

Oxford Spires Academy Pupil premium strategy statement

1. Summary information					
School	Oxford Spires Academy				
Academic Year	2019	Total PP budget	283,652	Date of most recent PP Review	03/17
Total number of pupils	1200	Number of pupils eligible for PP	385	Date for next internal review of this strategy	12/19

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 4+ in English / Maths	64.4 / 44.4	-
% achieving 5+ in English / Maths	44.4/ 26.7	-
Progress 8 score average	-0.3	0.1
Attainment 8 score average	3.4	4.4

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Poor self-regulatory skills
B.	Engagement in key pedagogical tools such as response to feedback
C.	Preparation for linear exams

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Completion and quality of home learning
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4. Desired outcomes *(desired outcomes and how they will be measured)*

		Success criteria
A.	Boys PPG students will make expected progress in Maths and English	Outcome data 2019
B.	Improving independence for PPG students	Increased engagement
C.	Achievement gap to narrow due to explicit linear exam focus	Gap between disadvantaged and non-disadvantaged

5. Planned expenditure

Academic year

2019

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improvement in motivation and self-regulatory skills	Introduction of a whole school approach to self-regulation which focuses on common language for all and delivered through a pastoral plan.	Extensive research conducted by EEF Zimmerman, B. J. Bandura, A. Pintrich, P. R. and De Groot, E. V.	Data review cycle Pupil premium review Learning walk data Student feedback	SM	Term2, 4 & 6

PPG achievement gap to narrow due to improvement in learning skills for linear exams	Building capacity for students to retain and apply knowledge overtime. <ul style="list-style-type: none"> • Explicit and Implicit teaching of revision techniques. • Utilising feedback and response. • Use of formative feedback and summative assessments. Explicit and implicit learning focus	Literature which states the beneficial impact of explicitly teaching skills for linear exams. Zimmerman, B. J. and Dibenedetto, M. K.	Data review cycle Pupil premium review Learning walk data Student feedback	MD/SM	Term2, 4 & 6
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Total budgeted cost £90,826

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved engagement of identified cohort	Staff mentors to work with a small group of individuals to aid engagement in school.	University of Oxford (Deanery)	Data review cycle Learning walks Student feedback	SM	Term 2, 4 & 6

Fit for purpose curriculum	Using data to inform the correct subjects for students to be examined to ensure that they have the correct balance of option subjects.	Understanding the needs of our students in the context.	Data review Implementation plan Learning walks	SLT	Term 2, 4 & 6
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Total budgeted cost £90,826

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Intelligent use of data at classroom level to inform action	<p>Improvement in assessment system to ensure it is fit for purpose and meaningful data collected.</p> <p>Improved learning behaviours yr7-11 to ensure that they have revision and examination skills to succeed</p> <p>Implementation of terminal tests which are robust and provide accurate data</p>	<p>EEF</p> <p>Visit to partner schools</p>	<p>Review of assessment system</p> <p>Accuracy of data drops with Yr11 external examinations</p> <p>% of students on target or above (75% or more)</p> <p>Learning behaviours implemented through pastoral system</p>	<p>MD</p> <p>MD</p> <p>ALL</p> <p>JD/HoH/SK</p>	Terms 2,4 & 6

Total budgeted cost £100,000

Academic year 2018

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	When will you review implementation?
Boys PPG students will make expected progress in Maths and English in Yr11	<p>Attached learning mentor that will have a micro view with the child and problem solve issues.</p> <p>Book Pride will take place to quality assure along with learning walks and student voice.</p> <p>Pedagogical learning groups to be set up fortnightly to focus on the key issues relating to boys attainment; response to feedback and independent learning</p>	<p>This learning mentor team, had an impact on individual students. The common theme of success was that students had the motivation to work with mentors. Book pride along with the fortnightly focus meetings raised the profile of learning amongst students and staff but this needs to embed lower in the school.</p>	<p>The staff mentors were useful but greater focus on compatibility with students needs is important through a needs analysis. This will continue but overall the main lesson was that students who didn't achieve their potential lacked the motivation and self-regulatory skills that are needed.</p>	Term 2, 4 & 6
Improvement in PPG engagement in learning (identify gap & put resources in place)	Collaborative approach with Primary schools to form a partnership to examine the gap for PP students	This highlighted gaps in oracy and use of language used for students in different faculty areas.	Planning for oracy is important and raising the profile of this in subjects as a precursor for literacy.	Term 2, 4 & 6

£60,000

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	When will you review implementation?
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Improving independence for PPG students 7-11	Appointed learning lead for independence to lead CPD sessions.	Independence has been an important focus and there was signs of students becoming more independent as a result of strategies put in place, but needs embedding.	Greater engagement with Oxford Deanery has meant that OSA aims to become a self-regulatory school which empowers all students take greater ownership.	Term 2, 4 & 6
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