

## **The Iffley Academy Pupil Premium report 2017 – 2018**

### **The use of Pupil Premium at The Iffley Academy**

At the centre of The Iffley Academy's philosophy is that all of our students matter. We fully endorse the emphasis that Ofsted and the government have placed on the Sutton Trust's Teaching and Learning Toolkit. The Toolkit summarises evidence from research into the impact of various strategies to address the attainment and development of disadvantaged pupils, with particular reference to schools' use of the Pupil Premium.

The toolkit is available at: <http://educationendowmentfoundation.org.uk/toolkit>

We use a variety of teaching and support interventions and approaches to help our students and the toolkit document includes a warning note that they have taken educational attainment as the 'primary metric' (i.e. the main measure so it does not systematically report on the aspiration, behaviour or engagement of students, which are significant aspects of the work we do in a special academy). It also warns that it has 'averaged' out the impacts, so while a general trend may be valid, it is not to say that a particular approach which they perceive as low impact might not be valuable in our setting, and equally those they feel are high impact with low cost might not work so well in our setting.

Their summary does not include special schools at all. Nevertheless, their system of rating interventions according to the lowest cost for the biggest impact is likely to actually support work going on in special schools. At The Iffley Academy our progress and achievement data evidences that our students eligible for Free School Meals (FSM) and our Looked After Children (LAC) meet or exceed the attainment of the rest of the academy.

We recognise that deprivation can provide an additional barrier to our students. While we have broadly focused some interventions on low cost, high impact initiatives, we will have also targeted aspects that we feel will further raise pupils' rate of learning, achievements and aspirations.

The top three interventions that the Sutton Trust Report highlights are:

1. Feedback: very high impact for low cost
2. Meta-cognition: high impact for low cost
3. Peer tutoring: high impact for low cost

### **Understanding and breaking down barriers to learning**

At Iffley Academy we understand that challenging socio-economic circumstances can create additional barriers to success for our students. We need to ensure that all of students get the education they need to make the necessary progress to prepare them for the next stage of their learning into adulthood and independence.

Financial support is provided to the academy each academic year specifically for students who qualify for the Pupil Premium Grant. Many of our students require bespoke learning pathways in order for them to maintain engagement with the

academy and for them to reach their potential. We recognise that this can be at an increased cost to the academy, but maintain that every student has the right to an education which meets their individual needs. This bespoke pathway may take on a variety of forms, ranging from 1:1 support within school and/or off-site provision which combines academic rigor with vocational learning in preparation for their adult life. Research and evidence about tackling educational disadvantage shows that identifying each students' individual barriers to learning is crucial. Our students all have individual Special Educational Needs and the academy strives to understand each and every individual, how they learn and what barriers may prevent them from learning and making good progress. The following barriers to learning have been identified within our community:

- 1) students presenting with more complex and disabling conditions and permutations of SEN (Complex Learning Difficulties and Disabilities) that are unfamiliar to our teachers resulting in:
  - poor student engagement in school
  - inability to engage with the demands of the curriculum
  - low attendance
- 2) poor parental engagement with school
- 3) instability at home/housing issues
- 4) language deficit - both in vocabulary and manipulation of language
- 5) lack of meta-cognition strategies – skills which enable students to know how to learn
- 6) poor emotional wellbeing which can impact on the development of positive behaviours for learning
- 7) limited cultural enrichment opportunities
- 8) limited resources to support home learning

Many of our vulnerable students experience more than one of these barriers to learning.

### **Tackling barriers**

At Iffley Academy we believe that the most effective way to overcome the barriers to learning that our students face is by building excellent relationships and providing consistently outstanding teaching.

All of our teaching and learning strategies and additional therapies and interventions are underpinned by a strong evidence base.

The table below breaks down the number of learners in receipt of Pupil Premium funding for the financial year 2017 – 2018.

	<b>Children on free school meals (FSM) Ever 6 Year 6</b>	<b>Children on free school meals (FSM) Ever 6 Y7 – Y11</b>	<b>Looked after children (LAC)</b>	<b>Service Children *</b>	<b>Total</b>
Number of eligible pupils	0	54	8	2	64
Rate of pupil premium	£1,320	£935	1,900 (OCC LA provided £1200)	£300	-
Pupil premium funding received	0	£50,490	£9,600	£600	£60,690

\*Service Children (SCP) is accounted for separately and will be reported as such.

### Outcomes for SCP

Students	Outcomes
Student A	Attendance: 97.33% Progress in English: exceeded targets Progress in Maths: exceeded targets
Student B	Attendance: Increase of 46% from previous year to 83% Progress in English: exceeded targets Progress in Maths: exceeded targets 1x successful overnight residential 1:1 successful weekly therapeutic intervention

### Impact of integrated and targeted support

The impact in educational attainment arising from expenditure of the previous financial year's Pupil Premium has contributed to the improvements in Literacy, Numeracy, Science and ICT and there is no gap in the educational achievement of the students eligible for Pupil Premium. In academic achievement, the Pupil Premium cohort's English progress is in line with progress made by the rest of the school community and exceeds their progress in Maths.

Targeted support has reversed the negative trend of increased absence for Pupil Premium students who now attended for 90.2%, a 1.6% rise from 2016-2017

## Pupil Premium actions and outcomes academic year 2017 - 2018

Action	Target	Year	Cost	Lead Staff	Outcomes
1:1 Art and Music therapy  <b>Applicable to 11 students</b>	FSM LAC	7,8,9,11	£10,500	JW	<ul style="list-style-type: none"> <li>- Increased self-confidence</li> <li>- Improved emotional regulation</li> <li>- Improved attendance</li> <li>- Improved self reflection</li> </ul>
Delivery of evidence-based CPD focussed on the needs of disadvantaged students  <b>Applicable to all 54 students</b>	FSM LAC	ALL	£4,000	The Gallery Team	<ul style="list-style-type: none"> <li>- improved engagement with school</li> <li>- reduction of incidents of challenging behaviour: racist and bullying incidents</li> <li>- reduction of RPIs</li> </ul>
Lesson Study: focusing on the learning of disadvantaged and vulnerable students  <b>Applicable to 10 students</b>	FSM LAC	ALL	£2,500	LS and Learning Managers	<ul style="list-style-type: none"> <li>- 17% of PP cohort involved</li> <li>- outstanding progress for PP students in English (0.61%)</li> <li>- Maths (0.68%)</li> </ul>
Opportunities for students to use metacognitive strategies in their learning  <b>Applicable to 30 students</b>	FSM LAC	ALL	£15,000	LS TPL	<ul style="list-style-type: none"> <li>- 55% of cohort received at least 1 therapeutic intervention</li> <li>- 'hard to reach' students demonstrated successful learning within alternative settings</li> <li>- monitoring of teaching and learning noted:</li> <li>- 100% of lessons observed good or outstanding</li> <li>- improved independent learning opportunities</li> <li>- increased opportunities to develop 'growth mindset'</li> <li>- increased level of peer support and risk taking</li> </ul>

<p>Teacher time to work with vulnerable learners to gain a deep knowledge of their SEN and to develop personalised learning pathways</p> <p><b>Applicable to all 54 students</b></p>	FSM LAC	ALL	£1,000	YF/DN	<ul style="list-style-type: none"> <li>- increased training opportunities to develop understanding of individual SEN, e.g. ASC, HI</li> <li>- close liaison with parents/carers through meetings, open evenings, fun day</li> <li>- development of individual learning profiles to support transition and planning</li> <li>- a deep knowledge of the learner is recognised to creating an inclusive pedagogy</li> </ul>
<p>Development of 'Engagement Profiles' and innovative assessment models</p> <p><b>Applicable to all 56 students</b></p>	FSM LAC	Identified individual students	£1,000	LS	<ul style="list-style-type: none"> <li>- 'Engagement Profile' trialled and developed through individual learning profiles</li> <li>- research into online reporting platform to be developed throughout 2018/2019</li> <li>- Successful identification of a model of assessment using online tools to evidence progress</li> </ul>
<p>Mentoring programme linked to ASDAN accreditation</p> <p><b>Applicable to 3 students</b></p>	LAC	Identified individual students	£1,000	TPL	<ul style="list-style-type: none"> <li>- Successful development towards accreditation</li> <li>- Reduction in challenging behaviour</li> <li>-</li> </ul>
<p>Support staff release time to undertake disciplined enquiry into student engagement</p> <p><b>Applicable to all 54 students</b></p>	FSM LAC	Identified individual students	£2,000	TPL	<p>Support staff engaged in:</p> <ul style="list-style-type: none"> <li>- learning walks</li> <li>- focus groups</li> <li>- weekly SEN training</li> <li>- continued professional development of TSW Foundation Degree</li> </ul>
<p>10 hours per week from Therapeutic Support Workers</p>	FSM LAC	Identified individual students	£5,000	TPL	<ul style="list-style-type: none"> <li>- Continued successful links with families</li> <li>- Positive engagement at parent/carers training</li> </ul>

<b>Applicable to all 54 students</b>					<p>sessions e.g. Speakeasy, TEACCH</p> <ul style="list-style-type: none"> <li>- Parent/carer involvement supports improved planning of curriculum and successful outcomes from multi-disciplinary target setting</li> </ul>
<p>Transdisciplinary cultural opportunities:</p> <ul style="list-style-type: none"> <li>a) Residential visit to Amsterdam</li> <li>b) Overnight residentials to Charney Bassett</li> </ul> <p><b>Applicable to 12 students</b></p>	FSM LAC	<p>a) Years 8-11</p> <p>b) Years 7-9</p>	<p>£7,000</p> <p>£2,000</p>	<p>HS</p> <p>HS/RK</p>	<p>a) 50% of students were PP</p> <p>This trip has run for the last 5 years and has successfully engaged some of our harder to reach parents and has provided positive outcomes for students. Outstanding development of spiritual, moral, social and cultural development</p> <p>b) 24% of students were PP</p> <p>100% of students had not been on a school residential at TIA and this provided excellent preparation for a longer residential in the future</p>
<p>Alternative pathways and curricula, providing exciting and engaging activities for students with low engagement provided by the therapeutic team</p> <p><b>Applicable to 6 students</b></p>	FSM	ALL example of outcomes for year 11 student	£16,000	TPL	<ul style="list-style-type: none"> <li>- student maintained placement at school with a 98% attendance</li> <li>- gained a Level 2 qualification</li> <li>- successfully supported through rehousing</li> <li>- successfully supported through family breakdown</li> </ul>
<p>Use of a range of strategies to engage 'hard to reach' PP students with below average attendance</p>	FSM	ALL	£5,000	TPL	<ul style="list-style-type: none"> <li>- increase in attendance to 90.2% (88.6% 2016 – 2017)</li> <li>- successful interventions for individual students e.g.</li> </ul>

<b>Applicable to 12 students</b>					<p>fishing, independence training, leading to increased attendance on targeted days and across the week</p> <ul style="list-style-type: none"> <li>- positive collaboration with SEN and Missing in Education officers to ensure appropriate educational settings are found</li> </ul>
<p>Family Fun Days School open evenings</p> <p><b>Applicable to all 54 students</b></p>	FSM LAC	ALL	£1,500	JH	<ul style="list-style-type: none"> <li>- Increased engagement from families and siblings in the life of the school (Over 60 families attending open evenings)</li> </ul>
<b>TOTAL</b>			<b>£73,500</b>		