

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Oxford Spires Academy				
Academic Year	2021	Total PP budget	336,808	Date of most recent PP Review	09/20
Total number of pupils	1200	Number of pupils eligible for PP	336	Date for next internal review of this strategy	12/20

2. Current attainment			
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average	0.1	0.6	
Attainment 8 score average	44	55	

3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Poor executive functioning skills which leads to lower engagement	
B.	Engagement in key pedagogical tools such as teacher feedback	
C.	Preparation for linear exams	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
D.	Engagement on Teams and quality of home learning	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	30% of PPG students will achieve 5+ in Maths and English	Outcome data 2020
B.	Improved boys engagement in lessons	Effort data AP1, 2 & 3
C.	Achievement gap to narrow due to explicit application recall teaching	Outcomes data 2019, mock data, AP1, 2 & 3
D.	Improved homework completion rate	Homework quality and completion data

5. Planned expenditure

Academic year **2021 FSM allocation for meals = £159,600**

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

i. Quality of teaching for all

Action	Intended outcome	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 literacy levels	Greater literacy levels which will improve all including PPG access to language to improve engagement and	Research by EEF	Data review cycle Pupil premium review Learning walk data	CMS/NF	Term 2, 4 & 6
Improvement in Executive functioning skills	Greater intentionality of learning skills to organise, apply and recall subject specific concepts and	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 & Achievement Team	Term2, 4 & 6

<p>Embed methods for recall across all years with a spiralled programme which promotes greater recall of subject specific knowledge.</p>	<p>Greater confidence by students for summative tests and June 2021 exam series.</p>	<p>Literature which states the beneficial impact of explicitly teaching skills for linear exams. Zimmerman, B. J. and Dibenedetto, M. K.</p>	<p>Data review cycle Pupil premium review Learning walk data Student feedback</p>	<p>SF & SM</p>	<p>Term2, 4 & 6</p>
<p>Greater use of low stake regular testing to assess knowledge gaps and planned intervention.</p>	<p>Students and teachers will know and act on gaps in knowledge.</p>	<p>EEF and empirical research</p>	<p>Learning walk data Student voice</p>	<p>SF</p>	<p>Termly</p>

Purchase workbooks and revision books for English, Maths & Science	Independent work which supports class learning and enables revision	Based on experience of our students in this school.	HOF will use these to teach skills of learning and recall.	SM & HOF	Termly
Total budgeted cost					£78,000
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Action research into engagement of the most vulnerable PPG children in the most effective pedagogical tools and links to personality	Improved engagement of low socio-economic status pupils with key tools to accelerate learning.	University of Oxford (Deanery) Hattie & Timperley meta - analysis plus the evidence of EEF	Data review cycle Learning walks Student feedback	SM & Academic achievement team	Term 2, 4 & 6

Academic mentoring of identified students.	Greater intentionality of strategies used in the classroom leading to accelerated learning.	Practitioner research through Msc programme at University of Oxford	Achievement review cycles to examine pupil improvement each half term.	SM & Academic achievement team	Half termly (x6 cycles)
Online Mentoring	Focused work and increased progress due to 1:1 sessions	EEF	Reviewed termly	Sm & Achievement Team	Termly
Total budgeted cost					£71,000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
The use of a school teaching and learning framework which compliments different pedagogical styles whilst providing consistency for all pupils but most importantly the most academically vulnerable.	Improved consistency of teaching and learning.	Action and practitioner research which has highlighted the need for greater consistency.	Learning walks Learning bulletin Data review 2020 GCSE results Student voice	SF	Termly

Yr11 curriculum review for appropriate pathways	Improved engagement and motivation of pupils studying subjects	School evidence and student voice of reduced motivation	Data review cycle Learning walks Student feedback	MB/SF	Termly
Total budgeted cost					£33,000

6. Review of expenditure				
Previous Academic Year		2020		
i. Quality of teaching for all				
Action	Intended outcome	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)	Cost
Improvement in motivation and self-regulatory skills	Pupils will be intentional about their learning through the creation of a general and specific learning schemas.	Explicit teaching of executive function skills has been taught across the academy. Lesson observations has shown that at times students are using these skills consistently and successfully. Parents events were well attended and led to greater engagement of identified students.	Greater emphasis on delivery skills for learning in tutor lessons as well as curriculum subjects. These sessions need to be chunked for teaching staff and inset time used for guidance on teaching.	63,000

<p>Application and recall to be mapped into pastoral and academic year.</p> <p>Clear use of homework for recall and application alongside leaders responsible in faculty areas for cognitive load.</p>	<p>Building capacity for students to retain and apply knowledge overtime.</p> <ul style="list-style-type: none"> ☑ Explicit teaching of revision techniques. ☑ Utilising feedback and response. ☑ Use of formative feedback and 	<p>Improvement from first to second mock is an indicator that students were understanding and applying recall techniques which improved recall.</p>	<p>We will continue to embed the use of recall and application strategies into the curriculum and pastoral programmes to ensure the correct strategies are used for the correct content.</p>	
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<p>Ensure the following are a regular feature in all classrooms</p> <ul style="list-style-type: none"> • Feedback and action-green pen • Great relationships/ high challenge/ differentiation for all • Students ownership of learning-pride • Re-do culture using feedback to improve 	<p>Assessment for learning is a key feature in all classrooms to enable students to know how to improve.</p>	<p>Learning walks and book looks highlighted there is a strong culture of assessment for learning in most classrooms.</p>	<p>Identified areas need to have further training on what productive assessment for learning looks like and how this impacts on progress. This is a strong feature of the internal training programme.</p>	
<p>ii. Targeted support</p>				
<p>Action</p>	<p>Intended outcome</p>	<p>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>£38,000</p>
<p>The use of a school teaching and learning framework.</p>	<p>Improved consistency of teaching and learning.</p>	<p>Learning walk and observations demonstrated a greater consistency of high quality teaching across the academy and highlighted areas for improvement.</p>	<p>It remains vital to celebrate great teaching through the teaching and learning bulletin alongside working with any colleagues who need to embed. There will be a need to track the quality of book</p>	

Curriculum review for appropriate pathways	Improved engagement and motivation of pupils studying subjects	Student engagement was increased as a result of focusing their efforts on their appropriate pathway until lockdown.	Ensure students with different academic profiles are on the correct pathway at the start of their GCSE's to prevent overloading students with too any subjects.	
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iii. Other approaches

Action	Intended outcome	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)	Cost
Intelligent use of data at classroom level to inform action	Improvement in assessment system to ensure it is fit for purpose and meaningful data collected. Improved learning behaviours yr7-11 to	Pupils were more ready for linear exams due to the subject specific preparation.	This needs to be implemented across all year groups to grow learners who have the skills to navigate recall and application methods of subject specific material.	£33,000

<p>Improved engagement of identified cohort</p>	<p>Staff mentors to work with a small group of individuals to aid engagement in school.</p>	<p>The majority of students responded well to having a mentor and appreciated the availability and support of an identified member of staff.</p>	<p>This process needs to be started at the end of yr10 and time allocated for the yr11 team to meet throughout the year to assess, plan, do and review the progress of these students.</p>	
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7. Additional detail

The three year academy development plan was agreed in July 2018. Improving the outcomes for PPG pupils is at the heart of this development plan which aims to improve consistency and provide pupils with the executive functioning skills needed to be intentional in their learning. This involves engaging with all members of staff and the student body to ensure all have greater ownership over learning. Supportive structures have been implemented and are being embedded to support continual professional development such as a school wide coaching programme and development observations. Research is an important part of our strategy and there are several action and practitioner studies which inform not only what, but how we use pedagogical tools in the context of east Oxford.