

The Oakwood Academy Pupil Premium strategies 2017-18

Cost v

Evidence Strength ^

Impact (months)

| Strategies | PP allocation (£) | New or continued activity / cost? | Key Stage | Purpose / Impact /EEF toolkit evaluation |
|--------------------------------------|--|-----------------------------------|-----------|---|
| 1:1 Tuition English, Maths & Science | £49,842 (2016-17) £25,684 (2017-18) | Continuing | 3/4 | <p>In the year group overall, 40% of pupil premium (PP) students achieved the Basics 9-4 measure in both English and Maths. 44% achieved the measure in Maths and 54% in English. PP students were also part of a cohort receiving 1:1 tuition in Maths and English. Of this cohort, 15 students achieved the Basics 9-4 measure in English, and 3 students in Maths.</p> <p>The effectiveness of the programme in Maths has been reviewed and amended for 2017/18. These sessions will now be delivered by existing Maths staff, rather than an external Maths tutor. In addition to English and Maths tuition, for 2017-18, students are also being provided with Science tuition.</p> <p>EEF toolkit evaluation:</p> <p>Small group tuition Moderate impact for moderate cost, based on limited evidence.</p> <p style="text-align: right;"> </p> |
| Easter Revision School Sessions | £2,640 (2016-17) £4,050 (2017-18) | Continuing | 4 | <p>These sessions were designed to support students during the Easter holidays with coursework, revision and exam skills. 129 (97%) out 133 students attended at least one Easter School GCSE revision session in 2017 – many attended more than one. 44 (92%) of the 48 PP students attended at least one Easter School session in 2017. The provision has been enhanced for 2017/18 and was more strategically structured to enable students to access the support they need.</p> <p>EEF toolkit evaluation:</p> <p>Individualised instruction Moderate impact for very low cost, based on moderate evidence.</p> <p style="text-align: right;"> </p> <p>Summer schools Low impact for moderate cost, based on extensive evidence.</p> <p style="text-align: right;"> </p> |

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| Contribution to Attendance officer salary | £11,306.38 (2016-17) £6,035 (2017-18) | Continuing | 3/4 | <p>Whole school attendance for PP students in 2016/17 was 93.06%, compared to 95.69% for non-PP students. In year 11, attendance for non-PP students was 95.3% and 94.4% for PP students, a gap of 0.9%. The gap in Year 11 has improved from the 2015-16 figure of 3%. Additional processes have been implemented for 2017/18 to improve this further, including co-ordination with the Trust attendance team.</p> <p>EFF toolkit evaluation:</p> <p style="text-align: center;">Behaviour interventions</p> <p style="text-align: center;"><small>Moderate impact for moderate cost, based on extensive evidence.</small></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="display: flex; gap: 5px;"> ££££££ </div> <div style="display: flex; gap: 5px;"> 🔒🔒🔒🔒🔒 </div> <div style="background-color: #f44336; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; color: white; font-weight: bold;">+3</div> </div> |
| Work Experience; Careers & progression | £5,240.60 (2016-17) £10,487 (2017-18) | Continuing | 4 | <p>In 2016/17, every Year 10 student was offered a work experience place (142 students). Of these, 138 completed the programme successfully, giving them important skills and helping them with post-16 planning. All but 2 PP students completed the work experience programme successfully, and student voice showed that the programme had been well received by students, parents and workplace partners. High quality careers education and guidance on progression to post-16 options is imperative in minimising the number of students classed as 'NEET' and goes hand in hand with relevant work experience.</p> <p>EFF toolkit evaluation:</p> <p style="text-align: center;">Aspiration interventions</p> <p style="text-align: center;"><small>Very low or no impact for moderate cost, based on very limited evidence.</small></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="display: flex; gap: 5px;"> £££££ </div> <div style="display: flex; gap: 5px;"> 🔒🔒🔒🔒🔒 </div> <div style="background-color: #90caf9; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; color: white; font-weight: bold;">0</div> </div> |
| Student Support Centre | £23,400.62 (2016-17) £19,920 (2017-18) | Continuing | 3/4 | <p>Referrals to the Student Support Centre (SSC) are predominately aimed at Y7-10 students, but in exceptional circumstances support is offered to Y11 pupils. The centre supports students with academic progress, as well as other issues affecting their performance in school. The centre offers mentoring, guidance with post-16 choices, as well as support with revision and homework. During 2016-17, 4 Year 11 PP students were supported by the SSC. Of these, 2 achieved the Basics 9-4 measure in English and Maths.</p> <p>EFF toolkit evaluation:</p> |

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| | | | | <p>Behaviour interventions Moderate impact for moderate cost, based on extensive evidence.</p> <p style="text-align: right;">    </p> <p>Social and emotional learning Moderate impact for moderate cost, based on extensive evidence.</p> <p style="text-align: right;">    </p> |
| Period 6 | £4,680 (2016-17) £5,240 (2016-17) | Continuing | 4 | <p>Period 6 is an extra study session taking place at the end of every school day solely for Year 11 students. All students are encouraged to attend, but subject areas also identify students for extra support in these sessions. In 2016-17, every PP student was invited to attend at least one Period 6 session each week. Parents are kept up to date about provision, attendance and success.</p> <p>EFF toolkit evaluation:</p> <p>Extending school time Low impact for moderate cost, based on moderate evidence.</p> <p style="text-align: right;">    </p> |
| Learning resource centre | £39,735.35 (2016-17) £20,757 (2017-18) | Continuing | 3/4 | <p>The LRC is a popular venue for students to access reading material, carry out research on computers or complete homework. The centre also provides an after-school homework club every day from 3pm to 4.30pm. In the year 2016/17, our students made 4266 loans from the LRC, an increase of 300% on the previous year, with PP students accounting for 25% of these loans. The target for 2017/18 is for at least 40% of the loans to be for pupil premium students, and for the overall loan total to increase further.</p> <p>EFF toolkit evaluation:</p> <p>Reading comprehension strategies High impact for very low cost, based on extensive evidence.</p> <p style="text-align: right;">    </p> |

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| Targeted reading programme (including contribution to TA salaries) | £18,540 (2016-17) £14,052 (2017-18) | Continuing and expanded into Year 8. | 3 | <p>All students in Year 7, including the PP cohort, completed a reading age test on entry and then took part in the Accelerated Reader programme, as well as Drop Everything and Read (DEAR). At the start of the year there was a 16% gap between the number of NPP students reading at or above their chronological age and the PP students. By the end of Year 7 that narrowed to 6%. For Year 8 students, the gap narrowed from 20% to 13%, with PP students making 27 months progress over 12 months and non-NPP students making 22 months progress. For the current Year 7 cohort, the gap between PP and non PP students' reading at or above their chronological ages has reduced from 14% to 11% after two terms.</p> <p>EEF toolkit evaluation:</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 60%;"> <p>Reading comprehension strategies High impact for very low cost, based on extensive evidence.</p> <p>Teaching assistants Low impact for high cost, based on limited evidence.</p> </div> <div style="width: 35%; text-align: right;">   </div> </div> |
| Rewards | £2408.64 (2016-17) £2,800 (2017-18) | Continuing | 3/4 | <p>The successes of our students are celebrated throughout the year, and also at Sports Presentation evenings, and House Celebration evenings. 33 PP students were nominated for the most recent House Celebration evening. Students are nominated weekly by staff for effort and work in class, as well as for extra-curricular activities. Prize draws are conducted using these nominations, as well as for the students who have 100% attendance. At the end of the year students with 100% attendance, including PP students, were taken on an Alton Towers reward trip.</p> <p>EEF toolkit evaluation:</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 60%;"> <p>Aspiration interventions Very low or no impact for moderate cost, based on very limited evidence.</p> </div> <div style="width: 35%; text-align: right;">  </div> </div> |

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| Revision Guides and Resources | £4,037.90 (2016-17) £6,624 (2017-18) | Continuing | 4 | <p>Key revision materials were provided in core subjects such as Science and Maths. All Year 11 students received revision guides and study packs to support their revision at home. Year 10 and 11 students also took part in bespoke lessons on revision and examination techniques. This provision has been reviewed and amended for 2017/18 to ensure it is more effective in addition to providing breakfast for any student attending pre exam morning booster sessions.</p> <p>EFF toolkit evaluation:</p> <p>Metacognition and self-regulation</p> <p>High impact for very low cost, based on extensive evidence.</p>  |
| SIMS / SISRA | £4,500 (2016-17) £3,464 (2017-18) | Continuing | 3/4 | <p>Investments in SIMS/SISRA have improved access to data, intervention monitoring and reporting for all staff for both attendance and progress. Information about pupil premium is clear on registers and on systems for tracking student progress. This means that staff are more aware of the characteristics of students, including those who are pupil premium, and use this information to inform lesson planning, support and intervention.</p> <p>EFF toolkit evaluation:</p> <p>Digital technology</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p>  |
| Contribution to lead practitioner salary | £15,500 (2016-17) £0 (2017-18) | Discontinued | 3/4 | <p>A proportion of the salary of the Lead Practitioner in Maths was taken from the Pupil Premium fund. The work of this member of staff included class teaching, staff training and small group intervention in Maths, including with Pupil Premium students. This initiative was not as effective as hoped, and has been withdrawn for 2017-18.</p> |
| Additional classes in English, Maths, | £52,000 (2016-17) | Continuing | 4 | <p>Targeted students in English, Maths and Science have extra lessons in these areas conducted by specialist teachers. These sessions are built into teacher and student timetables, and the PP cohort was included in this</p> |

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| Science and Humanities at KS4 | £55,500 (2017-18) | | | <p>intervention. For example, some of the GCSE coursework was done through these additional lessons, and the majority of students performed at or above target on these assessments.</p> <p>EFF toolkit evaluation:</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <h3 style="color: #0056b3;">Small group tuition</h3> <p style="font-size: small; color: #0056b3;">Moderate impact for moderate cost, based on limited evidence.</p> </div> <div style="display: flex; align-items: center;"> <div style="display: flex; gap: 5px;"> £££££ </div> <div style="display: flex; gap: 5px;"> 🔒🔒🔒🔒🔒 </div> <div style="background-color: #ff7f0e; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; color: white; font-weight: bold;">+4</div> </div> </div> |
| Additional Class in Humanities to support Literacy in Year 7 + 8 | £24,000 (2016-17) £26,250 (2017-18) | Continuing | 3 | <p>Students in Years 7 and 8 with literacy levels below expectations have extra support through a modified Humanities curriculum, taught by a specialist literacy teacher. Students from the pupil premium cohort are included in this provision. 19 students received this intervention in 2016/17 and made an average of gain of 27.2 months for their reading age and 16 months for their spelling age. For the current Year 7 cohort, current data suggests that the reading age of NPP involved has increased by 29 months whereas in PP students, it has increased by 45 months on average.</p> <p>EFF toolkit evaluation:</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <h3 style="color: #0056b3;">Reducing class size</h3> <p style="font-size: small; color: #0056b3;">Moderate impact for high cost, based on moderate evidence.</p> </div> <div style="display: flex; align-items: center;"> <div style="display: flex; gap: 5px;"> £££££ </div> <div style="display: flex; gap: 5px;"> 🔒🔒🔒🔒🔒 </div> <div style="background-color: #ff7f0e; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; color: white; font-weight: bold;">+3</div> </div> </div> |
| Use of the Trust Reintegration Centre | £6,125 (2017-18) | New | 3/4 | <p>The RIC is used as part of the Trust strategy to minimise fixed term and permanent exclusions. The recent PP review identified the need to align the use of sanctions and exclusions between PP and non PP students. The RIC provision is aimed at addressing the gap.</p> <p>EFF toolkit evaluation:</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="text-align: center;"> <h3 style="color: #0056b3;">Behaviour interventions</h3> <p style="font-size: small; color: #0056b3;">Moderate impact for moderate cost, based on extensive evidence.</p> </div> <div style="display: flex; align-items: center;"> <div style="display: flex; gap: 5px;"> £££££ </div> <div style="display: flex; gap: 5px;"> 🔒🔒🔒🔒🔒 </div> <div style="background-color: #ff7f0e; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; color: white; font-weight: bold;">+3</div> </div> </div> |

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| | | | | <p>Mentoring</p> <p>Very low or no impact for moderate cost, based on extensive evidence.</p> <p>    </p> |
| Contribution to Pastoral support staff salaries | £26,058 (2017-18) | Continued | 3/4 | <p>Supporting all students and parents across the Academy for a variety of things ranging from: home support / managing house points so that there is a renewed focus on rewarding achievement / sanctioning poor behaviour; re-focussing on good attendance to school; organising Parent Review Weeks amongst other things. Support has been reviewed and is to be embedded further for 2017-2018.</p> <p>EEF toolkit evaluation:</p> <p>Behaviour interventions</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> <p>    </p> <p>Social and emotional learning</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> <p>    </p> <p>Mentoring</p> <p>Very low or no impact for moderate cost, based on extensive evidence.</p> <p>    </p> |
| Self-supported study (Show my homework subscription) | £2,538 (2017-18) | Continued | 3/4 | <p>Show My Homework supports pupils in tracking and completing their homework. The app enables parents and students to keep track of homework, whilst the technology engages students who may otherwise be reluctant to complete homework. Students who do not have access to computers at home can use the library before, during or after the school day.</p> <p>EEF toolkit evaluation:</p> <p>Homework (Secondary)</p> <p>Moderate impact for very low cost, based on moderate evidence.</p> <p>    </p> |

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| | | | | <p>Digital technology</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> <p>    </p> |
| Self-supported study (EDLounge subscription) | £2,760 (2017-18) | Continued | 3/4 | <p>EDLounge delivers a high-quality virtual learning platform and supports students who are out of lessons (for example, students in isolation or currently excluded). EDLounge is proven to improve behaviour, reduce exclusions, raise attendance, and break down barriers to learning for students.</p> <p>EFF toolkit evaluation:</p> <p>Digital technology</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> <p>    </p> |
| Replenishment of the LRC resources | £5,761 (2017-18) | Continued | 3/4 | <p>Securing stock for LRC to ensure that all pupils have access to appropriate, relevant and challenging materials that engage them in reading and which support literacy development throughout the academy.</p> <p>EFF toolkit evaluation:</p> <p>Reading comprehension strategies</p> <p>High impact for very low cost, based on extensive evidence.</p> <p>    </p> |
| Pledge programme | £4,189 (2017-18) | Continued | 3/4 | <p>Students at The Oakwood Academy are encouraged to gain a breadth of experiences both in and out of Academy life. This includes accessing the wide range of extracurricular opportunities on offer and representing their House. In order to further develop this ethos and raise expectations around the importance of engagement from everyone.</p> <p>EFF toolkit evaluation:</p> |

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| | | | | <p>Aspiration interventions Very low or no impact for moderate cost, based on very limited evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 0</p> <p>Arts participation Low impact for low cost, based on moderate evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +2</p> <p>Sports participation Low impact for moderate cost, based on limited evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +2</p> <p>Outdoor adventure learning Moderate impact for moderate cost, based on moderate evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p> <p>Extending school time Low impact for moderate cost, based on moderate evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +2</p> |
| Biometric system | £2,142 (2017-18) | Continued | 3/4 | <p>Biometrics system upkeep – deployment of this technology removes the stigma of pupils receiving FSM and encourages both sign-up for FSM and uptake of the meals themselves.</p> <p>EFF toolkit evaluation:</p> <p>Digital technology Moderate impact for moderate cost, based on extensive evidence. £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p> |
| Developing teaching | £9,398 (2017-18) | Continued | 3/4 | <p>RTSA membership in order to access staff CPD programmes aimed at developing teaching staff in terms of T&L plus leadership development CPD such as aspirant middle and senior leadership programmes. In addition, Redhill Trust joint INSET attendance for all teaching and support staff to further develop school T&L; systems and processes. Areas of focus include: minimising barriers to boys’ achievement; stretch & challenge; creativity; critical thinking; oracy and talk for writing.</p> |

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| | | | | <p>EFF toolkit evaluation:</p> <p>Metacognition and self-regulation   </p> <p>High impact for very low cost, based on extensive evidence.</p> <p>Feedback   </p> <p>High impact for very low cost, based on moderate evidence.</p> |
| Assertive mentoring | £5,500 (2017-18) | | 4 | <p>Assertive mentoring aims to focus students in Year 11 in order to maximise their progress and achievement at GCSE. All students are allocated an assertive mentoring whom they meet with regularly. The role of the mentor is to challenge and support students in addition to providing the necessary guidance to ensure they are fully informed of post-16 options and signposted to relevant third party support. To be further developed for 2018-19.</p> <p>EFF toolkit evaluation:</p> <p>Mentoring   </p> <p>Very low or no impact for moderate cost, based on extensive evidence.</p> |
| Social inclusion | £4,700 (2017-18) | | 3/4 | <p>Breakfast club / LRC before school provision to ensure that all disadvantaged pupils can access a healthy breakfast to support their attention, concentration and learning throughout the day. Provision also supports low-income parents who could not otherwise afford before school care for younger pupils. Similarly, a homework club is provided in the LRC after school to support students.</p> <p>EFF toolkit evaluation:</p> <p>Extending school time   </p> <p>Low impact for moderate cost, based on moderate evidence.</p> |

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| Transition activities | £6,200 (2017-18) | | 2/4 | <p>Effective transition from KS2-3 and also from 4-5 is imperative in ensuring that students’ aspirations alongside their progress is maximise. A wide range of activities are provided to local primary school children in order to prepare them to start secondary school. Initiatives run from September to July and include projects and activity days linking in to each faculty area e.g. expressive performing arts day; news team activity with English; DT day. In addition, a programme aimed at higher attainers runs from Year 7-11. Activities include an annual university ambition project for Years 7 -11; a UN club run by NTU as an extracurricular club. For Year 11, a Cambridge university talk; AS taster sessions at Redhill Academy; Redhill lectures to broaden horizons and raise aspirations.</p> <p>EEF toolkit evaluation:</p> <p>Aspiration interventions Very low or no impact for moderate cost, based on very limited evidence. </p> <p>Arts participation Low impact for low cost, based on moderate evidence. </p> <p>Sports participation Low impact for moderate cost, based on limited evidence. </p> |

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| Pupil Premium Income 2016-2017 | £285,175 | | Pupil Premium Income 2017-2018 | £275,825 |
| Total Spend 2016-2017 | £257,831 | | Total Projected Spend 2017-2018 | £276,234 |