned by a well thought out policy that always seeks to support families and develop a love of school. NOA has a taught attendance curriculum adapted from The United Learning



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Attendance framework. Arbor is used to scrutinise attendance data, identify trends and quickly ensure students are supported to secure 97% attendance.

2. Culture and climate around why 97% + attendance is so important – daily notices, assembly, conversations, posters, parental letters. All conversations have attendance woven in. Great attendance is down to the hard work of families. Great schools have great attendance!
3. Daily support; tutors, PL, attendance & welfare team, learning coaches. Students identified and supported in a range of ways. Data used to identify. We identify barriers and remove.
4. Return to school meetings with all PP students
5. Attendance matters week Nov and Feb of each academic yr. Opportunity for focus and goal setting. Linked tutor activities, celebration, assemblies etc all week.
6. Parental support – positive relationships with home are key. Examples of what we do: home visits, parent meetings, parent letters, phone calls, parent forum, in school team around the child meetings with parents attending.
7. Home visits build relationship with parent and student. Collection of students from their homes and brought into school. Including minibus trips for exams with breakfast on board. Have previously trialled late minibus pick up.
8. Work with external agencies such as CAMHS, CABS, Aquarius and social care to ensure students and families are well supported.
9. Each SEN student has a learning coach with daily/ weekly conversations- attendance a large part of this
10. Every KS3 PPG student has a KS5 mentor. Attendance conversations part of the conversations.
11. Sports mentoring PPG boys
12. Forest school and ELSA intervention as part of the SEN offer
13. Bespoke contact to individuals and groups through texting. Also sending of postcards and praise home to reach students in the holidays. We know students and their families well and adapt to meet needs. Letters use graphs so are easy to understand.

### Future Focus

- Cluster EWO employed to work with families of students who have <60% attendance. 80% of case load are PP families.
- Reduce absence for PP SEN boys particularly Year 8 and 10. Link to character
- Return to school meetings for all students
- Deployment of learning coaches to the attendance team between 9-10 am daily.
- Develop Horizons Hub and Family Links support for our most vulnerable families.

### Family Links

Sixteen staff members from the student engagement, welfare, and attendance teams have completed the two-day training in order to run the four-week “Talking Teens” course. The aim of this course is to focus on developing relationships within a family, through building better ways of communicating, negotiating and decision-making as well as looking at strategies to reduce conflict. Fifteen of the sixteen staff found the training content either ‘useful’ or ‘very useful’ and all sixteen staff found the training either ‘useful’ or ‘very useful’ for their professional practice.

The delivery of this training to staff and the implementation of the ‘Talking Teens’ course (advertised as ‘I’ve got a teenager... get me out of here!’) has been to develop a consistent approach to challenging difficult and disruptive student behaviour as well as to develop a common language used by staff and parents.

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After an initial trial run, the four-week course (with three-hour sessions) was run twice in the 22/23 academic year, with thirteen parents from thirteen different families present. Of these, four were parents of a PPG student. A comparison of these students' data from the Autumn term in 22/23 and 23/24 has shown the following:

- Three out of four students have had an increase in attendance
- All students have had an increase in reward points, averaging an additional 84 over the term
- Students have had a similar average of behaviour incidents (twenty two in 22/23 and twenty three in 23/24)

100% of parents reported (via pre and post course survey) that they felt the course was helpful and 100% felt more confident in applying what they had learnt to: authoritative parent style; empathy; honouring teenager's feelings; Teen brain messages; listening and responding; talking about difficult issues; choices and consequences; boundaries and family rules; problem solving and negotiating; managing conflict

### Future Focus

- To run more sessions each year in order to reach more families
- Targeted invites to families in KS3 to support can start earlier
- Prioritising parents of PPG students who apply for the course

### **PP SEND work**

Students with EHCPs have their Annual Reviews for Year 11 in the first half term to secure appropriate post-16 provision. This year:

- 1 x 6<sup>th</sup> form application.
- 2 x College application
- 1 x provision sourced in a special school.

High needs SEND/PPG have enhanced transitions including a phased introduction to sixth form or one-to-one visits to college.

Early intervention for the SEL needs of students on the PPG/SEND register takes place at KS3 with a comprehensive Forest School and ELSA provision

Y9 – 11/15 students in Forest School are PPG/SEND. This is to support positive behaviour choices, attendance and risk-taking behaviours.

The school has invested in an additional 2 ELSA trained staff to support the emotional literacy of students.

Learning Coaches know which students they support who are also PPG and attendance, behaviour and study support usage are tracked weekly by SEND subcategories including PPG. Phone calls are made home and action plans created to support student engagement in lessons based on this data.

The school tracks the spend and outcome of interventions, per student, on Provision Map software.

Land Based Studies BTEC is given as an option at KS4. 7/11 Y10 students and 3/6 Y11 students are PPG eligible. This class enables students to receive a broad and balanced curriculum whilst the specification can be made bespoke for

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each class. Mentoring takes place within the sessions and visits to working farms etc, to support students with aspirations post-16.

### Future Focus

- To implement the new Wave structure for intervention to work collaboratively with Behaviour and Welfare to ensure PPG students are supported holistically and that all interventions are targeted and focussed.
- To develop the provision mapping to capture the input and impact of behavioural and welfare support.
- The development and expansion of the phonics programme to ensure systematic and early catch up of older early readers.

### Behaviour and Attitudes

The academy adopts a disruption free learning for all behaviour policy. This policy has been developed to ensure that teachers are able to teach and students are able to access disruption free learning. It is clear and simple and delivered consistently by staff. Students who are on the SEND register have an adapted policy which allows for an additional warning in lesson – this supports students in reengaging in the lesson.

The development of the pastoral team (Student engagement team) has been invaluable to support students and families to access their education. The school have now adopted pastoral support for every year group.

Student voice on behaviour shows that students still experience disruption in class but this is dealt with effectively allowing teachers to carry on teaching in a disruption free environment. External visit reports identify behaviour as a real strength of the academy.

In some cases students need additional and different support and we develop our alternative provision offer on a student by student basis. We use OFSTED approved providers to support our students accessing bespoke provision – this has had a significant improvement in attendance, behaviour and engagement for these students. We work closely with the providers to ensure that students are still accessing a broad and balanced curriculum.

Suspension rates have decreased slowly but are still slightly overrepresented by PPG students with 52% of the total suspensions of 2022.2023. The team have worked hard to decrease suspension rates and continue to do so. We now work with other local school to continue education provision in place of suspension if we feel this appropriate. Data is tracked and reviewed continually to ensure that we do not miss emerging patterns of disengagement. This will be further developed whilst we increase our early intervention offer as an academy.

The Welfare and SED team play a huge role in supporting our students to ensure they can access education without barriers, the team work tirelessly with families. The team are currently developing an early intervention provision to be launched in January 2024.

### Future Focus

- To implement the new Wave structure for intervention to work collaboratively with Behaviour and Welfare to ensure PPG students are supported holistically and that all interventions are targeted and focussed.

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- Reduce Suspension rates for PPG students

### **Reading Programme impact**

The school wide reading programme has prioritised the need for students to read fluently so they can access the full curriculum offer. Careful thought is put into the selection of texts for the reading programme and final choices are made in consultation with students. For example, in speaking to students in year 10, it was clear that some felt we were missing LGBTQ+ voices from the curriculum. In response to this, we introduced 'Everyday' by David Levithan to the year 10 reading programme; the novel explores some ideas around gender identity and sexuality. There is an emphasis on hearing diverse voices; however, care has been taken to ensure that these voices are not merely presented as 'other'. "the TTRP is lead well. There is a clear intent of the TTRP which has been articulated well. The canon is based around challenging texts, including classic literature, young adult fiction and non-fiction. Student voice is also used to reflect and evaluate the canon." "Yr 8 TTRP was observed and there was excellent consistency between classrooms. In each tutor room there was 100% consistency with the non-negotiables. Teachers read the text well and all students were tracking with their bookmarks. Behaviour and engagement with the text was very good." United Learning Review and Support Visit June 2022.

Reading is also promoted through the curriculum in each subject area. Standardised approaches to tackling reading in curriculum areas is evident- for example, in humanities, visualisers are commonly used to support students in unpicking ideas embedded in complex texts. Curriculum maps and learning walks also show that teachers spend time introducing students to tier 2 and 3 vocabulary and encourage students to use this in their spoken and written responses using 'right is right' and 'no opt out' strategies. A good example of this was seen in a mathematics classroom where the teacher drilled the meaning of mathematical terms by first defining the terms, then by showing students examples and non-examples of the terms before finally setting students questions using the terms. This approach allowed students to tackle problems confidently and achieve a high success rate. This teacher was asked to demonstrate this strategy in in a whole school CPD forum.

In addition to teachers' approaches to teaching disciplinary literacy, the school also subscribes to cross-curricular disciplinary literacy programs, 'Bedrock' and Sparx Reader which introduces students to a range of vocabulary, targeted at their level. Students spend 30 mins per week working through vocabulary exercises via library lessons or English home learning.

### **Future Focus**

- Deliver and monitor the impact of Lexonik Leap Phonics programme for our weakest readers.
- Continue to support departments to plan for reading within their curriculum.
- Promote and incentivise reading for pleasure in students' own time by publicising library events and supporting students to select appropriate books during library lessons.

### **Enrichment including peer mentoring**

Students are encouraged to attend enrichment opportunities at NOA. There is a wide range of clubs to choose from. There are currently 26 clubs on offer every week including sports, languages, music, drama, and academic clubs.

We offer day trips throughout to different year groups from a variety of departments, these include Y11 Macbeth and Y13 Othello at The Globe Theatre, Y8 Romeo and Juliet at RSC Theatre, Reward Trip to Alton Towers, Y7 Panto Trip, Y9 – Y13 NEC Good Food Show and KS3 CBSO trip.

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We now offer four residential trips which include Y7 Camp, Y8 Barcelona Culture Trip, Y9/10 Iceland Geography/Science Trip and Y12/13 CERN Science Trip.

All students benefit from five Extended Tutor slots each year which provides the opportunity to invite external speakers in to NOA to deliver assemblies and workshops to students in all year groups on a variety of topics including consent, careers, substance awareness, culture and equality.

Student Quotes:

'I think this school is best at its range of extracurricular activities on offer as there is something for everyone.

'I think my school is good at providing really fun and interesting trips'

Parent Quotes:

'Since starting NOA my child has had lots of opportunities inside and outside of school for trips and clubs and to expand her interests. We think it's brilliant that there is so much choice available and the expectation for her to be independent and make her own choices is helping her to grow into a strong and confident woman.'

'Recent trips, such as arranged by science and English departments have been great. Also, initiatives such as debating club, participation in Cherwell debate and Model UN, and D of E are good.'

'I pleased with much of the extracurricular options.'

Future Focus

- To use Evolve to promote, encourage and monitor attendance to clubs.
- To use Student Leadership structure to gather student voice about further club opportunities to enhance student participation.
- To run a 'Culture Day' at NOA.
- To publish calendar of trips available on NOA website.
- To support each department to run an annual visit.

### **Career Information Advice and Guidance**

Students learn about Careers through the tutor led spiral PHSCCE curriculum. Each year group have a dedicated term to learn about careers, soft skills, CV's and career pathways that is appropriate to their year group and builds over time. The Careers lessons also challenge stereotypes to raise student aspiration.

KS3 have an additional termly Unifrog Careers lesson where they can use the Unifrog software to explore careers, qualifications required to achieve these Careers and Labour Market Information

All Year 10 students have the opportunity to visit Reading University, and all Year 9 students are offered a visit the University of Buckinghamshire. Y8 have the opportunity to sign up to visit Oxford Brookes University.

All students have at least one meeting with a trained careers advisor, with additional support in place for students that require extra guidance to complete any post 16 applications.

All Year 9 students are offered the opportunity to request a small group or 1-2-1 careers meeting with one of our trained Careers Advisors.

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All Y12 visited Northampton University to explore courses available and experience a taste of campus life. A small group of HPA students attended Oxford University for a Shadow Day.

All Y12 attended the NEC UCAS event to explore a huge number of universities and courses in one location.

Parent Quote' ` My child has had the opportunity to attend some brilliant trips and enjoys the extended tutor time when visitors come in.'

### **Future Focus**

- To build the Extended Tutor Programme and offer students a greater variety of speakers from a variety of careers and workplaces.
- To extend the annual Careers Fair so that there are opportunities for KS3 to attend.
- To organise a Y7/Y8 Careers event so that they can meet local employers.
- To work on Gatsby Benchmarks 5 and 6, Encounters with Employers and Employees and experiences of the Workplace.
- To create online booking system for Y7 – Y10 to book Careers Meeting

### **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>