



Iffley Academy Pupil Premium Mid-Year Review

March 2019

“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 March 2019**

Key highlights:

- a) *Students in receipt of pupil premium funding out-perform their peers in English Writing and make equivalent progress in English Reading.*
- b) *Students in receipt of pupil premium funding out-perform their peers in Mathematics by an average 0.05% of a stage score.*
- c) *Attendance of students in receipt of pupil premium funding continues to improve with an average attendance in March 2019 of 90.1%. This is in line with our anticipated three year positive data trend.*
- d) *There were no exclusions of students in receipt of pupil premium funding in 2018-2019 (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. Eleven passports have been successfully applied for students in receipt of pupil premium funding at a cost of £665. These students will go on to attend the Amsterdam trip in May 2019 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 £726).
2. A pupil premium dog agility group has been formed. Funds were used to purchase equipment, provide coaching/training for staff and to monitor and evaluate the intervention (£735). All students (6) have gone on to make **significant speech and language progress (average of 0.39% of a stage), improve their listening and team work skills and to demonstrate a deeper understanding of cause and effect**.

Pupil Premium Funded Activity	Reason for this approach	Current Outcomes
Art and Music Therapy	<ul style="list-style-type: none"> • Evidence-based practice managed and delivered by qualified professionals 	<ul style="list-style-type: none"> • Chiltern Music therapy commissioned a return on investment study this year in collaboration with the University of Northampton,



		<p>which evaluated the social return on investment as 1:3 e.g. for every £1 spent there is a £3.40 social return. This will have a significant effect on pupils in receipt of pupil premium funds</p> <ul style="list-style-type: none"> • Improved student wellbeing • Development and awareness of a sense of self • Focus, concentration and listening skills • Promoting self-expression
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 	<ul style="list-style-type: none"> • Continued engagement in education • Opportunity to engage positively in the local community • Positive behavioural outcomes • Development of independent travel options • Preparation for adulthood, confidence and experience of the world of work
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 	<ul style="list-style-type: none"> • Greater understanding of barriers to learning, motivation and what drives students interactions with learning • Successes include observations of greater engagement, a stronger understanding of why learning is relevant and ownership of students as independent learners
Alternative curriculum pathways e.g. <ul style="list-style-type: none"> a) TRAX b) ACE c) Work experience 	<ul style="list-style-type: none"> • Increased independence • Opportunity to develop vocational skills • Increased and sustained attendance 	<ul style="list-style-type: none"> • Improved and maintained positive attendance e.g. Year 11 boy attending TRAX and work experience has an overall attendance of 93.5%



<p>d) South Lea Barn e) Oxford City Farm</p>	<ul style="list-style-type: none"> • Self-belief and self-regulation 	<ul style="list-style-type: none"> • Positive behavioural interactions reported from all curriculum pathways listed a) – e)
<p>Home learning development e.g. SeeSaw app</p>	<ul style="list-style-type: none"> • EEF teaching and learning research • Effective collaboration with home • Opportunity to build relationships with parents 	<ul style="list-style-type: none"> • Noted by Ofsted as “Advances in communications with parents and the community have been made, particularly through the effective use of an application available on smart devices” Ofsted Feb 2019 • Inclusive engagement with parents
<p>Additional parents’ evenings with targeted focus e.g. keeping children safe online, run in collaboration with Thames Valley Police</p>	<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 	<ul style="list-style-type: none"> • Over 20 parents attended this session a number of which have followed up with PC Massey or sought further information through our website • Staff were deployed to support an after school club to allow parents to be able to attend
<p>Cultural experiences e.g. Amsterdam residential</p>	<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 	<ul style="list-style-type: none"> • 11 passports successfully applied for and students prepared to go on the trip through small group intervention
<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 	<ul style="list-style-type: none"> • Local artist Janet Lueck has worked directly with pupil premium students to produce prints that will be displayed on exhibition in April 2019 • A ceramicist has run sessions with students in receipt of pupil premium funds which have resulted in artworks fired at another local school St Helens and St Katherines



		<ul style="list-style-type: none"> • Transport has been provided for students to attend Museums and Galleries e.g. a visit to the Bodleian library where the library was opened especially for our students to access in addition of the normal opening times
Continued engagement in the Foundation Degree in Therapeutic Work with Children and Young People (four members of staff)	<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 	<ul style="list-style-type: none"> • Attendance of pupil premium students in >90% • Specific case study examples of students in receipt of pupil premium demonstrate significant reductions in challenging behaviour e.g. Year 11 student: Restrictive physical interventions reduced to zero; occurrences of challenging behaviour reduced by 71% and occurrences of leaving school site reduced to zero (data at the time of writing).
Restorative training for new members of staff	<ul style="list-style-type: none"> • Evidence based intervention • Core feature of the Iffley Academy • Significantly improves relationships with children and their families 	<ul style="list-style-type: none"> • Reduction in repeat behaviours of students • Individual examples of high level behavioural challenges being resolved through restorative conferencing
Metacognition and self-regulation small group interventions	<ul style="list-style-type: none"> • EEF teaching and learning research • Opportunity to demonstrate peer tutoring 	<ul style="list-style-type: none"> • Reduction in challenging behaviour linked to specific cases of students in receipt of pupil premium funds • Reduction in number of minutes learning time missed • Increased attendance (PP attendance currently >90%)