



The Iffley Academy Pupil Premium Plans 2018 - 2019

Funding expected this academic year will be approximately **£61,710**

Number of learners in receipt of Pupil Premium is **66**

Date for the next internal review of this strategy – March 2019

The Iffley Academy is a diverse and inclusive special academy that is striving to deliver the best possible outcomes for all learners regardless of their background or specific barriers to learning. We aim to ensure that all our students experience success and achievement in all aspects of their school life.

Pupil Premium funding is allocated in the follow way:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Service children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£300

A number of national publications have been considered when producing this plan including documents such as:

- The Pupil Premium (Foster, Long 2018)
- Education Endowment Fund Evidence Summary - Pupil Premium
- Spotlight on disadvantage: the governing board's role in spending, monitoring and evaluating the pupil premium (National Governance Association 2018)
- Tackling Educational Disadvantage toolkit (Rowland 2017)

Our strategy relating to pupil premium prioritises the following strategies:

- Metacognition and self-regulation
- Home learning, engagement and collaboration
- Peer tutoring
- Feedback
- Oral language interventions
- Reading comprehension strategies

The above strategies have been rated by the Education Endowment Fund as high impact at low cost. The toolkit is available at: <http://educationendowmentfoundation.org.uk/toolkit>

Metacognition

Self-regulated learning can be broken down into the following three strands:

- **cognition** - the mental process involved in knowing, understanding, and learning;
- **metacognition** - often defined as 'learning to learn'; and
- **motivation** - willingness to engage our metacognitive and cognitive skills.

We aim to equip learners with the above by explicitly teaching specific strategies to plan, monitor and evaluate student learning. This will be through whole class teaching, targeted small group sessions and 1:1 sessions. All students in receipt of pupil premium will have access to this however specific analysis of the 2017/2018 progress data has taken place allowing for targeted interventions for students in receipt of pupil premium who struggle to demonstrate these essential skills relating to self-regulation.

Weekly awards highlight this work with teachers nominating students for the 'Strategy for Success' certificate.

Metacognition features heavily in the 2018/2019 raising achievement plan with a focus on visible learning - John Hattie's evidence-based research.

Home learning, engagement and collaboration

Homework is described by the EEF as moderate effect for very low cost however the detail demonstrates that set appropriately in a targeted way, homework can have a significant effect.

Evidence shows that homework is most effective when used as short focused interventions with the impact diminishing when extended home study is required. Most importantly homework that incorporates feedback is most effective.

In 2018/2019 we are trialling a new way of delivering homework through the app SeeSaw. This allows for students to complete short structured tasks at a time suitable to them and upload their work onto a learning platform. Class teachers moderate the content and feedback is provided both through marking and peer review. This collaborative review links home learning, feedback and peer tutoring for maximum effect.

Peer Tutoring

Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support, such as:

- cross-age tutoring, in which an older learner takes the tutoring role and is paired with a younger tutee or tutees;
- peer assisted learning, which is a structured approach for mathematics and reading with sessions of 25 –35 minutes two or three times a week; and
- reciprocal peer tutoring, in which learners alternate between the role of tutor and tutee.

In 2018/2019 this will be delivered in class groups, opportunity for older students to mentor and tutor in other classes and through year 11 students accessing The Gallery @ Longford Park (KS1 / KS2 resource base) delivering PE lessons and tutoring primary students in learning behaviours. The EEF research recognises that peer tutoring is particularly effective with low attaining students and students with special educational needs and disabilities, making it explicitly appropriate for our community.

Feedback

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. It is very high impact for low cost and should aim towards (and be capable of producing) improvement in students' learning.

Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output of the activity, the process of the activity, the student's management of their learning or self-regulation.

Feedback can come from a teacher or someone taking a teaching role, or from peers providing peer tutoring. Again we recognise that at its most effective many of these strategies will be used in collaboration.

Oral language interventions

Waldfoegel and Washbrook's research (2010) demonstrates the link between students in receipt of pupil premium and vocabulary deficit. This is echoed in the 2010 Sutton Trust report 'The correlation between socio economic background, vocabulary and conduct'.

In 2018/2019 we will prioritise evidence based oral language interventions such as talk for writing through small group and 1:1 interventions. These will be structured in the following way:

- teachers systematically model the speaking, listening, vocabulary and sentence patterns the students need. When writing or a process is required, teachers provide a model text so that students begin by imitating the model
- students internalise the pattern of the language required – they talk the text before they write it.
- Display work in progress: for example, a word bank, text map, model text, boxed-up structure, toolkit and shared writing to help students innovate on the pattern they have internalised.
- the students are involved in activities that help them construct their learning and develop understanding so that they can become independent thinkers, practitioners and writers.

Reading comprehension strategies

We will continue to use the evidence-based sound reading system however a wider focus on comprehension will ensure our students access competencies that may be missing or represent skills gaps. This will be targeted through activities which promote understanding of:

- inferring meaning from context
- summarising or identifying key points
- using graphic or semantic organisers
- developing questioning strategies
- monitoring comprehension and identifying difficulties

Specific interventions 2018 – 2019

Pupil Premium Funded Activity	Reason for this approach
Whole school CPLD focusing on John Hattie's research, effect size and the way in which we maximise pedagogy in the classroom	<ul style="list-style-type: none"> • Opportunity to improve feedback, linking to metacognition and self-regulation • Wider impact through whole school training • EEF teaching and learning research • Opportunity to develop a reflective culture
Metacognition and self-regulation small group interventions	<ul style="list-style-type: none"> • EEF teaching and learning research • Opportunity to demonstrate peer tutoring
Peer tutoring opportunities at The Gallery @ Longford Park, specific bespoke timetables and mentoring opportunities	<ul style="list-style-type: none"> • EEF teaching and learning research • Opportunity to demonstrate peer tutoring • Improved engagement • Increased feedback opportunities
Art and Music Therapy	<ul style="list-style-type: none"> • Evidence-based practice managed and delivered by qualified professionals
Alternative curriculum pathways e.g. <ul style="list-style-type: none"> a) TRAX b) ACE c) Work experience d) South Lea Barn e) Oxford City Farm 	<ul style="list-style-type: none"> • Increased independence • Opportunity to develop vocational skills • Increased and sustained attendance • Self-belief and self-regulation
Oral language interventions e.g. talk four writing	<ul style="list-style-type: none"> • EEF teaching and learning research • Effective feedback opportunities • Opportunities for peer tutoring
Home learning development e.g. SeeSaw app	<ul style="list-style-type: none"> • EEF teaching and learning research • Effective collaboration with home • Opportunity to build relationships with parents
Additional parent's evenings with targeted focus e.g. keeping children safe online run in collaboration with Thames Valley Police	<ul style="list-style-type: none"> • Effective collaboration with home • Opportunity to build relationships with parents • Continued engagement from Thames Valley Police • Opportunity for children to see positive police role models
Cultural experiences e.g. Amsterdam residential	<ul style="list-style-type: none"> • Successful annual residential engaging students unlikely to attend family holidays • Opportunity to develop self-belief and resilience • Access to key documentation e.g. passports

<p>Arts experiences e.g. Engagement with the Artsmark, trips to local galleries and museums, targeted interventions with local artists</p>	<ul style="list-style-type: none"> • Opportunity to develop social, economic and diverse cultural capital • Opportunities to build a wider range of trusted adults beyond the school • Engagement in a broad and balanced curriculum
<p>Continued engagement in the Foundation Degree in Therapeutic Work with Children and Young People (four members of staff)</p>	<ul style="list-style-type: none"> • Further staff development of behaviour as communication • Greater understanding of containment, specifically relating to looked after children and attachment difficulties
<p>Restorative training for new members of staff</p>	<ul style="list-style-type: none"> • Evidence based intervention • Core feature of the Iffley Academy • Significantly improves relationships with children and their families
<p>University College London research project into resilience and reward, engaging students in conversation about their resilience, how they prioritise and how they can benefit from delayed rewards</p>	<ul style="list-style-type: none"> • Opportunity to build an evidence based intervention • Opportunity to engage students in research and promote metacognition and self-regulation strategies • Opportunity to reflect on the impact of current behaviour strategies

The above will be monitored throughout the year and reviewed in March 2019 through the following monitoring opportunities:

- data analysis; attainment, attendance and behavioural data
- pupil progress meetings
- moderated assessment meetings
- learning walks
- termly outcome plans (TOPs) and meeting with parents
- lesson observations
- student observations
- learning discussions with pupils
- support and challenge for individual teachers
- middle leaders working with the most vulnerable children
- regular, rigorous SLT meetings to assess impact of actions
- Raising Achievement Plan (RAP) meetings to showcase practice and report on progress
- RAP monitoring reports to the trustees and the local governing body
- support staff appraisal cycle, objectives and reviews
- teaching staff appraisal cycle, objectives and reviews
- pupil voice e.g. feedback on residential trips
- parental feedback questionnaires
- staff CPD evaluations