



Iffley Academy Pupil Premium Review 2020 - 2021

“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 2019**

Learners in receipt of Pupil Premium **90**, funding = **£85,761**

Key highlights:

- a) *Students in receipt of pupil premium funding make excellent progress in English and Maths with no meaningful statistical differences between their progress and the progress of their peers. These 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 exceed expectations (90%), with a number of specific cases showing excellent progress in this area e.g. child A's attendance increasing by 47.8% over a three month period due to targeted intervention*
- c) *There were no exclusions of students in receipt of pupil premium funding in 2020-2021 and behaviour analysis shows no statistical difference in the number of occurrences of challenging behaviour when comparing these students and their peers.*
- d) *Children in receipt of pupil premium are able to access all areas of the curriculum including enhanced projects which are recognised nationally as best practice e.g. Collaboration with the University of Oxford Gardens Libraries and Museums (highlighted in national Creativity in Education review)*

Specific Spending Example Outcomes:

1. Significant use of therapeutic interventions to support students in year 11 with preparation for adulthood. This included student B; support for positive behaviour and enhanced engagement. Outcomes from this work included a significant reduction in restrictive physical interventions (66% reduction in RPIs in 2020 - 2021). Zero RPIs needed in the last 9 months of education.
2. Extensive targeted intervention has taken place to support children's attendance. April - July 2021 improvements include: Child A 47.8% increase, Child D 10.26%, Child E 10.1%.
3. Additional support for children in receipt of pupil premium in Year 11 to maximise exam outcomes e.g. student F; achieving 6 accreditation outcomes including outcomes in all core subjects and Level 1 Maths, having joined the Academy with no accreditation on entry.
4. The adventure learning activity group continues into its second year. 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 show excellent outcomes in Spoken Word, with enhanced confidence allowing them to access the curriculum. All students met, or exceeded, aspirational individual targets.
5. Art and music therapy continues to produce excellent outcomes despite the pandemic. All children in receipt of therapy were able to receive a modified offer which led to excellent outcomes both academically and with their mental health which was evidenced through parental feedback.



Pupil Premium Funded Activity	Reason for this approach	Current Outcomes
<p>Specific bespoke timetables and mentoring opportunities</p> <p>1:1 support for students £23,250</p> <p>Strategic management of this team £11,700</p>	<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"> • 0% Exclusion rate for students in receipt of pupil premium funds • No significant statistical difference in behaviour of students in receipt of pupil premium funds • Accreditation achieved by students on bespoke timetables • Student A's attendance increased by 47.8%
<p>Use of the Dome for alternative curriculum pathways</p> <p>£5,548</p>	<ul style="list-style-type: none"> • EEF research showing how environments affect learning outcomes • Opportunity for focussed work in a smaller group environment • Opportunity to develop relationships • Opportunity to develop self-belief and self-regulation 	<ul style="list-style-type: none"> • Reduction in monitored behaviour in specific subjects • Reduction in self harm for specific students • 0% Exclusion rate for students in receipt of pupil premium funds • Improved relationships between staff and students • Enhanced exam outcomes achieved in core subjects for targeted children
<p>Charney Manor Residentials £2868</p>	<ul style="list-style-type: none"> • Residential opportunities for children who may not have been away from home previously • Enhanced social emotional development 	<ul style="list-style-type: none"> • Additional outcomes that specifically link to the child's EHCP for children in receipt of pupil premium funds (tracked through additional documentation and analysed by experience teacher) • Excellent feedback from parents specifically around the school's commitment to residential trips despite the pandemic



		<ul style="list-style-type: none"> • A number of children on this trip accessed a residential for the very first time.
<p>Art and Music Therapy</p> <p>Art Therapy £13,596</p> <p>Music Therapy £10,200</p>	<ul style="list-style-type: none"> • Evidence-based practice managed and delivered by qualified professionals • Opportunities to use skilled practitioners to mentor new therapists e.g. introduction of Drama Therapist for the first time in 2021-22 	<ul style="list-style-type: none"> • Enhanced emotional regulations, positive attendance • Additional sessions offered to staff supporting children in receipt of pupil premium • Chiltern Music therapy commissioned a return on investment study in collaboration with the University of Northampton, 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 • Improved student wellbeing • Development and awareness of a sense of self • Focus, concentration and listening skills • Promoting self-expression • Over 300 sessions of Art therapy were planned to run across the year • Staff wellbeing during COVID-19 was supported by David Elliott (providing online supervision and wellbeing tools). This is how we repurposed the sessions that were not run due to COVID-19.



		<ul style="list-style-type: none"> • Students now accessing Drama therapy in addition to our core offer.
<p>Alternative curriculum pathways e.g.</p> <p>a) TRAX</p> <p>b) RAW</p> <p>c) Oxford City Farm</p> <p>d) Work experience etc.</p> <p>£13,984</p>	<ul style="list-style-type: none"> • Increased independence • Opportunity to develop vocational skills • Increased and sustained attendance • Self-belief and self-regulation 	<ul style="list-style-type: none"> • Oxford City Farm producing a positive effect on attendance e.g. persistent absentees attending on that day of the week • SOFEA gaining positive attendance and providing a post 16 pathway for students not engaging in traditional pathways, measured through attendance, attitude and engagement. • Students able to access 'in house' work experience through the new work experience cafe - this has developed student's speech and language skills alongside their confidence and sense of self (evidenced through EHCPs).
<p>Supervision</p> <p>£550</p>	<ul style="list-style-type: none"> • Evidence based practice 	<ul style="list-style-type: none"> • Good retention of staff • No long-term absence within the therapeutic team • Recruitment of additional staff within this team
<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"> • Significant increase in opportunities for students in receipt of pupil premium to access cultural venues despite the pandemic. • Programme of study across a whole term supported by specialists from the museum • All students in receipt of pupil premium leaving the academy



		with an Arts Award qualification.
Further online learning development through a new way of using Google Classroom combined with Zoom to allow for virtual assemblies and online circle time.	<ul style="list-style-type: none"> • EEF research showing impacts of online learning • Need for further connectivity during the pandemic 	<ul style="list-style-type: none"> • Successful engagement in the platform • High levels of attendance in virtual assemblies and circle times. • Excellent feedback from parents in response to the new platform.
Restorative training for the therapeutic team over three full days with Belinda Hopkins. £2316	<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"> • 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. • Behaviour continues to be excellent and in line with expectations year on year. • New PSW feedback reporting that this training has had the most impact on their practice and therefore interactions with children.
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"> • 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



		<p>allowing for equitable opportunities.</p> <ul style="list-style-type: none"> • All teaching staff have access to textbooks which promote pedagogy and enhanced teaching and learning.
<p>Adventure Learning Activities (small group targeted at boys year 8 upwards)</p> <p>£1755</p>	<ul style="list-style-type: none"> • Increased self-confidence • EEF teaching and learning research • Targeting specific year groups in receipt of pupil premium 	<ul style="list-style-type: none"> • Increased speech and language outcomes of the group (exceeding their non-pp peers by >3%) • Improved attendance for all children attending this intervention