



## Iffley Academy Pupil Premium Mid-Year Review

March 2020

“Additional funding, including pupil premium, is used effectively to remove the barriers to learning for pupils who are disadvantaged. Leaders robustly assess the effectiveness of their plans and review them frequently. When required, they take swift and appropriate action to ensure that all specific funds are used to maximum effect.” **Ofsted**

### Key highlights:

- a) *Students in receipt of pupil premium funding out-perform their peers in English Reading and make equivalent progress in Maths Number. This are the functional building blocks for learning which all pupils need to succeed.*
- b) *Attendance of students in receipt of pupil premium funding continues to match expectations 90%, however this continues to be a focus and a number of individual cases demonstrate outstanding outcomes*
- c) *There were no exclusions of students in receipt of pupil premium funding in 2019-2020 (year to date) and behaviour analysis shows no statistical difference in the number of occurrences of challenging behaviour when comparing these students and their peers.*

### Specific Spending Example Outcomes:

1. Ten passports have been successfully applied for students in receipt of pupil premium funding at a cost of £829. These students will go on to attend the Amsterdam trip in May 2020 at no cost to their families. They have never previously left the UK and now have a key form of identification which will **allow them to travel, access employment and is a significant step towards preparation for adulthood**. This process involves liaising with parents and sourcing and processing birth and marriage certificates. The staffing requirement for this is on average half a day per student (approximate costs £660).
2. A adventure learning activity group has been formed. Funds were used to allocate staffing time, provide transport and release time for staff training, monitoring and evaluation of the intervention (£1752). All students (7) have gone on to make show excellent attendance (95.4% average) which is 5.4% greater than their PP peers. They have also made excellent progress with English Spoken Word with over 60% of this group exceeding their mid-year targets.

Pupil Premium Funded Activity	Reason for this approach	Current Outcomes
Metacognition and self-regulation small group interventions	<ul style="list-style-type: none"> <li>• EEF teaching and learning research</li> <li>• Opportunity to demonstrate peer tutoring</li> </ul>	<ul style="list-style-type: none"> <li>• Improved self-regulation, specific examples of students spending more time in class, Year 7s rebuilding learning behaviours and linking learning to rewards/success</li> </ul>



		<ul style="list-style-type: none"> <li>Year 7 data shows the strongest trend across all years (e.g. reading exceeds whole school average by 12%, writing 19% and spoke word 33% of a stage).</li> </ul>
Specific bespoke timetables and mentoring opportunities	<ul style="list-style-type: none"> <li>EEF teaching and learning research</li> <li>Opportunity to demonstrate peer tutoring</li> <li>Improved engagement</li> <li>Increased feedback opportunities</li> </ul>	<ul style="list-style-type: none"> <li>0% Exclusion rate for students in receipt of pupil premium funds</li> <li>No significant statistical difference in behaviour of students in receipt of pupil premium funds</li> <li>Accreditation achieved by students on bespoke timetables</li> </ul>
Art and Music Therapy	<ul style="list-style-type: none"> <li>Evidence-based practice managed and delivered by qualified professionals</li> </ul>	<ul style="list-style-type: none"> <li>Enhanced emotional regulations, positive attendance</li> <li>Training provided by David Elliott for all staff which can then be transferred into the classroom</li> </ul>
Alternative curriculum pathways e.g. <ul style="list-style-type: none"> <li>a) TRAX</li> <li>b) ACE</li> <li>c) Work experience</li> <li>d) Oxford City Farm</li> </ul>	<ul style="list-style-type: none"> <li>Increased independence</li> <li>Opportunity to develop vocational skills</li> <li>Increased and sustained attendance</li> <li>Self-belief and self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>Oxford City Farm producing a positive effect on attendance e.g. persistent absentees attending on that day of the week</li> <li>SOFEA gaining positive attendance and providing a post 16 pathway for students not engaging in traditional pathways, measured through attendance, attitude and engagement.</li> </ul>
Home learning development e.g. SeeSaw app	<ul style="list-style-type: none"> <li>EEF teaching and learning research</li> <li>Effective collaboration with home</li> </ul>	<ul style="list-style-type: none"> <li>Very positive engagement from new students (Y7) in receipt of pupil premium</li> <li>Introduction of this strategy to monitor work experience (as</li> </ul>



	<ul style="list-style-type: none"> <li>• Opportunity to build relationships with parents</li> </ul>	<p>requested by a parent). Initial findings reporting enhanced pride, engagement and desire to sustain placements.</p>
<p>Additional parent's evenings with targeted focus e.g. training parents in restorative approaches in collaboration with Thames Valley Police</p>	<ul style="list-style-type: none"> <li>• Effective collaboration with home</li> <li>• Opportunity to build relationships with parents</li> <li>• Continued engagement from Thames Valley Police</li> <li>• Opportunity for children to see positive police role models</li> </ul>	<ul style="list-style-type: none"> <li>• Significant take up from parents of pupils in receipt of pupil premium funds.</li> <li>• Over 20 parents attending in total</li> <li>• Parents reporting they have then gone on to use the strategies to support their child in other settings</li> <li>• Requests from parents to run further training</li> </ul>
<p>Cultural experiences e.g. Amsterdam residential</p>	<ul style="list-style-type: none"> <li>• Successful annual residential engaging students unlikely to attend family holidays</li> <li>• Opportunity to develop self-belief and resilience</li> <li>• Access to key documentation e.g. passports</li> </ul>	<ul style="list-style-type: none"> <li>• Passports and all other key information in place</li> </ul>
<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"> <li>• Opportunity to develop social, economic and diverse cultural capital</li> <li>• Opportunities to build a wider range of trusted adults beyond the school</li> <li>• Engagement in a broad and balanced curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Significant increase in opportunities for students in receipt of pupil premium to access cultural venues e.g. classgroups with over 50% pupil premium students accessing the Ashmolean Museum, gaining a programme of study across a whole term supported by specialists from the museum and a film being created about their experience for them to share with their families</li> </ul>



<p>Continued engagement in the Foundation Degree in Therapeutic Work with Children and Young People</p>	<ul style="list-style-type: none"> <li>• Further staff development of behaviour as communication</li> <li>• Greater understanding of containment, specifically relating to looked after children and attachment difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Successful engagement and staff member on track to pass year two.</li> <li>• Staff more able to understand a psychodynamic approach and support behaviour across our school.</li> </ul>
<p>Restorative training for new members of staff, further engagement with Belinda Hopkins and Andy Williams (specifically looking at environmental impact)</p>	<ul style="list-style-type: none"> <li>• Evidence based intervention</li> <li>• Core feature of the Iffley Academy</li> <li>• Significantly improves relationships with children and their families</li> </ul>	<ul style="list-style-type: none"> <li>• Positive feedback from staff who are more actively engaging in restorative practice which leads to students needs being met and less challenging behaviour being displayed.</li> </ul>
<p>Durham Commission on Creativity in Education, impact of cultural capital/engagement with community on learning outcomes.</p>	<ul style="list-style-type: none"> <li>• Opportunity to build an evidence based intervention</li> <li>• Opportunity to engage students in research and promote cultural engagement</li> <li>• Opportunity to reflect on the impact of current offer</li> </ul>	<ul style="list-style-type: none"> <li>• Staff more able to be reflective on their practice, understand the importance of creativity and are able to celebrate their success nationally. This has led to further projects being developed for students in receipt of pupil premium funds (see above) and highlighted the inequality of cultural access.</li> </ul>
<p>Whole school CPLD focusing on John Hattie's research, effect size and the way in which we maximise pedagogy in the classroom</p>	<ul style="list-style-type: none"> <li>• Opportunity to improve feedback, linking to metacognition and self-regulation</li> <li>• Wider impact through whole school training</li> <li>• EEF teaching and learning research</li> <li>• Opportunity to develop a reflective culture</li> </ul>	<ul style="list-style-type: none"> <li>• Continued action research is further developing reflective practice and this can be seen through feedback, teacher discussion and differentiation of learning which is directly impacting pupil premium outcomes e.g. examples of PP outcomes outperforming their peers in lessons due to careful scaffolding, mixed ability groupings, more able other opportunities and through specific success criteria</li> </ul>



		allowing for equitable opportunities.
Adventure Learning Activities (small group targeted at boys year 8 upwards)	<ul style="list-style-type: none"> <li>• Increased self-confidence</li> <li>• EEF teaching and learning research</li> <li>• Targeting specific year groups in receipt of pupil premium</li> </ul>	<ul style="list-style-type: none"> <li>• Increased attendance of the group (exceeding their non-pp peers by &gt;5%)</li> <li>• Increased outcomes for spoken word (see above)</li> </ul>