



Iffley Academy Pupil Premium Strategy Statement – 2021/22

This statement details Iffley Academy's use of the pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

This statement outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	Iffley Academy
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 to 2024-2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Tom Procter-Legg Head Teacher
Pupil premium lead	Charlotte Roberts Deputy Head Teacher
Governor / Trustee lead	Karen Shaw (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,508
Recovery premium funding allocation this academic year	£21,315
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£84,823

Part A: Pupil premium strategy plan

Statement of intent

What the pupil premium funding is and how it should be used by schools

Schools should spend the pupil premium and recovery premium funding on evidence-based approaches to support students. Each school should choose the activities they think are the most appropriate to support the learning of their students however the Department for Education proposes that schools use the funding in a variety of ways including to support the quality of teaching, to provide targeted academic support and to help overcome non-academic barriers to success in school, such as attendance, behaviour and social and emotional support. Schools can spend the premium on a wider cohort of students than those who attract the funding and can direct the funding where they think the need is greatest. There is no demand on the school to demonstrate an allocation of funds to particular students whether they are eligible for the funding or not.

Recovery premium for 2021/22

As a recognition of the disproportionately high impact of Covid-19 on the education of disadvantaged students, in addition to the annual pupil premium funding as detailed above, all schools that are eligible for pupil premium are also eligible for a one off 'recovery premium'. This means that all students who are in receipt of the pupil premium funding will attract a further £290 for this academic year only. The Department for Education has allocated £21,315 to Iffley Academy for our recovery premium.

How we will use the funding at Iffley Academy

At Iffley Academy we strive to deliver the best possible outcomes for our students regardless of their background or specific barriers to learning. We aim to ensure that our students experience success and achievement in all aspects of their lives. We define 'disadvantage' in many ways and do not take eligibility for free school meals as our sole indicator; we also consider the additional needs of students who are known to children's social care or who may be a young carer.

Our overall aim with our targeted allocation of the pupil premium funding is to ensure its use has a sustained and meaningful impact on the lifelong opportunities for children in our school community who are deemed to be disadvantaged.

Challenges

A high proportion of our students face additional barriers to learning beyond their identified Special Educational Needs. These can be classroom-based challenges as well as non-academic issues that impact our students' access to full participation of the school's curriculum and wider school experiences.

The table below details the key challenges to academic achievement and access to life experiences that we have identified among our disadvantaged pupils. These challenges were identified from a range of data sources including discussions with staff and students, conversations between staff and parents during parents' evenings, scrutiny of students' paperwork on admission, joint working with the Virtual School and from wider work with multi-agencies beyond the school.

Challenge number	Detail of challenge
1	Children join our school with below age expected skills in literacy and numeracy. If these barriers are not adequately overcome with targeted support, our disadvantaged students in particular will have less access to the world of work and wider life skills and opportunities than their more affluent peers are able to benefit from.
2	Our in-school observations and discussions with parents have shown that our students can suffer from low self-esteem and confidence. At times this can be linked to their SEND, but discussions and informal assessments have also suggested that a lack of confidence has wider roots than SEND and can stem from experiences of the wider world and its current uncertainties. In particular we have seen that mental health concerns and underdeveloped emotional literacy has been exacerbated by the Covid-19 pandemic. Some parents have voiced to us that they would appreciate guidance on how to support their children at home.
3	Although our attendance data indicates that as a school our overall attendance rate is excellent, our data and tracking demonstrate that disadvantaged students tend to have low attendance and are more likely to be persistent absentees than their peers. The impact of low attendance has a much more detrimental impact on the progress and attainment of disadvantaged students who are much less likely to be able to catch up on missed learning than their peers.
4	Disadvantaged students generally have fewer opportunities to access cultural experiences and to visit places of interest. In discussions with students and their families it is apparent that they have less occasions where they are able to expand their cultural capital outside of school.
5	Our assessments, observations and conversations with families have indicated that disadvantages students have a disproportionate likelihood of having a lack of independence and preparation for adulthood skills. In particular they require additional support to develop key personal

skills such as independent travel and the confidence to access their local communities.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>English and maths: Improved progress for disadvantaged students in English and maths, relative to their starting points as identified by their Termly Outcome Plans and through formal baseline assessments.</p>	<p>Through improved outcomes (as measured via Termly Outcome Plans and as reported in end of year reports to parents) e.g. students in receipt of PP funds will show no statistical difference in learning outcomes.</p> <p>Monitoring of the quality of English and maths teaching as part of ongoing school improvement (and linked to the school's Raising Achievement Plan) and via moderation materials generated by the English and maths leaders.</p>
<p>Confidence and self-esteem: Disadvantaged students have greater confidence and self-esteem to help them to better understand the world around them and know their place within the world. Students will have a wider vocabulary to be better able to communicate how they are feeling and to express their emotions. Parents are better able to support their children at home.</p>	<p>Through observations and discussions with students and families. Students in receipt of PP funds will be confident in a range of community scenarios e.g. student council and student choir. Student voice continues to be strong and parents have access to and regularly attend training which supports positive interactions with their children.</p>
<p>Attendance: Attendance for child in receipt of PP funds will be inline with previous data trends, students will be forensically tracked and where students need to improve their attendance their progress will be accelerated and sustained.</p>	<p>Through the school's internal collection of attendance data.</p>
<p>Cultural Capital: All students will have had wider exposure to knowledge and culture outside of school and will have had opportunities to enhance their cultural capital through a diverse programme of educational visits and experiences.</p>	<p>Through educational visits paperwork which shows a diverse take up and participation from a wide range of disadvantaged students, from feedback from professionals external to the school and from discussions with students and their families.</p>

<p>Preparation for adulthood: Disadvantaged students feel better prepared for life after school. They will be open to opportunities post-16 and will have benefited from mentoring, work experience, and targeted support for independent travel and will therefore be more able to voice their aspirations and plans for the future.</p>	<p>Through scrutiny of destination data , consideration of children deemed to be Not in Education, Employment or Training.</p> <p>Parents have access to and regularly attend training on next steps in education.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £48,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhanced Continuing Professional Development opportunities overseen by the school's Lead Practitioner for SEND and linked to the School's Raising Achievement Plan (Action Plan 2)</p>	<p>Educational research shows us that good quality teaching each and every day benefits all students and has a particularly positive effect on children who are eligible for the pupil premium funding. <i>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'</i> (EEF, 2018). This year's whole-staff CPD timetable focuses on areas of teaching and learning which have been proven to lead to improvements for all learners and especially for disadvantaged students as well as developing understanding of the specific SEND needs of our students.</p> <p>Specific research includes Visible Learning.</p>	<p>1</p>
<p>Adaptation of the maths curriculum and close monitoring of its impact with especial focus on disadvantaged girls. This is overseen by</p>	<p>Having strong skills in basic and everyday maths is fundamental to students' life chances and opportunities external to the school. A recent report by the EEF recommends that <i>'School leaders should ensure that all staff, including non-teaching staff, encourage enjoyment in maths for all children'</i> (EEF, 2021).</p>	<p>1</p>

<p>the school's Assistant Head Teacher and is linked to the School's Raising Achievement Plan (Action Plan 3)</p>	<p>This is key to our development of the maths curriculum this year. Also key to this area of focus is that there are more girls than boys at the school for the first time in its history therefore it is important that they are focused on as a significant group. Specific strategies include Numicon – impact of this strategies can be seen in the following report.</p>	
<p>Enhanced focus on literacy via the continued embedding of Sound Reading practices and the use of new technology (Lexsplore) to support assessment of reading. This is overseen by the school's English Lead and is linked to the school's Raising Achievement Plan (Action Plan 1)</p>	<p>We will continue to use the evidence-based Sound Reading System for our reading programme. We will also develop our understanding of the ways students read via a new assessment tool which has been developed in Karolinska Institute in Stockholm. By analysing eye movement patterns from this study combined with additional research from the Dyslexia Project in Sweden, researchers were able to show that statistical models they had developed could <i>'accurately predict which students would experience difficulties after as little as 30 seconds of reading.'</i> We will use this assessment tool to support our understanding of how to best support development of reading skills.</p>	<p>1</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £20,052

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 tuition using the Sound Reading System principles and techniques. This intervention is run by an experienced teaching assistant and is overseen by the school's English lead.</p>	<p>Our 1:1 reading tuition is undertaken by an experienced teaching assistant who has received specific training. The EEF states that <i>'for one-to-one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.'</i> Furthermore, the EEF states that <i>'studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit.'</i> This means that the approach of 1:1 tuition is especially</p>	<p>1</p>

	beneficial for disadvantaged students at our school.	
Continued use of meta cognition and small group interventions run by the Therapeutic Team and overseen by the school's Student Wellbeing and Therapeutic Support Manager	Research has shown that <i>'explicit instruction in cognitive and metacognitive strategies can improve pupils' learning.'</i> (EEF, 2021). This is especially important when considering the EEF's view that <i>'There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies'</i> and that by ensuring these interventions are offered to disadvantaged students we are enabling them to <i>'use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.'</i> (EEF, 2020)	2 & 5
Activities to support students with preparation for adulthood including schemes for independent travel to and from school and supported visits in the local community. These interventions are run by the Therapeutic Team and overseen by the school's Student Wellbeing and Therapeutic Support Manager	We believe that all our students deserve the opportunity to live independent and fulfilling lives and that they may need to have bespoke and individualised support to enable this to happen. The government's focus on Preparation for Adulthood for children with EHCPs recognises this fundamental right to equal life chances for children with SEND. The SEND Code of Practice states that <i>'with high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life.'</i> (SEND Code of Practice) thereby ensuring it is embedded in the practice of the school.	5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,101

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oversight of the attendance of disadvantaged students by the school's Student Wellbeing and	Good attendance is essential: <i>'Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school</i>	3

<p>Therapeutic Support Manager; robust tracking and implementation of 1:1 intervention to support greater attendance. This is linked to the school's Raising Achievement Plan (Action Plan 4)</p>	<p><i>regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.' (DfE, 2020)</i></p> <p>This is especially true following the pandemic with disadvantaged students being disproportionately affected by the disturbance to their education: <i>'The effect on disadvantaged pupils is equivalent to undoing a third of the progress made in the last decade on closing the gap' (EEF, 2021).</i></p>	
<p>Enhanced use of Hill End Outdoor Education Centre (including the Dome for 1:1 or very small group sessions)</p>	<p><i>'Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning intervention can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills may in turn have a positive effect on academic outcomes.'</i> (EEF 2021). Our observations and discussions with students show that a visit to Hill End is the highlight for many of them. They thoroughly enjoy being outdoors and getting to be in nature when they might not otherwise have this opportunity.</p> <p><i>We also have local statistical data to show that Hill End improves attendance on the planned day of intervention.</i></p>	<p>2, 3, 4 & 5</p>
<p>Introduction of a Family Links Nurturing Programme for parents and carers which is run by a Therapeutic Support Worker for a group of parents. This is overseen by the School Business Manager and is linked to the school's Raising Achievement Plan (Action Plan 5)</p>	<p>Family Links is a national charity and training organisation dedicated to the promotion of emotional health at home, at school, and at work. The Nurturing Programme is a 10 week (2 hours a week) interactive programme. The American child psychologist Dr Stephen J Bavolek developed The Nurturing Programme based on his research into family interactions where he identified four destructive parental behaviour patterns. The Nurturing Programme was developed to address these and uses the four constructs as building blocks of emotionally healthy relationships: self-awareness, appropriate expectations, empathy and positive discipline. We understand the importance of working with parent upskill them to be able to support their children and to give confidence to them as parents.</p>	<p>2</p>

<p>Continued access to the University of Oxford's Gardens, Libraries and Museums (GLAM) and resources for disadvantaged students to access the arts</p>	<p>It is widely evidenced that participation in structured arts activities boosts children's cognitive ability, supports their emotional and physical wellbeing, contributes to prosocial behaviour and increases their employability. However, children with SEND are statistically least likely to take part in creative experiences outside school as families can be deterred by emotional, medical and logistical challenges as well as by the perception that cultural venues may not be accessible and welcoming.</p> <p>The innovative partnership between GLAM and Iffley Academy sets out to challenge this accepted norm. It aims to create equitable access to cultural venues for children with SEND so that they feel comfortable and confident in these spaces. Cultural learning is placed at the heart of the school curriculum so that it informs teaching across all subjects, including both maths and science. The partnership also encourages students to actively consider careers in the arts and cultural sector. This is evidence by our work being included in the Durham Commission as a best practice example.</p>	<p>2, 4 & 5</p>
<p>Training for all new staff in restorative practices and the continued embedding of whole school practice and ethos</p>	<p>Restorative Practice <i>'is an effective approach to discipline that has the potential to transform behaviour by focusing on building and restoring relationships'</i> (Restorative Practice and Special Needs, Burnett and Thorsborne, 2015). Furthermore, a report published by the DfE gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.</p>	<p>3</p>

Total budgeted cost: £84,823