



## Pupil Premium Strategy

### Document template to outline use and expected impact of the funding for 2020-2021

E-ACT requires all academies to publish their Pupil Premium Strategy on their own academy webpage.

The academy's Pupil Premium Strategy must set out the following:

- the amount of pupil premium money
- the main barriers to educational achievement faced by the eligible pupils
- how the allocation is to be spent to address those barriers and the reasons for that approach
- how the school is to measure the impact and effect of its expenditure of the pupil premium allocation, and
- the date of the academies' next review of the strategy.

## E-ACT's Pupil Premium Strategy: template for 2020-2021

<b>1)</b>	<b>Barriers to educational achievement</b> Please explain below the precise barriers to learning. This may or example include: spelling ages, reading ages, those below -9 months reading age, those 12 month below their chronological age, no place for children to work at home or lack of time if they are carers at home, those pupils who are pupil premium who are most able but who are only attaining at expected levels rather than greater depth, barriers related to attendance and persistent absence.
1)	<b>Low attainment on entry;</b> approximately one third of our students arrive having not made the average expected progress at KS2
2)	<b>Reading, literacy and numeracy skills below age related expectations;</b> Approximately 20% of pupil premium students in year 7 have reading ages between 5 and 9 years old. Approximately one third of students have not made expected progress in numeracy or literacy on entry.
3)	<b>Limited attainment of HPA students;</b> Historically at The Oldham Academy North students with high starting points have tended to make less progress than their peers at GCSE level. "Evidence shows that disadvantaged pupils with high attainment are especially at risk of under-achievement" [DFE].
4)	<b>SEND Attainment;</b> Historically the gap between KS4 SEND students and their peers has been wide with SEND outcomes being significantly lower than their peers at GCSE level
5)	<b>Limited experiences in regards to cultural capital;</b> Increasing opportunities and broadening pupil experiences remains a priority for our pupil premium students
6)	<b>The attendance and punctuality of Pupil Premium Students is currently below Non-PP Students;</b> Pupil attendance, although generally good is weaker for PP eligible pupils compared to non Pupil Premium children
7)	<b>Behaviours for learning;</b> The behaviour of a minority of pupil premium and non-pupil premium students is a focus for pastoral and academic staff. Poor behaviour can lead to disengagement and ultimately less successful outcomes at GCSE.
8)	<b>Limited home support or complex family situations that present various challenges;</b> Pupils may have grown up in a household where academic aspiration is limited and/or they may have a significant number of challenges to face at home which affects their motivation in school and results in difficulty coping with academic challenge
9)	<b>Financial barriers and limitations;</b> The Oldham Academy North is located in an area of significant deprivation with the majority of our students living in the top 10% of levels of deprivation in the country on the IDACI profile
10)	<b>Low aspirations and limited understanding to future pathways;</b> 'Disadvantaged pupils are twice as likely not to be in education, employment or training and are at a higher risk of poverty as adults'. (DfE, 2015)

## Pupil Premium Strategy (secondary) 2020-2021

1. Summary information					
School	The Oldham Academy North				
Academic Year	2020/21	Total PP budget	£590,850	Date of most recent PP Review	11/09/2020
Total number of pupils	1313	Number of pupils eligible for PP	47% 625	Date for next internal review of this strategy	04/01/2021

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average) *CO2019
% achieving 4+ Eng/Ma - Best of	52%	72%
% achieving 5+ Eng/Ma - best of	26%	50%
Progress 8 score average	0.17	0.13

Attainment 8 score average [41.66]	41.12	50.30
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3 Desired outcomes		
Barrier	Desired outcomes	Success criteria
1)	Students eligible for PP achieve a P8 score in line with or better than national non-PP students	P8 score above 0.17
2)	The percentage of students eligible for PP achieve grades 9-4 in English/Maths in line with or better than non-PP students within the local authority	The percentage of PP students attaining the standard basics will exceed 73%; The attainment gap between PP and non PP students in Y7-10 is below 3%

	All PP students in Y7-Y10 make progress in line with their non-PP peers in English and Maths	
3)	All students classified as HPA will achieve a positive P8 Score in line or better than students classified as middle ability	The P8 score for HPA moves from negative (-0.17) and is in line with the positive score of middle prior attaining students (0.18)
4)	All SEND students achieve a P8 score in line with their non-SEND peers. All SEND students in Y7-Y10 make progress in line with their non-SEND peers in English and Maths	A combination of whole school interventions specifically targeting SEND students will lead to an increase in overall attendance to lessons, positive behaviour for learning and attainment.
5)	Pupil Premium students continue to receive high quality cultural capital experiences and opportunities.	Increasing the proportion of Pupil Premium students participating in enrichment activities, including extra-curricular provision and trips. The number of PP students accessing these provisions will be at least 25% higher than non PP counterparts
6)	Attendance and punctuality to exceed national average expectations for students. The attendance target is a minimum of 96.5% for all students at The Oldham Academy North.	A combination of whole school interventions specifically targeting PP students will lead to an increase in overall attendance for all students to 96.5% and will in turn close the PP/non PP gap, whilst ensuring that we raise the benchmark for all students.
7)	Reduction in negative behaviour logs and fixed term exclusions. More opportunities for students to study within the academy through effective Alternative Provision.	The number of negative logs for PP students is not disproportionately represented in the data Climate for learning data is positive across the school Fixed term exclusions for PP students reduce significantly and are below national. Improved PP student attendance Reduction in instances of PP students in extended support
8)	Support the health and wellbeing of pupils eligible for PP and ensure all pupils are given opportunities to study independently within the academy	Library made available and independent study resources provided for the students. All students have home learning platforms, subscriptions and resources made available to support knowledge and deepen understanding Targeted intervention given to students who require enhanced support from the counsellor or medical welfare officer
9)	All students, including those eligible for PP, have the basic fundamentals provided to them by the Academy to support learning and embed high expectations these include equipment, uniform, breakfast provision	A higher percentage of PP students participate in breakfast provision. Reduction in the attendance gap between PP and non-PP students. Climate for learning data is positive across the school
10)	Pupil Premium students continue to receive high quality CIAG and are provided career learning opportunities.	All students will have received high quality careers advice linked to the Gatsby Benchmark guidance and KS4 students will have appropriate and ambitious career pathways resulting in 0% NEETS.

4 Planned expenditure													
Academic year	2020-2021												
Barrier													
1) Low attainment on entry; approximately one third of our students arrive having not made the average expected progress at KS2													
	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff lead								
Students eligible for PP achieve a P8 score in line with or better than national non-PP students	<b>In-School Initiatives;</b> A range of programmes and incentives (both in-house and external) offered to students to offer further opportunities and personal enrichment to help boost GCSE results, these include Booster Weekends, 1:1 tuition and Staff CPD.	There has been an historic 3-year downward trend in A8 with standard basics lower than national average [65%].	Progress of PP maths/English P8 through pastoral and academic COBRA each week with actions to be targeted show student progress at each data capture. Foundation subjects to be half termly. The outcomes of PP students are in line with their peers, and at least national average.	Termly	RMC								
	<b>Revision and homework club/ Saturday school:</b> Students will be selected to attend Saturday school based on their academic performance throughout the year and be given the opportunity for small group tuition in a classroom environment from September until exams.	There is a significant gap between the P8 score of our PP students compared to non pp: <table border="1" data-bbox="853 1082 1279 1441"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>Predicted Y11 PP progress 8 vs non PP - 2020</td> <td>0.17</td> <td>0.40</td> </tr> <tr> <td>Predicted Y11 PP progress against 2019 national PP Progress 8 (adjusted)</td> <td>0.17</td> <td>National 2019 - 0.13</td> </tr> </tbody> </table>		Disadvantaged	Other	Predicted Y11 PP progress 8 vs non PP - 2020	0.17	0.40	Predicted Y11 PP progress against 2019 national PP Progress 8 (adjusted)	0.17	National 2019 - 0.13	Data captures and progress meetings will show significant improvements towards exceeding the local authority non-PP standard basics of 65% Saturday school attendance to exceed 85%	Monthly [Cycle based]
	Disadvantaged	Other											
Predicted Y11 PP progress 8 vs non PP - 2020	0.17	0.40											
Predicted Y11 PP progress against 2019 national PP Progress 8 (adjusted)	0.17	National 2019 - 0.13											

		There has been an historic 3-year downward trend in A8 the basics figures of 9-4 inc maths and English is lower than national average [65%].											
<p><b>Revision Materials:</b> Revision materials/resources will be sourced and provided to each student for each subject they take.</p>	<p>There is a significant gap between the P8 score of our PP students compared to non pp:</p> <table border="1"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Other</th> </tr> </thead> <tbody> <tr> <td>Predicted Y11 PP progress 8 vs non PP - 2020</td> <td>0.17</td> <td>0.40</td> </tr> <tr> <td>Predicted Y11 PP progress against 2019 national PP Progress 8 (adjusted)</td> <td>0.17</td> <td>National 2019 - 0.13</td> </tr> </tbody> </table> <p>There has been an historic 3-year downward trend in A8 the basics figures of 9-4 inc maths and English is lower than national average [65%].</p>		Disadvantaged	Other	Predicted Y11 PP progress 8 vs non PP - 2020	0.17	0.40	Predicted Y11 PP progress against 2019 national PP Progress 8 (adjusted)	0.17	National 2019 - 0.13	<p>Progress of PP maths/English P8 through pastoral and academic COBRA each week with actions to be targeted. Foundation subjects to be half termly. Progress meetings will show significant improvements towards exceeding national average and a cross-over of 70%</p>	Half Termly	MBO
			Disadvantaged	Other									
		Predicted Y11 PP progress 8 vs non PP - 2020	0.17	0.40									
Predicted Y11 PP progress against 2019 national PP Progress 8 (adjusted)	0.17	National 2019 - 0.13											
<p><b>IT Subscriptions and Resources:</b> New Mac books and software have been purchased so students can access the music software they need for their GCSE along with IT subscriptions such as maths and Science revision materials</p>	<p>Software is able to raise aspirations and offer experiences used in industry such as Mac computers in Music. Also revision subscriptions offer personalised learning for individual students where they can receive immediate feedback. The Education Endowment Fund recognises that 1:1 tutoring is of high cost but highly effective when managed and implemented effectively.</p>	<p>Student engagement data from subscriptions Student progress and outcomes to be monitored and targets reviewed at COBRA meetings</p>	Half Termly	MBO									
<b>Total budgeted cost</b>		<b>£91477</b>											

**2) Reading, literacy and numeracy skills below age related expectations;** Approximately 20% of pupil premium students in year 7 have reading ages between 5 and 9 years old. Approximately one third of students have not made expected progress in numeracy or literacy on entry.

	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>When will you review implementation?</b>	<b>Staff lead</b>
<b>The percentage of students eligible for PP achieve grades 9-4 in English/Maths in line with or better than non-PP students within the local authority</b>	<b>Maths Teacher:</b> A highly skilled Maths teacher has been appointed to join the Maths faculty to help to deliver outstanding results for all students.	‘Mathematics is essential for everyday life and a foundation for careers in technology, science, and engineering, among many others. Improving the attainment of children in mathematics is a founding aim of the EEF’ (EEF, Mathematics)	Data captures and progress meetings will show Maths outcomes for PP students are in line with non PP students. Quality assurance using the Mastery Rubrik shows quality first teaching	Termly	SSU
<b>All PP students in Y7-Y10 make progress in line with their non-PP peers in English and Maths</b>	<b>Literacy and Numeracy Coordinator:</b> A literacy and numeracy coordinator has been appointed to help to drive improvements in the standards of literacy and numeracy across the school.	‘Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives’ (EEF, Language and Literacy). ‘Mathematics is essential for everyday life and a foundation for careers in technology, science, and engineering, among many others. Improving the attainment of children in mathematics is a founding aim of the EEF’ (EEF, Mathematics)	Data captures will show 100% of students will improve their fluency and decoding abilities as well as accelerated progress in reading ages. Student attendance shows the library facilities are being used to support further reading. Quality assurance of DEAR time and student voice to monitor the effectiveness. 100% of KS3 students will follow a bespoke Maths intervention package, including Numeracy Ninjas, Hegarty Maths and Time Table Rock Star Maths with progress evidenced in Maths outcomes	Termly	MBO/Coordinator

	<b>Books ( Library):</b> Reading books supplied to all students. Students to be given one book per half term to take home and keep.	'Assessment is mostly language acquisition and language recall. Keywords are a gateway to meaning. In class pre-learning and overlearning are good solutions.' (Daniel Sobel, CEO Inclusion Expert).	Quality assurance of DEAR Time, including students who have their own books and student voice. Records of student book borrowing from the library.	Half Termly	Literacy Co-ordinator
<b>Total budgeted cost</b>					<b>£59194.15</b>
<b>3) Limited attainment of HPA students;</b> Historically at The Oldham Academy North students with high starting points have tended to make less progress than their peers at GCSE level.					
	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>When will you review implementation?</b>	<b>Staff lead</b>
<b>All students classified as HPA will achieve a positive P8 Score in line or better than students classified as middle ability</b>	<b>Gifted and Talented Coordinator Inc DOE:</b> A gifted and talented coordinator has been appointed to focus on the academic achievement of our top students encouraging them to challenge themselves academically to achieve the best outcomes possible.	Students who are G&T in a subject or skill should be identified as a need in order for them to be stretched and challenged as well as provided opportunities to further expand their abilities	Performance of G&T students, including those that are PP is above national average KS4 HPA P8 Score is above 0.18	Half Termly	WAR
	<b>Brilliant Club</b> The Brilliant Club seeks to utilise the expertise and passion of PhD students, who they recruited to deliver programmes of academic enrichment to small groups of pupils.	Students who are G&T in a subject or skill should be identified as a need in order for them to be stretched and challenged as well as provided opportunities to further expand their abilities.	All students attain a PHD style level for their dissertation and are at or above age related expectations in all areas	After course completion	RRO
<b>Total budgeted cost</b>					<b>£5796</b>
<b>4) SEND Attainment;</b> Historically the gap between KS4 SEND students and their peers has been wide with SEND outcomes being significantly lower than their peers at GCSE level					

	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff Lead
<b>All SEND students achieve a P8 score in line with their non-SEND peers. All SEND students in Y7-Y10 make progress in line with their non-SEND peers in English and Maths</b>	<b>Academic Targeted Intervention:</b> Academic Targeted intervention staff to Support the most vulnerable students who require support for additional needs in order to be in line with their peers. Employ Additional Needs support staff to Support the most vulnerable students who require support for additional needs in order to be in line with their peers.	‘OFSTED has highlighted a lack of support for more able disadvantaged pupils, particularly during key stage 3, as an area that many schools need to address’ (Effective pupil premium reviews, Teaching Schools Council). ‘Identifying each individual’s barriers to learning is key to success with the pupil premium’(Effective pupil premium reviews, Teaching Schools Council)	Half termly meetings with SENCO to discuss progress of SEND PP students and interventions in place and data capture shows an increase in progress for those students with additional learning needs. All pupil premium students who are highlighted as SEND to have had a work scrutiny/learning walk and teachers to receive feedback via PAMs	Half termly	DBA
<b>Total budgeted cost</b>					<b>£115640</b>
<b>5) Limited experiences in regards to cultural capital;</b> Increasing opportunities and broadening pupil experiences remains a priority for our pupil premium students					
	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	Staff Lead
<b>Pupil Premium students continue to receive high quality cultural capital experiences and opportunities.</b>	<b>Music Tuition:</b> Oldham music service provide tuition for a variety of instruments. For example drums, trumpet, violin, keyboard etc. Singing lessons for all students in Year 7 and 8.	The new Ofsted framework requires schools to consider how they develop their children’s cultural capital to help them succeed in life: ‘As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life’	Increase in number and confidence of students performing at school events over the year. Outcomes from KS3 Music classes and QA including student voice Increase number of students furthering music pathway into KS4 options	Termly	SHO

<p><b>A wider curriculum programme for pupil welfare and development [PSHE/RSE]</b> The implementation of a high quality PSHE/RSE curriculum with a budget effectively managed by the PSHE coordinator</p>	<p>We recognise that PSHE is a key area of development that contributes to the development of a student’s cultural capital; it is one of the key ingredients our students will draw upon to be successful in society, their career and the world of work.</p>	<p>Quality assurance of the PSHE curriculum, including work scrutiny and student voice for PP students</p>	<p>Half Termly</p>	<p>MSA</p>
<p><b>E-ACT Passport Programme:</b> to raise aspirations and develop academic endurance. (A bespoke programme of 60 activities linked to the world of work to build up students “soft skills” and expose students to jobs and experiences of work.)</p>	<p>Passport challenges provide E-ACT pupils with opportunities they may not even know exist. The passport is about raising our pupils’ aspirations and confidence levels so they begin to believe in themselves and understand that there is nothing holding them back, including where they happen to live or their family’s experience in education.</p>	<p>All students will achieve the Bronze passport award and all students are provided opportunities to gain Silver or Gold. Student voice and staff voice will measure the impact of each provision Gatsby Benchmarks measured against</p>	<p>Termly</p>	<p>LMI</p>
<p><b>Languages trip to Spain:</b> Students are given the opportunity to widen their cultural capital and be inspired further to take a GCSE language qualification</p>	<p>Most recent Ofsted report quotes: “Pupils’ opportunities to follow courses that match their needs and interests at key stage 4 have been restricted. Few pupils have followed the academic English Baccalaureate(EBacc ) curriculum in recent years. Only around two percent of pupils achieved the qualifications required to meet the requirements of the EBacc in 2019.”</p>	<p>Student voice will acknowledge positive feedback from student experiences. Student data meets or exceeds target for students who attended. Monitor the GCSE options process to encourage PP students capable of EBACC to pursue this pathway, if they would be motivated to do so.</p>	<p>After trip completion</p>	<p>LWO</p>
<p><b>School Trips:</b> Students will visit a number of places and countries over the academic year to build their cultural capital.</p>	<p>The new Ofsted framework requires schools to consider how they develop their children’s cultural capital to help them succeed in life: ‘As part of making the judgement about the quality of education,</p>	<p>Student feedback from trips is positive and outcomes for those attended are in line or exceeding their target grade</p>	<p>After trip completion</p>	<p>Leading faculty leaders</p>

		inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life'					
	<b>Extracurricular clubs:</b> A range of extracurricular activities will be available for all students to take part in and enrich their school experience	The new Ofsted framework requires schools to consider how they develop their children's cultural capital to help them succeed in life: 'As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life'	Attendance reports from extracurricular clubs to monitor PP students accessing wider curriculum activities, student voice from extra curricular clubs is positive	Half termly	WAR		
<b>Total budgeted cost</b>					<b>£112540</b>		
<b>6) The attendance and punctuality of Pupil Premium Students is currently below Non-PP Students;</b> Pupil attendance, although generally good is weaker for PP eligible pupils compared to non Pupil Premium children							
	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>When will you review implementation?</b>	<b>Staff Lead</b>		
<b>Attendance and punctuality to exceed national average expectations for students. The attendance target is a minimum of 96.5% for all students at The</b>	<b>School Transport costs:</b> Free Bus passes for Student Premium students needing support with the cost of getting to school.	Attendance at The Oldham Academy North is above national average, to have these strategies to be continued in their robustness will ensure this is sustained	The use of attendance data and punctuality data to show PP students are meeting academy attendance targets	Half Termly	LMI		
	<b>Attendance improvement interventions:</b> Money available to be spend on strategies to improve attendance such as rewards for	TOAN	2018/19	2019/20	CPOMS used to record interventions/phone calls/attendance actions . Rewards assemblies to be implemented by HOY. Attendance data shows a	Half Termly	KQU
		PP ATTENDANCE	94.58%	93.87%			
		NON PP	96.8%	96.05%			

<b>Oldham Academy North.</b>	improving attendance and providing support for families who have barriers for getting to school	Currently PP attendance below national average	closed gap between PP attendance and their peers		
<b>Total budgeted cost</b>					<b>£53000</b>
<b>7) Behaviours for learning;</b> The behaviour of a minority of pupil premium and non-pupil premium students is a focus for pastoral and academic staff. Poor behaviour can lead to disengagement and ultimately less successful outcomes at GCSE.					
	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>When will you review implementation?</b>	<b>Staff Lead</b>
<b>Reduction in negative behaviour logs and fixed term exclusions. More opportunities for students to study within the academy through effective Alternative Provision.</b>	<b>30% Progress Leaders:</b> Progress leaders to support disadvantaged students to improve their behaviour, attendance and academic outcomes.	'Other groups of pupils that schools may not have focussed on within their overall strategy include looked after children, children adopted from care or service children'. (Effective pupil premium reviews, Teaching Schools Council) .The EEF Toolkit implies that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students.	The number of detentions and lates/absences of PP students will be reduced. The progress of PP students will be monitored at each data capture and interventions reviewed to ensure there is no attainment gap between PP and non PP students.	Half Termly	KQU
	<b>Alternative Provision:</b> Fully support our students who have become disengaged and need significant academic and pastoral guidance by having effective restorative behaviour opportunities for all students inc. pupil premium	We need to place students in alternative provision when we have exhausted all options within the Academy and it is in their best interests and the best interests of other students at the Academy for them to be educated outside of mainstream lessons. This decision is not taken lightly and follows extensive support.	Half termly review of AP to be presented to SLT to show impact on students supported by attendance, behaviour and progress data.	Termly	KQU

	<b>Achievement rewards:</b> To acknowledge student attainment, motivation and positive ethos	Reward systems are one of the most effective ways of establishing a positive classroom environments. They promote good behaviour and incentivise students. [TES]	Quality assurance of 'Climate for Learning' in lessons shows as a strength across faculties . Attainment data shows increases at each data capture	Half termly	ARO
<b>Total budgeted cost</b>					<b>£59250</b>
<b>8) Limited home support or complex family situations that present various challenges;</b> Pupils may have grown up in a household where academic aspiration is limited and/or they may have a significant number of challenges to face at home which affects their motivation in school and results in difficulty coping with academic challenge					
	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>When will you review implementation?</b>	<b>Staff Lead</b>
<b>Support the health and wellbeing of pupils eligible for PP and ensure all pupils are given opportunities to study independently within the academy</b>	<b>Medical Welfare Officer:</b> A medical welfare officer is employed by the Academy to support with the health needs of our students to help reduce sicknesses and absences	'Some children's ability to benefit from education and fulfil their lifetime potential is hampered by their poor mental health and wellbeing. The most disadvantaged children are those most at risk. Poor physical and mental health and wellbeing is linked to poor educational attainment	Increase in attendance and decrease in number of students being sent home for minor medical issues.	Half Termly	DBA
	<b>Counsellor:</b> Counselling and Anger management services will be provided by a school counsellor to ensure the students get the mental health support they need as this has been identified as a barrier for them to access education.	children's workforce, and school staff in particular, are not adequately skilled in supporting emotional resilience'. (Children and Young People's Mental Health Coalition: Pupil Premium Policy Briefing 2)	Student voice showing increase in mental health support and students knowing how to deal with stress and anxiety. Pastoral forum meetings provide qualitative data surrounding the impact of the students.	Termly	DBA
	<b>Librarian:</b> A Librarian has been appointed to manage the library facilities and support	The library helps close the education gap; for students who might otherwise be disadvantaged, the library can	Student voice is positive Student attendance remains high to this provision	Termly	Literacy Co-ordinator

	students to access books and resources to aid their learning.	provide access to the stories, information, and technology they need.			
				<b>Total budgeted cost</b>	<b>£64830</b>
<b>9) Financial barriers and limitations;</b> The Oldham Academy North is located in an area of significant deprivation with the majority of our students living in the top 10% of levels of deprivation in the country on the IDACI profile					
	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>When will you review implementation?</b>	<b>Staff Lead</b>
<b>All students, including those eligible for PP, have the basic fundamentals provided to them by the Academy to support learning and embed high expectations these include equipment, uniform, breakfast provision</b>	<b>In house catering breakfast:</b> Student who arrive at school early for breakfast (between 7:30 and 8:30) can opt for cereal, water, fruit and toast. They are then ready for learning.	The Oldham Academy North serves an area of significant deprivation. This is a step taken to prevent student hunger.	Attendance and punctuality remains above national average. Student voice on Breakfast collated.	Half Termly	LMI
	<b>Uniform and Equipment:</b> Students that are unable to afford their own uniform to be provided with the uniform they need to reduce non-attendance and detentions.	A 2019 study exploring the cost of the school day ('The Cost of the School Day Toolkit') highlights that clothing and equipment put significant strain on families.	Uniform cupboard is stocked for all year groups and learning mentors/HOY ensure students are always in correct uniform so a reduction in lates, absences or detentions due to uniform is reduced	Half Termly	KQU
	<b>Welfare Budget:</b> The welfare budget is owned by the pastoral team and used in extreme cases where students need extra financial support to access education. Eg. When they have been put in temporary accommodation	Attendance at The Oldham Academy North is above national average, to have these strategies to be continued in their robustness will ensure this is sustained and as The Oldham Academy North serves one of the most deprived areas in the Country this budget will support the most vulnerable of these students.	The attendance of these students is in line with academy target and their progress is line with their peers. Further impact reports will be measured on a case by case basis for the spending of the money.	Termly or after an intervention	TKI

<b>Total budgeted cost</b>					<b>£16000</b>
<b>10) Low aspirations and limited understanding to future pathways;</b> ‘Disadvantaged pupils are twice as likely not to be in education, employment or training and are at a higher risk of poverty as adults’. (DfE, 2015)					
	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>When will you review implementation?</b>	<b>Staff Lead</b>
<b>Pupil Premium students continue to receive high quality CIAG and are provided career learning opportunities.</b>	<b>Careers and CEIAG Co-Ordinator:</b> Careers programme lead to raise the aspirations of students and to effectively track the academic and wellbeing impact on PP and non-PP students	Essential life skills (or ‘character’) are important in determining life chances and can be measured in a robust and comparable way. (EEF) Students are 80% less likely to fall NEET if they have at least 1 employer interaction a year.	A comprehensive careers calendar will be followed so that each year group and groups of students (PP, SEN K, SEN E) have the very best careers education [Gatsby Benchmarks to be used as Evidence] Monitor student pathways for further education using in term student voice and place interventions/advice at the earliest opportunity	Termly	RRO
	<b>Careers Programme and Employer Interactions [CEIAG] Budget</b> To allocate a budget to the Careers programme lead to raise the aspirations of students and to effectively track the academic and wellbeing impact on PP and non-PP students and to facilitate students having two further education/employer/careers	To maintain a reduced number of PP NEET students and also to ensure students follow the correct academic pathway suited to them. To enable students to fully appreciate the vast array of jobs that are available with each subject area aside from the more typical, obvious job roles.	Student feedback to be collected after each cultural capital experience so that changes can be made for next year if the impact on students is limited. A comprehensive careers calendar will be followed so that each year group and groups of students (PP, SEN K, SEN E) have the very best careers education [Gatsby Benchmarks to be used as Evidence] Monitor student pathways for further education using in term student voice and place	Termly	RRO

	interactions as a minimum per year		interventions/advice at the earliest opportunity		
				<b>Total budgeted cost</b>	<b>£10812</b>

## **Additional detail**

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

### **Aims for the Pupil Premium Spend**

No one intervention provides a complete solution to the complex educational issues in any school and therefore, we believe that a multi-faceted approach offers the best opportunity for our students to improve. The Ofsted report entitled 'The pupil premium: what Ofsted looks at', states that 'successful schools do not treat pupils eligible for the pupil premium as one homogeneous group'. Each of our pupil premium students faces varying degrees of academic and pastoral challenges and therefore our aim at The Oldham Academy North is to understand these potential barriers to learning and to enable students from less advantaged backgrounds to achieve as well as all students, by benefitting from:

- 1. A broad and rich curriculum that develops personal and social skills, confidence in learning and cultural capital**
- 2. Pedagogy that effectively promotes motivation, high aspiration and accelerated learning for all students**
- 3. A 'team around the child' approach to pastoral and academic tracking and care for our pupil premium students which expects high levels of parental engagement which we pursue relentlessly**
- 4. Explicit support for more able disadvantaged pupils, particularly during years 7 and 8 as 'this is an area that many schools tend to forget' (Effective pupil premium reviews. A guide developed by the Teaching Schools Council)**
- 5. Interventions to close the gap in achievement and address barriers to learning and progress**
- 6. Access to funding for those suffering hardships to meet costs for access to enrichment opportunities, uniform, necessary equipment**