

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Oldham Academy North
Number of pupils in school	1380
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	10 th September 2021
Date on which it will be reviewed	10 th January 2021
Statement authorised by	R Hallam
Pupil premium lead	M Bowdell
Governor / Trustee lead	N Gallagher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£592,295

Recovery premium funding allocation this academic year	£89320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£681615

Part A: Pupil premium strategy plan

Statement of intent

At The Oldham Academy North, we believe that through being a strong TEAM made up of students, staff and all of our community, we strive for academic excellence in all we do. The intent of our PP strategy is to ensure all of our pupils, in particular those who are disadvantaged, have extremely high expectations. Through developing skills of Trust, Endurance, Autonomy and Mastery, which are the fundamental core values at the heart of our core ethos, we believe we can ensure our disadvantaged students leave us prepared for a successful journey in life.

Our focus is to ensure our students receive quality first teaching, especially in scaffolding and deepening student understanding to ensure each student can access the high-quality curriculum we offer. Quality first teaching will have the biggest impact on our student progress and we intend the outcomes of our students to be above national average, including those of SEND and disadvantage.

Our strategy coincides strongly with our school improvement plan and it's priorities to mitigate the risks which have resulted from lost learning experiences as a result of the Covid-19 pandemic. These include our initiatives on teaching, wider support but also targeted intervention/tuition to help students displaying large gaps in their knowledge.

In order to ensure we do this robustly we primarily focus on these predominant barriers to their success:

- **Limited experiences regarding capital culture and future career pathways**
- **Low levels of literacy on transition**
- **Attendance and persistent absence**
- **Limited home support or complex family situations that present various challenges**
- **Students with complex or educational needs being supported to make progress**

Each child entitled to PPG is unique in their situation and our response to their needs must reflect this. With this in mind, at The Oldham Academy North we have built the capacity and expertise to enable us to provide a highly personalised programme of support in order to allow each child to reach his/her full potential. Our overall aim in using PPG is to extend opportunity and to narrow the attainment and achievement gap between those entitled to PPG and those not.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low attainment on entry; approximately one third of our students arrive having not made the average expected progress at KS2
2	Reading at or above chronological age; The first lockdown presented gaps in reading which will have since widened, we entered the school closures with approximately 50% of our KS3 cohort at least 7 months behind their chronological reading age
3	SEND Attainment; 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
4	Limited experiences and opportunities for cultural capital; Increasing opportunities and broadening pupil experiences remains a priority for our pupil premium students
5	The attendance and punctuality of Pupil Premium Students is currently below Non-PP Students; Pupil attendance, although generally good is weaker for PP eligible pupils compared to non-Pupil Premium children
6	Behaviours for learning; 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.
7	Limited home support or complex family situations that present various challenges; Pupils may have grown up in a household where there are a significant number of challenges to face at home which affects their motivation in school and results in difficulty coping with academic challenge
8	Low aspirations and limited understanding to future pathways; '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)

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
Improve the outcomes for all students, especially those who belong to key groups such as PP, HPA and SEND	Maths and English 4+ and 5+ Basics to be in line with FFT5 and exceed National Average. P8 score of +0.5 All key groups [PP, HPA, SEND] to achieve in line with their peer groups nationally for both P8 and Att8
Attendance to exceed national average expectations for all pupils	Attendance 97%+ for all students
To ensure a high quality reading provision	70% of all KS3 students are at or exceed their age-related reading expectation
All students, Inc. PP, receive high quality CEIAG, PSHE and are provided opportunities for enhancing 'cultural capital' through extracurricular and in-class experience	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. Attendance at extra-curricular clubs is +75%
All teaching staff are working at career related expectations to ensure quality first teaching drives positive student progression and outcomes	Subject outcomes to be in line with benchmark targets for students Quality first teaching in as evidenced through PAM reports Staff attendance to be a minimum 97% Staff retainment is higher than previous academic years

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: £ 120328

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintain a supportive, personalised and sustained CPD cycle that allows teachers plan and deliver lessons that effectively model, explain and set clear expectations so that students can build schema through the acquisition of knowledge</p>	<p>https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/</p> <p>https://www.retrievalpractice.org/why-it-works</p> <p>https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</p>	<p>1, 2, 3, 4, 6</p>
<p>Implement effective provisions for reading and literacy ensuring there is a model of tiered support, which increases in intensity in line with student needs and disciplinary literacy is embedded across the curriculum to develop vocabulary knowledge</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_POSTER.pdf</p>	<p>1, 2, 3, 6</p>

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

Budgeted cost: £250343

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a bespoke and targeted intervention programme across KS4 and KS3 for all students including those with additional needs	https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/ https://engage-education.com/blog/tuition-and-intervention-planning-for-disadvantaged-pupils/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	1,2,3, 6
Coordination of a provision for children with SEN, ensuring all practitioners within the academy understand their responsibility and students are supported effectively through varying levels of intervention	https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/ https://www.gov.uk/government/publications/supporting-send/supporting-send 'The perfect SENCO': https://www.crownhouse.co.uk/assets/look-inside/9781781351048_REVISED.pdf	1,2,3,7

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £310944

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategically plan for curricular and extracurricular opportunities that enhance/develop students' cultural capital, character and all aspects of their personal development	https://blog.educationplatform.co.uk/2020/02/26/thinking-about-personal-development-as-a-curriculum/ https://educationendowmentfoundation.org.uk/news/supporting-schools-to-move-beyond-what-we-do-already/ https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf https://www.pshe-association.org.uk/what-we-do/why-pshe-matters https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	4, 7, 8
Develop and sustain a whole school approach to monitoring and improving attendance, targeting 97%+	https://www.sec-ed.co.uk/best-practice/strategies-for-reversing-poor-school-attendance/ http://northumberlandeducation.co.uk/wp-content/uploads/2016/08/PPAttendancestrategies.pdf	5, 7

	https://www.k12dive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/	
Ensure strategic collaboration between the pastoral and the Quality of Education team to promote positive learning behaviours over passivity	https://educationendowmentfoundation.org.uk/evidence-e-summaries/evidence-reviews/behaviour/ https://edexec.co.uk/good-behaviour-is-a-necessary-condition-for-learning-new-ofsted-commentary-released/ https://www.sec-ed.co.uk/best-practice/positive-reinforcement-techniques-and-ideas/	6,7

Total budgeted cost: £ 682,485

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Review of expenditure and impact							
2020-21 Please evaluate below how you allocated and used the Pupil Premium Funding and whether it not it had the desired impact on the quality of education and outcomes for eligible pupils.							
1) Low attainment on entry; approximately one third of our students arrive having not made the average expected progress at KS2							
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?			Lessons learned - (<i>whether you will continue with this approach and your intended changes for the year ahead</i>)	Cost	
Students eligible for PP achieve a P8 score in line with or better than national non-PP students	In-School Initiatives; 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 Week-ends, 1:1 tuition and Staff CPD. Revision and homework club/ Saturday school: 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. Revision Materials: Revision materials/re-sources will be sourced and provided to	Cross Over Basics 4+ English and Maths			- Quality first teaching will remain the strongest strategy for ensuring that our disadvantaged students perform at least as well as non-disadvantaged students nationally. SLT learning walks, book scrutiny and quality of education meetings wit middle leaders will ensure an effective and supportive programme to strategize using data -Revision materials /subscriptions supported students in lessons/at home and allowed teachers to refer to them during consolidation which had a positive impact	£91477	
		Date	2019	2020			2021
		PP	47%	52%			62%
		Non PP	59%	66%			69%
		LA Non PP	65%				
		National Non PP	72%				
PP results have significantly increased over the past two years and are now in line with LA Non PP outcomes. If the projected increase continues this will bring them in line with their non-PP peers within the next academic year.							

	each student for each subject they take. IT Subscriptions and Resources: 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		-Saturday schools and achievement sessions will be more focused, large cohorts did not have the impact that was desired - FFT5 targets will now be used across all KS4 as benchmarks as they are aspirational yet achievable targets which is vital for keeping our disadvantaged students' aspirations on track		
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.					
Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Cost	
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	Maths Teacher: A highly skilled Maths teacher has been appointed to join the Maths faculty to help to deliver outstanding results for all students. Literacy and Numeracy Coordinator: A literacy and numeracy coordinator has been appointed to help to drive improvements in the standards of literacy and numeracy across the school. Books (Library): Reading books supplied to all students. Students to be given one book per half term to take home and keep.	Implementation of the reading strategy had positive impact on the reading ages for all KS3 students:	- Reading has since been improved with the implementation of strand 1 and strand 2 of 'The improving Reading Strategy at TOAN' -Numeracy interventions led by a specialist have been more effective and this support will continue -Disciplinary literacy will need further embedment into lessons following the summer cycle of CPD to ensure students are using subject specific tier 3 vocabulary	£59194.15	
		Year Group			Reading progress [Y/M]
		7			+4m
		8			+6m
		9			+7m
		KS4 Outcomes improved:			
		Cross Over Basics 4+ English and Maths			
Date	2019	2020	2021		
PP	47%	52%	62%		
Non PP	59%	66%	69%		
LA Non PP	65%				

		<table><tr><td>National Non PP</td><td>72%</td><td></td><td>75%</td></tr></table> <p>PP results have significantly increased over the past two years and are now in line with LA Non PP outcomes.</p>	National Non PP	72%		75%		
National Non PP	72%		75%					
3) Limited attainment of HPA students; Historically at The Oldham Academy North students with high starting points have tended to make less progress than their peers at GCSE level.								
Desired outcome All students classified as HPA will achieve a positive P8 Score in line or better than students classified as middle ability	Chosen action/ approach Gifted and Talented Coordinator Inc DOE: 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. Brilliant Club 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.	Impact: Did you meet the success criteria? If not why? HPA students have been targeted for intervention this academic year, these challenged the students towards grade 9s. A Progress 8 score of +0.41 was attained this year, the highest the academy has had.	Lessons learned High profile discussions during COBRA meetings will continue as this worked well at forming actions and reviewing the impact The G&T coordinator role has now been relinquished and the monitoring of this cohort will now be done at a senior leadership level Further academic mentoring will be in place for those students who are below target level	Cost £5796				
4) SEND Attainment; 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								

Desired outcome All SEND students achieve a P8 score in line with their non-SEND peers.	Chosen action/ approach Academic Targeted Intervention: 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.	Impact: Did you meet the success criteria? If not why? SEND outcomes have improved rapidly. A8 gap is now very marginal [0.08] between SEND/Non SEND students. <table><tr><th>SEND Results</th><th colspan="2">Attainment 4+</th><th colspan="2">Attainment 5+</th></tr><tr><td>Date</td><td>2019</td><td>2021</td><td>2019</td><td>2021</td></tr><tr><td>Overall</td><td>34%</td><td>42%</td><td>17%</td><td>34%</td></tr><tr><td>Maths & English (Best Of)</td><td>22%</td><td>35%</td><td>6%</td><td>22%</td></tr><tr><td>Maths</td><td>22%</td><td>44%</td><td>11%</td><td>22%</td></tr><tr><td>English Language</td><td>27%</td><td>39%</td><td>20%</td><td>26%</td></tr><tr><td>English Literature</td><td>33%</td><td>39%</td><td>13%</td><td>26%</td></tr></table>	SEND Results	Attainment 4+		Attainment 5+		Date	2019	2021	2019	2021	Overall	34%	42%	17%	34%	Maths & English (Best Of)	22%	35%	6%	22%	Maths	22%	44%	11%	22%	English Language	27%	39%	20%	26%	English Literature	33%	39%	13%	26%	Lessons learned -Review of the SEND register in AUT meant some students were taken off due to no substantial reason that they were on, this gave a clearer focus on those that needed additional support Continued CPD and quality assurance will continue, in particular for teaching assistants as well as teaching staff	£115640
SEND Results	Attainment 4+		Attainment 5+																																				
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5) Limited experiences in regards to cultural capital; Increasing opportunities and broadening pupil experiences remains a priority for our pupil premium students																																							
Desired outcome Pupil Premium students continue to receive high quality cultural capital experiences and opportunities	Chosen action/ approach Music Tuition: 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. A wider curriculum programme for pupil welfare and development [PSHE/RSE] The implementation of a high quality PSHE/RSE curriculum with a budget	Impact: Did you meet the success criteria? If not why? The Academy has now received a Bronze award for the PSHE curriculum we deliver. Gatsby Benchmarks: <table><tr><th>Benchmark</th><th>TOAN Evaluation</th><th>% of schools meeting</th></tr><tr><td></td><td></td><td></td></tr></table>	Benchmark	TOAN Evaluation	% of schools meeting				Lessons learned Music tuition will continue but aimed at a larger cohort alongside more musical performance so that students can show case what they have learned PSHE/RSE has been implemented effectively this year and a review of the curriculum will ensure further improvements are made	Cost £112540																													
Benchmark	TOAN Evaluation	% of schools meeting																																					

<p>effectively managed by the PSHE coordinator</p> <p>E-ACT Passport Programme: 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>Languages trip to Spain: Students are given the opportunity to widen their cultural capital and be inspired further to take a GCSE language qualification</p> <p>School Trips: Students will visit a number of places and countries over the academic year to build their cultural capital.</p> <p>Extracurricular clubs: A range of extracurricular activities will be available for all students to take part in and enrich their school experience</p>			this Benchmark Nationally	<p>Due to the pandemic trips have been limited however in school experiences and virtual experiences have still offered cultural capital, these will continue next year</p> <p>Extracurricular clubs have been successful and a strong attendance seen- monitoring attendance and broadening the offer across the curriculum will continue to be a priority</p>	
	1	100%	6%		
	2	100%	32%		
	3	100%	13%		
	4	100%	26%		
	5	100%	38%		
	6	100%	37%		
	7	90%	13%		
	8	100%	49%		
Students have meaningful encounters to support their cultural capital and future pathways.					
6) The attendance and punctuality of Pupil Premium Students is currently below Non-PP Students; Pupil attendance, although generally good is weaker for PP eligible pupils compared to non Pupil Premium children					

<p>Desired outcome</p> <p>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.</p>	<p>Chosen action/ approach</p> <p>School Transport costs: Free Bus passes for Student Premium students needing support with the cost of getting to school.</p> <p>Attendance improvement interventions:</p> <p>Money available to be spend on strategies to improve attendance such as rewards for improving attendance and providing support for families who have barriers for getting to school</p>	<p>Impact: Did you meet the success criteria? If not why?</p> <table border="1" data-bbox="978 264 1469 486"> <tr> <th rowspan="2">Category</th><th colspan="2">2019-2020</th><th colspan="2">2020-2021</th></tr> <tr> <th>PP</th><th>Non PP</th><th>PP</th><th>Non PP</th></tr> <tr> <td>Attendance</td><td>92%</td><td>95%</td><td>84%</td><td>90%</td></tr> </table> <p>Covid has presented its own challenge in Oldham, with the region being in the highest percentile of cases nationally. Public transport has been a barrier in the region alongside parental engagement due to the worry surrounding risks due to the virus.</p>	Category	2019-2020		2020-2021		PP	Non PP	PP	Non PP	Attendance	92%	95%	84%	90%	<p>Lessons learned</p> <p>-A new attendance strategy is now in place to ensure student attendance is supported and challenged. This includes routine procedures by the attendance and pastoral team and supported by SEND/Safeguarding team where applicable</p> <p>-Re-allocation of funds from the bus to bus tickets and employment of staff to support students was successful and will be established moving forward-engagement of families is still a common barrier</p>	<p>Cost</p> <p>£53000</p>
Category	2019-2020			2020-2021														
	PP	Non PP	PP	Non PP														
Attendance	92%	95%	84%	90%														
<p>7) Behaviours for learning; 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.</p>																		
<p>Desired outcome</p> <p>Reduction in negative behaviour logs and fixed term exclusions</p> <p>More opportunities for students to study within the academy through effective Alternative Provision.</p>	<p>Chosen action/ approach</p> <p>30% Progress Leaders: Progress leaders to support disadvantaged students to improve their behaviour, attendance and academic outcomes.</p> <p>Alternative Provision: Fully support our students who have become disengaged and need significant academic and pastoral guidance by having effective restorative behaviour</p>	<p>Impact: Did you meet the success criteria? If not why?</p> <p>Behaviour at the academy has improved dramatically since the last academic year.</p> <table border="1" data-bbox="978 1109 1469 1401"> <tr> <th rowspan="2">Category</th><th colspan="2">2019-2020</th><th colspan="2">2020-2021</th></tr> <tr> <th>PP</th><th>Non PP</th><th>PP</th><th>Non PP</th></tr> <tr> <td>C3 Behaviour</td><td>2352</td><td>1482</td><td>219</td><td>181</td></tr> </table>	Category	2019-2020		2020-2021		PP	Non PP	PP	Non PP	C3 Behaviour	2352	1482	219	181	<p>Lessons learned</p> <p>Behavior at the academy is deemed good and continuation of the 'habits' and behavior policy will remain</p> <p>AP has worked well at supporting a curriculum that enhances the wellbeing of our most vulnerable students</p>	<p>Cost</p> <p>£59250</p>
Category	2019-2020			2020-2021														
	PP	Non PP	PP	Non PP														
C3 Behaviour	2352	1482	219	181														

	opportunities for all students inc. pupil premium Achievement rewards: To acknowledge student attainment, motivation and positive ethos	C4 Behaviour	603	268	22	12																	
		FTE *No. of FTE's (not sessions /days)	101	25	1	1																	
8) Limited home support or complex family situations that present various challenges; 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																							
Desired outcome Support the health and wellbeing of pupils eligible for PP and ensure all pupils are given opportunities to study independently within the academy	Chosen action/ approach Medical Welfare Officer: A medical welfare officer is employed by the Academy to support with the health needs of our students to help reduce sicknesses and absences Counsellor: 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. Librarian: A Librarian has been appointed to manage the library facilities and support students to access books and resources to aid their learning	Impact: Did you meet the success criteria? If not why? Students are supported, attendance has been a barrier to offer opportunities of support. <table><tr><td>Category</td><td colspan="2">2019-2020</td><td colspan="2">2020-2021</td></tr><tr><td></td><td>PP</td><td>Non PP</td><td>PP</td><td>Non PP</td></tr><tr><td>Attendance</td><td>92%</td><td>95%</td><td>84%</td><td>90%</td></tr></table>				Category	2019-2020		2020-2021			PP	Non PP	PP	Non PP	Attendance	92%	95%	84%	90%	Lessons learned With the new challenges faced by the pandemic, the medical welfare officer supported students and families who were affected and ensured testing and communication was in place The counsellor has a case of students to support to ensure their mental health is looked after and they feel supported in lessons Reading is now more high profile and supports students in acquiring skills they need to access the curriculum		Cost £64830
Category	2019-2020		2020-2021																				
	PP	Non PP	PP	Non PP																			
Attendance	92%	95%	84%	90%																			
		Covid has presented its own challenge in Oldham, with the region being in the highest percentile of cases nationally. Public transport has been a barrier in the region alongside parental engagement due to the worry surrounding risks due to the virus.																					

9) Financial barriers and limitations; 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

Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Cost
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	<p>In house catering breakfast: 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.</p> <p>Uniform and Equipment: Students that are unable to afford their own uniform to be provided with the uniform they need to reduce non-attendance and detentions.</p> <p>Welfare Budget: 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</p>	Funds were used to support re-sourcing families for online access to learning during the pandemic which saw Over 70% of our students access high quality, online provision.	The academy will continue to support our most vulnerable students and their families to ensure that there are no barriers to accessing academic pathways.	£16000

10) Low aspirations and limited understanding to future pathways; '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)

Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Cost
Pupil Premium students continue to receive high quality CIAG and are provided career learning opportunities.	Careers and CEIAG Co-Ordinator: Careers programme lead to raise the aspirations of students and to effectively track the academic and wellbeing impact on PP and non-PP students	All Year 11 have had follow up careers meetings to support further options for career paths. All students have had college and sixth form interviews except 2 stu-	Continuation of the strategy for careers to ensure appropriate destinations are selected by individual students	£10812

	Careers Programme and Employer Interactions [CEIAG] Budget 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 interactions as a minimum per year	dents [one PA and one MM]- Careers lead at support school completing careers interview for MM and PA student will be invited in to support guidance meeting. Currently 0.01% NEET.		
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.