



# Iffley Academy Pupil Premium Strategy Statement 2022/23

This statement details Iffley Academy's use of the pupil premium (and recovery premium for the 2022 to 2023 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.

***Also included is a review of 2021/22 outcomes, outlined at the bottom of the document.***

## School overview

Detail	Data
School name	Iffley Academy
Number of pupils in school	182 (including Post 16)
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2021-2022 to 2024-2025
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Tom Procter-Legg Head Teacher
Pupil premium lead	Russell Chinery Lead Practitioner for SEND
Governor / Trustee lead	Karen Shaw (CoG)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,670
Recovery premium funding allocation this academic year	£78,412
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£158,082</b>

# 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 2022/23**

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 further funding for this academic year. The Department for Education has allocated £78,412 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><b>English and maths:</b> 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>	<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><b>Confidence and self-esteem:</b> 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><b>Attendance:</b> Attendance for children 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 and benchmarked against other schools in The Gallery Trust and the National data set for attendance.</p>
<p><b>Cultural Capital:</b> 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>Reintroduction of the annual Amsterdam residential, allowing students to explore alternative cultures, languages and experiences that may not be afforded to</p>

	<p>them without additional support. The trip will provide opportunities for a small group of 15, of which 66% are in receipt of Pupil Premium (above our current whole school percentage), in addition to one CWCF.</p>
<p><b>Preparation for adulthood:</b> 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>In preparation for the upcoming Amsterdam residential, students will be prepared to provide appropriate documentation/proof of identification, applicable to the Preparation for Adulthood outcome. Students and families will be supported through this process by school, both financially and by completing travel-related forms.</p>

## 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: £49,255**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced Continuing Professional Development opportunities overseen by the school's Lead Practitioner for SEND with contributions	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	1

<p>from the Deputy Head Teacher and Therapeutic Lead. This is linked to the School's Raising Achievement Plan (Action Plan 2)</p>	<p>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 <a href="#">Visible Learning</a>.</p>	
<p>Adaptation of the maths curriculum and close monitoring of its impact with a special focus on disadvantaged girls. This is overseen by the school's Assistant Head Teacher and is linked to the School's Raising Achievement Plan (Action Plan 3)</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). 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 these strategies can be seen in the <a href="#">following report</a>.</p>	1
<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>	1

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

**Budgeted cost: £52,510**

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 beneficial for disadvantaged students at our school.</p>	<p>1</p>
<p>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</p>	<p>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)</p>	<p>2 &amp; 5</p>
<p>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</p>	<p>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</p>	<p>5</p>

Wellbeing and Therapeutic Support Manager	ensuring it is embedded in the practice of the school.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £56,317**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oversight of the attendance of disadvantaged students by the school's Student Wellbeing and 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>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 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.'</i> (DfE, 2020)</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'</i> (EEF, 2021).</p>	3
Enhanced use of Hill End Outdoor Education Centre (including the Dome for 1:1 or very small group sessions)	<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>	2, 3, 4 & 5

	<i>We also have local statistical data to show that Hill End improves attendance on the planned day of intervention.</i>	
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)	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 parents to upskill them to be able to support their children and to give confidence to them as parents.	2
Continued access to the University of Oxford's Gardens, Libraries and Museums (GLAM) and resources for disadvantaged students to access the arts	<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 evidenced by our work being included in the Durham Commission as a best practice example.</p>	2, 4 & 5
Training for all new staff in restorative	Restorative Practice <i>'is an effective approach to discipline that has the potential</i>	3

<p>practices and the continued embedding of whole school practice and ethos</p>	<p><i>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>Cultural opportunities for children to travel internationally</p>	<p>In recovery from the effects of the Covid-19 restrictions, a reintroduction of the Amsterdam Residential is planned for this coming year. Students attending were previously allocated to the trip, which was unfortunately postponed, and the completion of this trip holds significant resonance with fully recovering from the impact of Covid-19.</p> <p>It is also widely evidenced that socio-economic status is 'consistently the strongest correlation in studies around rates of engagement in arts and culture by children and young people' and that the arts have a strong impact on prosocial and civic engagement.</p>	<p>1,4&amp;5</p>

**Total budgeted cost: £158,082**

## The Iffley Academy Pupil Premium End of Year review 2021 - 2022

“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**

Academic Year 2021-2022 Pupil Premium - **£79,042**

**Recovery Premium - £17,077**

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

### **Key highlights:**

*a) Students in receipt of pupil premium funding continue to make excellent progress in English and Maths, with no meaningful statistical differences between their progress and the progress of their peers. 100% of students in receipt of pupil premium leave the academy with English and Maths accreditation*

*b) Increased levels of community engagement, including Belazu fun day and overnight residentials. 100% of students in receipt of pupil premium funds attended the family fun day with exceptional feedback.*

*c) Attendance remains an area of celebration, students in receipt of pupil premium attend for 91.8% (higher than the local and national average).*

*d) There were no suspensions of students in receipt of pupil premium funding in 2021-2022 and behaviour analysis shows no statistical difference in the number of occurrences of challenging behaviour when comparing these students and their peers.*

Expenditure	Intended outcome	Success criteria	End of Year Review
<p>Total: £37,870</p>	<p>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>	<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><b>EHCP target outcomes:</b></p> <p>Students in receipt of Pupil Premium continued to show no statistical difference throughout the year in relation to EHCP target outcomes. 509 targets set in the Spring term, where 56% of targets were met, 38% part met and 7% were not met. These figures continued to improve, with met targets increasing to 62% of the targets set in the Summer term, and decreasing to 32% part met and 6% not met.</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><b>B2 Data:</b></p> <p>End of term data highlighted no significant 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. Data highlights that, on average across all strands of English and Maths in the Tate Gallery, there is negligible differences between average</p>

			<p>progress and that of students in receipt of PP. Within Louvre and Guggenheim, PP students' progress data was ahead of the average cohort by 4.91%.</p> <p><b>Exam outcomes</b></p> <p>136 successful exam outcomes belonged to PP students, out of 180 PP entries (81.2% success rate). 100% of these students gained an English and Maths accreditation.</p> <p><b>Impact of Funding:</b></p> <p>ECT: successfully engaged in an enriched induction process, and passed the first year of the ECT with specific commandments to her engagement, within a supportive and encouraging atmosphere created by the innovative ECF led by OTSA. Teachers facilitated the transfer to the new assessment framework, allowing more accurate data to be captured to reflect systematically on the progress of all students, including those in receipt of Pupil Premium.</p> <p>Funding has provided a strong foundation for Early Year teachers, in response to current issues around teacher retainment and the implementation of the ECF, outlined in the <a href="#">Teacher Recruitment and Retention Strategy</a>.</p> <p>Actions inline with the implementation and development of the use of innovative strategies, including Numicon and kinesthetic</p>
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			<p>learning. These strategies disseminated to staff through training, as well as to parents through the Parent Training Programme. Additional focus on the female cohort through interventions and data scrutiny has ensured there are no statistical differences between females and the school average.</p> <p>Pastoral support deployed into class in identified areas of need, providing provision to enable students to engage actively with the curriculum, having their individual needs met. Examples of this include 1:1, whole class and group intervention led by the therapeutic team. .</p> <p>Managing and providing bespoke pathways for students currently in emergency provision, establishing a safe and stimulating pathway tailored for individual needs and requirements that cannot be met with the perimeters of the classroom e.g. sensory engagement and provision.</p> <p>Dissemination of intrinsic skills of our Sound Reading System to new staff, as well as establish the use of the Lexsplore assessment tool. Impact extended outside of the student body, providing hands-on support and training for parents in teaching their children to read, in connection with the Parent Training Programme.</p>
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<p>Total: £16,271</p>	<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.</p> <p>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><b>Student and parental voice:</b></p> <p>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 lead by Iffley 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, Youlbury, RAW, Construction interventions and Woodlands &amp; Charney Manor residential.</p> <p>HLTA: work has ensured that those in receipt of PP struggling with foundational skills across the Tate gallery secure accelerated progress through 1:1 and small group intervention, increase confidence and engage fully in class-based learning by the end of the academic year. Progress across this Gallery was exceptional, with an aggregated progress of 1.14 in English and 1.22 in Maths (0.60 or above considered outstanding progress)</p>
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			<p>Therapeutic support deployed to classes where most needed, including facilitating emergency provision on a 1:1 basis.</p> <p>Fulfilling the role of EVC, provided opportunities and coordinated experiences of the wider world. 100% of students at Iffley had the opportunity to attend experiences offsite through a wide spectrum of educational outings.</p> <p>Exploration and establishment of individual learning pathways and provisions, such as RAW, Hill End and Horsewyse, set to continue into the 2022-23 academic year.</p>
Total: £24,901	<p>Attendance: Attendance for children 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><b>Attendance:</b></p> <p>Attendance remains a tight focus for all students at Iffley, which is reflected by our high attendance figure of 91.8% whole school average, with PP achieving 90.65% (compared to the national average of 86.9% and 89% PP dated 7th July, 2022). Attendance data is collected daily and follow-up arrangements are in place. This has included extensive collaboration with the Local Authority to secure transport, 1:1 support for students, use of school resources for students with low attendance and wider support for struggling families to secure high attendance figures.</p> <p>Attendance remains high for school organised events such as Parents Evening, Annual Reviews and Belazu Fun Day. 100% of children</p>

			<p>in receipt of Free school meals, 97% of the vulnerable learners, and 71% of all students attended the day.</p> <p>Introduction of the Family Links Nurturing Programme, working in partnership with other school's within the Trust. 5 families accessed the course for the 2021-22 cohort, with a further 8 families signed up for the September 2022 cohort.</p> <p>Parent Programme initiated, providing in-hand training for parents from experienced members of staff, regularly capturing interest of a minimum of 5 families, including CWCF and PP parents.</p> <p>Hill End provision provided outdoor adventure learning for a specific cohort who demonstrate a difficulty with engagement with traditional classroom learning environments. Inhouse data highlights an increase in attendance for these scheduled days for the identified cohorts. 7x year 11 students (100% of those entered) were awarded Level 1 Award in Environmental Conservation and Heritage. 46% of the Years 7-11 accessed Hill End as a provision, with the remaining 54% having accessed the experience in previous years.</p>
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	<p><b>Cultural Capital:</b> 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 100% of 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 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>
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	<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><b>Preparation for adulthood:</b></p> <p>Extensive work around disadvantaged students remains of utmost 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 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>AHT 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 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> <p>Career experiences have extended out to Iffley Alumni, inviting previous students to share their experience, giving advice on apprenticeships and life after Iffley.</p>
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Total Spending: £79,042			
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## Recovery Premium Funding

The recovery premium grant is part of the government's package of funding to support pupils whose education has been impacted by coronavirus (COVID-19).

It is focused on pupil premium eligible pupils and pupils in specialist settings such as special schools, special units and pupil referral units (PRUs). This is because of the additional impact of the pandemic on these students.

**Iffley Academy was in receipt of £17,077 of Recovery Premium Funding.**

Budget	Intent	Implementation	Impact
£10,642	To promote and accelerate the accreditation process, ensuring all students leaving Iffley, do so with accurate and aspirational accreditation outcomes.	UPS teacher to run targeted catch-up sessions, triangulated through data analysis, to ensure that all students leave with the best possible exam outcomes.	All students in receipt of exam support through the recovery premium, left Iffley with the very best exam outcomes. 100% of Year 11 students left with Exam outcomes in English, Maths and Science (subjects focused on through targeted support) with data representing the highest Year 11 exam outcomes in the last three years.

	<p>Ensure that Iffley is able to promote a return to independence and cultural capital exposure, by ensuring that a diverse programme of education visits, residential and experiences are available.</p>	<p>Lead Practitioner to ensure that residents are re-engaged, providing 2x 5-day residential focusing on independence.</p> <p>Continued links to GLAM, coordinated through the collaboration of TLR holders (Creative Arts, Preparation for Adulthood).</p>	<p>Successful completion of three residential, providing opportunities for students to experience a residential setting.</p> <p>GLAM continues to grow and be an integral part of Iffley's ethos. 6 projects were completed, (1 Explore, 4 Discover and 1 Bronze), including the first Art Award for a music project, connecting with the local nursing home.</p> <p>100% of targeted students left the academy with Arts Award accreditation.</p>
£6,435	<p>Additional pastoral care to accelerate students' preparation for adulthood, including travel training, bikeability and work experience.</p>	<p>UPS TLR teacher used to facilitate the bikeability scheme to promote independent travel.</p> <p>PSW deployed to coordinate work experience, ensuring that all eligible students have suitable work experience placements.</p>	<p>Bikeability scheme was completed in its trial phase, leading to individual, personal successes linked with independent travel (travelling independently for the first time).</p> <p>100% of targeted students completed a work experience placement, engaging with the workforce from the wider community.</p>