# The Iffley Academy Pupil Premium Plans 2020 - 2021

Funding expected this academic year will be approximately **£79,475**
Expected number of learners in receipt of Pupil Premium is **85** (48% an increase from 44% on 2019/2020)

**Date for the next internal review of this strategy – March 2021**

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:**

1. · Metacognition and self-regulation
2. · Home learning, engagement and collaboration
3. · Peer tutoring
4. · Feedback
5. · Oral language interventions
6. · Reading comprehension strategies
7. · Adventure Learning Activities

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 2018/2019 progress data and behaviour data (and partial data from 2019/2020) 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 specifically looking at metacognition and motivation.

Metacognition continues to feature heavily in the 2020/2021 raising achievement plan with a focus on visible learning and teacher led action research projects.

**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. For this reason we will be using an online home learning tool which allows for formative feedback linking to google classroom which is being further developed across 2019/2020.

**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 2020/2021 this will be delivered in class groups, opportunity for older students to mentor and tutor in other classes is more complex due to COVID-19 however we are exploring digital opportunities for children to share their successes and peer support. 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**

Waldfogel 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 2020/2021 we will prioritise evidence based oral language interventions such as talk for writing through small group and 1:1 interventions and specific engagement with authors and particular texts. 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

**Adventure Learning Activities**

Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.

The evidence suggests that the impact is greater for more vulnerable students and older learners (teenagers), longer courses (more than a week), and those in a 'wilderness' setting, though other types of intervention still show some positive impacts.

In 2020/2021 we are continuing with a piloted small scale adventure learning project (from 2019/20) specifically for students in receipt of pupil premium funds.  This year we will focus on forest school type activities, working in collaboration with Riverside and co constructing learning opportunities with the Botanic Gardens and Oxford University Arboretum.

**Specific interventions 2020 – 2021**

| Pupil Premium Funded Activity | Reason for this approach |
|---|---|
| Metacognition and self-regulation small group interventions | <ul><li>EEF teaching and learning research</li><li>Opportunity to demonstrate peer tutoring</li></ul> |
| Drama interventions - trialling drama therapy through the University of Roehampton<br><br>Engaging with local Independent schools and collaborating with their students on drama and dance based activities<br><br>Film making using green screen and new technology to allow for creative and imaginative self expressive activities. | <ul><li>Evidence-based practice managed and delivered by qualified professionals</li><li>Links to other schools and different communities</li><li>Opportunities for self expressions</li><li>Improved self-esteem and understanding of self within local and wider communities</li></ul> |
| Peer tutoring opportunities, specific bespoke timetables and mentoring opportunities using new technology | <ul><li>EEF teaching and learning research</li><li>Opportunity to demonstrate peer tutoring</li><li>Improved engagement</li><li>Increased feedback opportunities</li></ul> |
| Art and Music Therapy | <ul><li>Evidence-based practice managed and delivered by qualified professionals</li></ul> |

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| Alternative curriculum pathways e.g.<br>a) TRAX<br>b) ACE<br>c) Work experience<br>d) Oxford City Farm<br>e) Riverside | ● Increased independence<br>● Opportunity to develop vocational skills<br>● Increased and sustained attendance<br>● Self-belief and self-regulation |
| Oral language interventions e.g. talk four writing | ● EEF teaching and learning research<br>● Effective feedback opportunities<br>● Opportunities for peer tutoring |
| Home learning development e.g. SeeSaw app and Google Classroom | ● EEF teaching and learning research<br>● Effective collaboration with home<br>● Opportunity to build relationships with parents |
| Additional online parent's evenings with targeted focus e.g. training parents in restorative approaches in collaboration with Thames Valley Police | ● Effective collaboration with home<br>● Opportunity to build relationships with parents<br>● Continued engagement from Thames Valley Police<br>● Opportunity for children to see positive police role models<br>● Development of a introductory film for restorative approaches in collaboration with Belinda Hopkins. |
| Cultural experiences e.g. Amsterdam residential pending COVID-19 restrictions.<br><br>It is highly likely that this will not be possible in 20/21 and therefore we will explore other opportunities for residential activities where possible.  This could be through using a new UK based centre and through making new connections with external providers. | ● Successful annual residential engaging students unlikely to attend family holidays<br>● Opportunity to develop self-belief and resilience<br>● Access to key documentation e.g. passports<br>● Opportunity to travel for disadvantaged young people |

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| Arts experiences e.g. Engagement with the final stages of Artsmark, trips to local galleries and museums, targeted interventions with local artists | <ul><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> |
| Continued engagement in the Foundation Degree in Therapeutic Work with Children and Young People | <ul><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> |
| Restorative training for new members of staff, further engagement with Belinda Hopkins | <ul><li>Evidence based intervention</li><li>Reinforcing the core feature of the Iffley Academy</li><li>Significantly improves relationships with children and their families</li></ul> |
| Whole school CPLD focusing on the continued practice of action research in the classroom and leading to individual pathways for CPD. | <ul><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> |
| Kinesthetic activities which allow the learner to understand their bodies within space e.g. rebound therapy, bounce, alternative forms of PE and collaborative dance | <ul><li>Opportunity to engage in physical activity in a new and exciting way</li><li>Improved health implications</li><li>Evidence based activities</li><li>Pupil centred learning opportunties</li></ul> |
| Adventure Learning Activities | <ul><li>Increased self-confidence</li><li>EEF teaching and learning research</li><li>Targeting specific year groups in receipt of pupil premium</li></ul> |

The above will be monitored throughout the year and reviewed in March 2021 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