



The Iffley Academy Pupil Premium Mid-Year review Plans 2021 - 2022

Funding expected this academic year will be approximately **£84,823**

Number of learners in receipt of Pupil Premium is **85**

Intended outcome	Success criteria	Mid-Year Review
English and maths: Improved progress for disadvantaged students in English and maths, relative to their starting points as identified by their Termly Outcomes Plans and through formal baseline assessments.	<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>EHCP target outcomes:</p> <p>Students in receipt of Pupil Premium continue to show no statistical difference, shown through the Spring Term TOPs analysis. PP students reflect the same statistical trends for those not in receipt of PP; high proportion of Met or Partially Met targets, with a small percentage of Unmet targets.</p> <p>Ongoing moderations have been held throughout the year, including external moderation through OSSAM. Specific discussions took place to benchmark PP progress across other schools in Oxfordshire.</p> <p>B2 Data:</p> <p>Mid-year data point analysis highlighted no statistical disadvantage for students in receipt of PP. Tailored small group intervention sessions were delivered for students in receipt of PP, through class teams or group intervention with HLTA.</p> <p>Exam outcomes:</p>

		100% of students in receipt of PP funds are on track to leave Iffley Academy with exam outcomes in English and Maths
<p>Confidence and self-esteem:</p> <p>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>Student and parental voice:</p> <p>This remains exceptionally positive and complementary. Student voice continues to be exceptionally positive and has been noted by many external professionals e.g., Autism Accreditation, Moderation visits, OSCB safeguarding audit). School council is 44% students in receipt of PP.</p> <p>Parental training sessions have been well attended through both training sessions by lead professionals and Family Links with families reporting increased confidence and self-esteem in their children. They also report improved relationships within their families.</p> <p>All students in receipt of PP have had the opportunity to engage in the wider community, such as choir, Student Council, Yowlbury, RAW, Construction interventions and Woodlands & Charney Manor residentials.</p>
<p>Attendance: Attendance for child in receipt of PP funds will be inline with previous data trends, students will be forensically tracked and</p>	<p>Through the school's internal collection of attendance data.</p>	<p>Attendance:</p> <p>Attendance remains a tight focus for all students at Iffley, which is reflected by our high attendance figures 92% whole school average. Attendance data is</p>

<p>where students need to improve their attendance their progress will be accelerated and sustained.</p>		<p>collected daily and follow-up arrangements are placed. This has included extensive collaboration with the Local Authority to secure transport, 1:1 support for students, and wider support for struggling families to secure high attendance figures.</p> <p>Data is forensically analysed to identify trends in attendance, including those in receipt of PP, and triangulated with Behavior and Attainment data. Students in receipt of PP funds attend on average 91% (with 48 students in receipt of PP attending more than 92%)</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>Educational visits and trips have restarted properly this academic year, and all students in receipt of PP have benefited from the opportunities to access the wider community.</p> <p>Educational visits have supplemented individuals' cultural capital by engaging with the wider community. Residential trips have been held (Woodlands, Duke of Edinburgh, Charney Manor) with extensive support offered to all families to make these trips a possibility, including financial support where needed.</p> <p>Engagement with Oxford University GLAM has been enhanced through the recruitment of a Creative Arts TLR, allowing the cultural effects to reach a wider percentage of the school community. Classes continue to engage</p>

		<p>for time based projects, as well as a wider dissemination of the skills intrinsically held by members of GLAM staff through medium term plans. So far these skills have influenced Computing (History of Science), Science (Natural History Rocks and Fossils) and Art.</p> <p>Individual visits and trips have been instigated to support students of specific, bespoke, pathways, including swimming, RAW, and engagement with alternative schools within the Trust.</p>
<p>Preparation for adulthood:</p> <p>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>	<p>Preparation for adulthood:</p> <p>Extensive work around disadvantaged students remains of upmost importance in this area. Triangulated data continues to identify areas of consideration and attention for specific students including:</p> <p>Independent travel has continued through the travel training programme, ensuring that students in post 16 are safe and equipped to travel independently where possible. This has included a new Bikeability scheme for those who cycle to and from school including a high percentage of students in receipt of PP.</p> <p>D Nicholas has maintained Iffley's exceptional level of commitment to Careers provision. This has included work experience placements, whilst also engaging with outside agencies. Close work with external agencies have</p>



		<p>provided all students with guidance and aspirations for future goals, including attendance to the Aspirations day, Careers Fairs, and working extensively with external providers to ensure all students have access to excellent careers education.</p>
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