

The Oxford Academy

1. Summary information					
School	The Oxford Academy				
Academic Year	2020-2021	Total PP budget 2019-2020 (Sept-Aug)	£399,245	Date of most recent PP Review	Dec 2020
		2020-2021 (Sept-Aug)	£424,020		
Total number of pupils	1037	Number of pupils eligible for PP- Sept 2020	447 (44% of all pupils)	Date for next internal review of this strategy	Feb 2021

2. Current attainment and performance data - 2020 Summer Year 11 outcomes		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.32	0.14
Attainment 8 score average	33.9	41.8
English and Maths 5+ %	14.8%	29.9%
English and Maths 4+ %	42.6%	26%
Ebacc entry	11.5%	10.4%
Attendance	87.2%	90.3%
Fixed Term Exclusions	467 (77.8%)	133 (22.2%)

Students numbers per year group:

YR	HPA- PP	HPA Non PP	MPA- PP	MPA Non PP	LPA-PP	LPA Non PP	No data PP	No data non PP	Total PP
7	NA	NA	NA	NA	NA	NA	NA	NA	60
8	9	9	46	53	48	19	1	5	104
9	6	4	50	59	22	16	5	16	92
10	3	6	51	41	36	28	12	7	108

11	2	1	32	24	36	26	7	13	83
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Barriers to learning and engagement:

A.	Some disadvantaged students are not making the same progress as their peers due to lower literacy levels.
B.	Some disadvantaged students are more likely to be fixed term excluded from school. Fixed term exclusions are higher amongst pupil premium students than non pupil premium students
C.	The attendance of some of our disadvantaged students is below the schools 94% target, and a number of these have significant long term absences. Pupil premium students have lower attendance than non pupil premium students
D.	Our looked after children need further support to access all aspects of secondary school.

3. Desired outcomes		Success criteria
A.	Academic progress for disadvantaged students is as good or better than their cohort. For Year 11 progress is equal to or better than 0. Literacy gap to be addressed before students end Key stage 3.	The gap between those pupils that receive Pupil Premium and those that do not is significantly reduced. Improved reading age for our year 7 students and to strive for age related expectations.
B.	Behaviour data shows a reduction in consequences,, supporting their engagement in lessons, in particular year 10.	A significant reduction in the gap in fixed term exclusions issued to those students that receive Pupil Premium and those that do not.
C.	Secure excellent attendance with reduced persistent absence through high quality pastoral support and family engagement. A focus on year 8, year 9 and year 10 as these groups have lower attendance.	Students have a 94% attendance or better.
D.	Looked after children including those recently looked after receive additional support where necessary to ensure full and equal access to the schools learning opportunities and support for well being.	Our looked after children make as good or better academic progress as their cohort and have full range of academic and extra- curricular experience opportunities.

4. Planned actions				
Academic year	2020-2021			
A.Some disadvantaged students are not making the same progress as their peers due to lower literacy levels.				
Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Reviewed
Good or better teaching every lesson, every day.	<p>The most important impact on progress and attainment is good quality teaching.</p> <p>We have a continued focus on quality first Teaching & Learning for 2020/21 in order to embed this across the academy and increase compliance to the teacher standards.</p> <p>To improve engagement, enjoyment and attainment across all subjects Two yearly data drops will be analysed and followed up by heads of Year and subject leaders.</p>	<p>Whole school CPD and subject team time to focus on developing quality first teaching and implementing the TOA Teaching and Learning Framework effectively across the academy.</p> <p>Regular staff development opportunities, central information/resource bank for staff.</p> <p>PP to be a key element of checkpoint meetings. Monitoring and review to take into account Local, National and EEF Family of School data to evaluate progress.</p> <p>Use of class profiles to identify students and strategies to be discussed and implemented in subject areas.</p> <p>Pupil Premium coordinator provides a termly report to governors.</p> <p>Regular CPD opportunities, central PP shared website for resources and up-to-date research. Development of a new PP support request system to allow staff to identify subject specific support and request resources as required.</p>	NUT / BAA	Termly
	Engagement with curriculum provision and teaching and learning-			
Reading ages to be at least in line with chronological age.	Data from KS2 results and baseline testing indicates a range of literacy issues. Use of specific programmes for specific needs will ensure that progress is made in the area of greatest need.	<p>SENDCo to use KS2 data and internal testing for effective diagnosis of areas of need.</p> <p>Transition Pathway group to be established to support up to 20 Y7 students who are identified as needing intensive literacy and/or numeracy provision.</p> <p>IDL and Freshstart programmes to be implemented across KS3 to support those students identified as needing literacy support.</p>	RAK / BAA	Termly

		<p>SENDCo to work with DHT Curriculum to timetable intervention sessions, ensuring that sessions are timetabled on SIMS.</p> <p>Clear monitoring and evaluation of the programmes will be undertaken to ensure progress is being made. Robust assessments (IDL / NGRT) to be used to monitor progress.</p>		
Breakfast club- offer breakfast club to our disadvantaged students	Nutritious food is provided for students who might not otherwise have eaten. This is also an opportunity to focus students for the day ahead discussing any worries or concerns. Students being ready and engaged for learning is a priority.	All disadvantaged parents emailed regarding breakfast club. Attendance records kept. Within the session an equipment check to ensure learners are ready for the day.	RAK	Termly
Curriculum linked school trips are funded for disadvantaged students to ensure they have the same access to opportunities as their peers.	Engagements in school and lifelong aspirations "The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. " Ofsted 2019	Staff to liaise with POA regarding trips and funding allocations. Support to be provided when required with a feedback form post trip to identify the impact of the support.	POA	Termly
Provision to support learners in completing their homework	Homework club - to provide a supportive environment where there is computer access.	Attendance records kept, parents emailed about homework club, subject staff and HOY able to recommend students to attend sessions. Staff supervising and guiding students through homework to make it a positive Digital literacy support to ensure our learners can access our digital systems within school and have an understanding of how they can benefit their learning.	RAK	Half termly

B. Some disadvantaged students are more likely to be fixed term excluded from school. Fixed term exclusions are higher amongst pupil premium students than non pupil premium students

Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Reviewed
Staff to be trained in trauma informed approaches to behaviour management to help in the development of a more inclusive culture across the academy	'Rising numbers of children are presenting with mental health difficulties in schools and current teaching environments are struggling to keep up. Many children have a high ACE score (meaning multiple adverse childhood experiences) known to leave children at risk of mental and physical ill-health later in life and even early death' (The ACE study Felitti and Anda)	Staff CPD regarding Trauma Informed Approaches and Adverse childhood Experiences (ACEs) and the positive impact this can have.	POA / EWJ / NIH	Termly

Reduction in consequences and an increase in learner engagement across all lessons	Reduction in instances of poor behaviour leading to fewer consequences will have a direct impact upon learner engagement.	Implementation of new binary behaviour system to create clear boundaries for all students CPD for all staff in using the behaviour system in a consistent, fair and compassionate manner	EWJ	On going
Reduction in fixed term exclusions for all students and a reduction in the gap between FTEs issued to PP students and those issued to non PP students	“Too often this path leads them straight from school exclusion to social exclusion. Excluded young people are more likely to be unemployed, develop severe mental health problems and go to prison.” Making the Difference: Breaking the Link between School Exclusion and Social Exclusion, 2017, Kiran Gill, Harry Quilter-Pinner and Danny Swift	Establishment of a Wellbeing Team to identify need and provide support for students identified as having high levels of need which are preventing them from adhering to the behaviour expectations of the academy Restructure of Space 4 Learning behaviour hub to create separate Ks3 and KS4 teaching provision to cater for the needs of students accessing this provision Review of Alternative Provision used by the academy	POA / HUE	Termly

C. Secure excellent attendance with reduced persistent absence through high quality pastoral support and family engagement. A focus on year 8 and year 10 as these groups have lower attendance.

i. Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Reviewed
Secure excellent attendance with reduced persistent absence through high quality pastoral support and family engagement. A focus on year 8, year 9 and year 10 as these groups have lower attendance.	<p>Data available to highlight attendance of disadvantaged students and these are discussed at weekly pastoral attendance meetings along with strategies and solutions for improving individual attendance.</p> <p>The DfE Research Report of November 2015 indicates: ‘Schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics</p> <p>NfER briefing for schools identifies addressing attendance as a key step</p>	<p>Strategies will be put in place and monitored by OXD and pastoral staff to ensure attendance improves. Data will be analysed and provided to all relevant staff, using SOL Tracker, and all staff will be responsible for punctuality and attendance. Those staff involved where specific strategies have been put in place will report back on progress to HOY and pastoral lead and pastoral lead to report to governors</p> <p>Half termly review with Pastoral lead for behaviour data.</p> <p>Building on our high quality pastoral support to continue to address and break through barriers to attendance and success:</p> <ul style="list-style-type: none"> • Attendance tracked and monitored weekly by OXD and attendance team • Targeted phone calls, texts and meetings with parents and students • Home visits to maintain contact and set up Home Learning provision if long term absence 	OXD / POA	Overview half termly

D. Children We Care For (CWCF) including those recently looked after and our students with SEN receive additional support where necessary to ensure full and equal access to the schools learning opportunities and support for well being.

ii. Desired outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Reviewed
Children We Care For and PP SEN students make as good as or better progress as their cohort and they have the full range of academic and extra-curricular experiences and opportunities	<p>To increase the profile of our CWCF students and build an understanding of staff about how important positive relationships are for these young people.</p> <p>Specific support for looked after children is essential if they are to thrive.</p> <p>In 2017, 32 per cent achieved the expected attainment at the end of key stage 2 in reading, writing and maths, compared to 61 per cent of none-LAC, while only 17.5 per cent achieved "good" GCSEs in both maths and English. Sec Ed</p>	<p>Designated DHT has overview of provision for CWCF and their needs, with Student Support Mentor leading PEP's and liaising with VS and SENCO to ensure coverage of curriculum for these students.</p> <p>Data drops having a focus on PP, CWCF, SEN</p> <p>Staff to know their classes and plan accordingly for the needs of our students.</p>	POA / JPU	Termly

Reviews of Impact

The impact of our actions above are reviewed termly. Some of the impact is qualitative (eg. the impact of theatre trips) but some is quantitative (eg. numbers of behavioural incidents, achievement data, attendance figures). This data is gathered during regular meetings with senior staff and other Key staff members who have specific responsibilities.

Individual students are monitored daily where needed, to ensure actions to support them are taken swiftly.

Clearly the overarching impact of this work is to raise the standards reached by disadvantaged students and prepare them for the next stage of their education/employment or training.

Ultimately, the impact of our actions over time are seen as pupils reach the end of Key Stage 4. The impact for each child at an individual level is monitored carefully during each academic year as they progress towards their external examinations.