

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 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	1322
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2023-2025
Date this statement was published	4 <sup>th</sup> October 2023
Date on which it will be reviewed	20 <sup>th</sup> July 2024
Statement authorised by	J Giraud
Pupil premium lead	S Sultana
Governor / Trustee lead	N Gallager

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£626,463

Recovery premium funding allocation this academic year	£165,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£792,063

## 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 we draw on research evidence (such as the Sutton Trust toolkit) and evidence from our own experience to allocate funding to activities that are most likely to maximize achievement. These include our initiatives on teaching, wider support such as behaviour and attendance 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. Considering this, at The Oldham Academy North we have built the capacity and expertise to enable us to provide a highly personalised programme of support and maximise impact 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	<b>Low attainment on entry;</b> approximately one third of our students arrive having not made the average expected progress at KS2. Early baselines in maths have already indicated a difference between disadvantaged students in their numeracy skills.
2	<b>Reading at or above chronological age;</b> The average reading and literacy age of incoming KS3 pupils is low, especially among those from disadvantaged backgrounds. The first lockdown presented gaps in reading which will have since widened - 57% of our current year 7 cohort are behind on their chronological reading age.
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. Although improved outcomes since 2019 this pattern was evident in 2023 GCSE results thus a focus will be emphasised on ensuring all students included HPA make progress.
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. Although improved outcomes since 2019 this pattern was evident in 2023 GCSE results thus a focus will be emphasised on ensuring all SEND students make progress.
5	<b>Limited experiences and opportunities for cultural capital;</b> Our disadvantaged pupils are more likely to come from families who have had little experience of higher education and wider opportunities. Consequently, going on to university-level study can be seen as an unrealistic goal for their secondary-level education. 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 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.
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)

## 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
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	<ul style="list-style-type: none"> <li>Maths and English 4+ and 5+ Basics to be in line with FFT5 and exceed National Average.</li> <li>P8 score of +0.7</li> <li>All key groups [PP, HPA, SEND] to achieve in line with their peer groups nationally for both P8 and Att8</li> </ul>
All teaching staff are working at career related expectations to ensure quality first teaching drives positive student progression and outcomes	<ul style="list-style-type: none"> <li>Subject outcomes to be in line with benchmark targets for students</li> <li>Quality first teaching in as evidenced through Step Lab and departmental reviews</li> <li>Teaching materials and resources should contain high-level, rigorous content</li> </ul>
To support the health and wellbeing of pupils eligible for PP and ensure all pupils are given opportunities to study independently within the academy This includes raise the levels of attendance and punctuality of our disadvantaged pupils	<ul style="list-style-type: none"> <li>Attendance 97%+ for all students</li> <li>Comparison of disadvantaged and non-disadvantaged pupils' attendance and punctuality</li> </ul>

	<ul style="list-style-type: none"> <li>Homework provisions</li> </ul>
To promote emotionally healthy, strong, and positive behaviours in our disadvantaged pupils	<ul style="list-style-type: none"> <li>Reduction in negative behaviour logs and fixed term exclusions.</li> <li>Positive climate for learning as evidenced through Step lab and departmental reviews</li> </ul>
To ensure a high-quality reading provision	<ul style="list-style-type: none"> <li>70% of all KS3 students are at or exceed their age-related reading expectation</li> <li>Engagement with reading activities</li> </ul>
To ensure Pupil Premium students continue to receive high quality CIAG and Personal Development curriculum	<ul style="list-style-type: none"> <li>All students will have received high quality careers advice linked to the Gatsby Benchmark guidance</li> <li>KS4 students will have appropriate and ambitious career pathways resulting in 0% NEETS.</li> <li>Attendance at extra-curricular clubs is +75%</li> </ul>

## 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: £ 592,478

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of highly qualified staff to lead and support on fundamental areas which will address the highlighted barriers through strategic interventions	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1,2,3,4,5,7,10

<p>For example</p> <ul style="list-style-type: none"> <li>- Pupil Premium Coordinator</li> <li>- Behaviour Lead</li> <li>- Reading coordinator</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/">https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	
<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><a href="https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/">https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://www.retrievalpractice.org/why-it-works">https://www.retrievalpractice.org/why-it-works</a></p> <p><a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</a></p>	<p>1, 2, 3, 4, 6</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	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_POSTER.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_POSTER.pdf</a>	1, 2, 3, 6
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £107,585

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement a bespoke and targeted intervention programme across KS4 and KS3 for all students including those with additional needs</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• KS3 Reading intervention</li> <li>• KS4 Small group tuition</li> <li>• KS4 Online English and Maths support</li> <li>• Revision support for students, including revision guides/materials/ packs free where appropriate</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/">https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/</a>  <a href="https://engage-education.com/blog/tuition-and-intervention-planning-for-disadvantaged-pupils/">https://engage-education.com/blog/tuition-and-intervention-planning-for-disadvantaged-pupils/</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a>	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	<a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/</a>  <a href="https://www.gov.uk/government/publications/supporting-send/supporting-send">https://www.gov.uk/government/publications/supporting-send/supporting-send</a>	1,2,3,7



<p>This includes:</p> <ul style="list-style-type: none"> <li>• Implementation of SPARX reader and SPARX maths</li> <li>• Opportunities for staff to develop subject pedagogy through external CPD</li> <li>• Support with the implementation of high-quality resources across all faculties</li> </ul>	<p>'The perfect SENCO':  <a href="https://www.crownhouse.co.uk/assets/look-inside/9781781351048_REVISED.pdf">https://www.crownhouse.co.uk/assets/look-inside/9781781351048_REVISED.pdf</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £92,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strategically plan for curricular and extracurricular opportunities that enhance/develop students' cultural capital, character, and all aspects of their personal development</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Year 10 work experience</li> <li>• Arts participation e.g., Free Music Lessons</li> <li>• A wide range of extracurricular and enrichment activities which extend students' learning develop their passions and interests beyond the classroom</li> </ul>	<p><a href="https://blog.educationplatform.co.uk/2020/02/26/thinking-about-personal-development-as-a-curriculum/">https://blog.educationplatform.co.uk/2020/02/26/thinking-about-personal-development-as-a-curriculum/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/supporting-schools-to-move-beyond-what-we-do-already/">https://educationendowmentfoundation.org.uk/news/supporting-schools-to-move-beyond-what-we-do-already/</a></p> <p><a href="https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf">https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf</a></p> <p><a href="https://www.pshe-association.org.uk/what-we-do/why-pshe-matters">https://www.pshe-association.org.uk/what-we-do/why-pshe-matters</a></p>	5,6, 7,8

<ul style="list-style-type: none"> <li>• Personalised CIAG and Personal Development curriculum</li> <li>• External Agencies to support with Community Pathway Days</li> <li>• Trips visits aimed at raising aspirations and engaging students with further/higher education.</li> </ul>	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	
<p>Develop and sustain a whole school approach to monitoring and improving attendance, targeting 97%+</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Financial Support for PP students (e.g., uniform and travel)</li> <li>• Whole school attendance/ punctuality policy which takes a robust approach to student attendance/punctuality to ensure high levels of attendance for all students.</li> <li>• Enhanced monitoring, tracking and intervention for disadvantaged students:</li> <li>• Disadvantaged students targeted phone calls</li> <li>• Data driven strategies to strategically target key pupils</li> </ul>	<a href="https://www.sec-ed.co.uk/best-practice/strategies-for-reversing-poor-school-attendance/">https://www.sec-ed.co.uk/best-practice/strategies-for-reversing-poor-school-attendance/</a>  <a href="http://northumberlandeducation.co.uk/wp-content/uploads/2016/08/PPAttendancestrategies.pdf">http://northumberlandeducation.co.uk/wp-content/uploads/2016/08/PPAttendancestrategies.pdf</a>  <a href="https://www.k12dive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/">https://www.k12dive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/</a>	6,8,9
<p>Ensure strategic collaboration between the pastoral and the Quality of Education team to promote positive learning behaviours over passivity</p>	<a href="https://educationendowmentfoundation.org.uk/evidence-evidence-reviews/behaviour/">https://educationendowmentfoundation.org.uk/evidence-evidence-reviews/behaviour/</a>	6,7

<p>This includes:</p> <ul style="list-style-type: none"> <li>• CPD for pastoral staff</li> <li>• CPD for form tutors</li> <li>• Graduated approach to support pupils who are not meeting expectations</li> <li>• Implementation of TEAM points reward strategy</li> </ul>	<p><a href="https://edexec.co.uk/good-behaviour-is-a-necessary-condition-for-learning-new-ofsted-commentary-released/">https://edexec.co.uk/good-behaviour-is-a-necessary-condition-for-learning-new-ofsted-commentary-released/</a></p> <p><a href="https://www.sec-ed.co.uk/best-practice/positive-reinforcement-techniques-and-ideas/">https://www.sec-ed.co.uk/best-practice/positive-reinforcement-techniques-and-ideas/</a></p>	
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**Total budgeted cost: £ £792,063**

## 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 2022 to 2023 academic year.

Review of expenditure and impact									
<b>2022-2023</b> 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) <b>Low attainment on entry;</b> 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	<b>In-School Initiatives;</b> A range of programs 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.  <b>External tuition support</b> PP funding has contributes towards the NTP fund. Students have taken part in English and Maths tuition provided by an external company working a small groups/ 1:1 to ensure pupils are supported in their progress.  <b>Revision and homework club/ Saturday</b>	<b>Cross Over Basics 4+ English and Maths</b>					- 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 with middle leaders will ensure an effective and supportive programme to strategize using data.  External tuition has proved successful in boosting motivation at key pinch points and allowed for smaller scale targeted interventions to take place in addition to the support provided in the classroom.	<b>£181,461</b>	
		Date	2019	2020	2021	2022			2023
		PP	47%	52%	62%	68%			62%
		Non PP	59%	66%	69%	79%			78%
		There is still a gap between PP and non PP students, but if the projected increase in pupil outcomes continues this will bring them in line with their non-PP peers within the next academic year.							
Purchasing the revision materials for stu-									

	<p><b>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 with coursework subjects and from January in core subjects.</p> <p><b>Revision Materials:</b> Revision materials/resources will be sourced and provided to each student for each subject they take.</p> <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. Subscriptions for Pearson revision software and GCSE Pod have been purchased to ensure students have revision materials provided for all subjects.</p>	<p>dents has proved to be successful in motivating students in engaging with independent study.</p>	<p>-Revision materials /subscriptions supported students in lessons/at home and allowed teachers to refer to them during consolidation which had a positive impact</p> <p>-Saturday schools and intervention sessions will continue to be focused, large cohorts in previous years did not have the intended impact. Parents will be informed of intervention timetables during parents evening to improve buy-in.</p> <p>-Before and after school interventions will be used to target small groups of key students.</p> <p>-IT resources will be launched with students at an earlier point in the year in order to allow students to familiarise themselves with the systems available to support individual study pre-exam build up.</p> <p>-Pearson online tuition will be targeted from September and IT resources provided to support this process in half term 1.</p>	
<p><b>2) 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.</p>				
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>Impact:</b> Did you meet the success criteria? If not why?	<b>Lessons learned</b>	<b>Cost</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	<p><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.</p> <p><b>Books (Library):</b> Reading books supplied to all students. Students to be given one book per half term to take home and keep.</p> <p><b>Librarian:</b> A librarian has been appointed to manage the library facilities, and to support students in engaging with reading and support students to access books and resources to aid their learning.</p>	Implementation of the reading strategy had positive impact on the reading ages for all KS3 students:						- Reading has 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 continue to be embedment into lessons following the summer cycle of CPD to ensure students are using subject specific tier 3 vocabulary.  - The reading strategy will be adopted by KS4 students for 1 reading session per week to build on the good practice and impact seen in KS3.	£35,616
		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	2022	2023		
		PP	47%	52%	62%	68%	62%		
		Non PP	59%	66%	69%	79%	78%		
PP results continue to show a gap in attainment, this will remain a target									

**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	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Cost
All students classified as HPA will achieve a positive P8 Score in line or better than students classified as middle ability	<b>HPA Coordinator:</b> A HPA 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.	HPA students have been targeted for intervention this academic year, these challenged the students towards grade 9s.  A Progress 8 score of +0.12 was attained this year.	High profile discussions during CO-BRA meetings will continue as this worked well at forming actions and reviewing the impact  The HPA coordinator role has now been relinquished and the monitoring of this cohort will now be done at a senior leadership and middle	<b>£4,253</b>

	HPA residential booster session focused on higher level content and 9-7 exam technique.		leadership level. Student monitoring on an SLT level has shown to have a significant impact on pupil progress. Further academic mentoring will be in place for those students who are below target level																										
<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																													
<b>Desired outcome</b>  All SEND students achieve a P8 score in line with their non-SEND peers.	<b>Chosen action/ approach</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.  <b>Deputy SEND TLR</b> Deputy SENDCO employed to support the targeting of specific SEND students and support teaching staff with CPD to develop understanding of, and application of strategies to support SEND students.	<b>Impact:</b> Did you meet the success criteria? If not why? SEND outcomes have improved since 2019 results. A8 gap is now marginal [0.08] between SEND/Non SEND students. <table border="1"> <tr> <th>SEND Result</th><th colspan="2">Attainment 4+</th><th colspan="2">Attainment 5+</th></tr> <tr> <th>Date</th><th>2019</th><th>2023</th><th>2019</th><th>2023</th></tr> <tr> <td>Overall</td><td>34%</td><td>62%</td><td>17%</td><td>25%</td></tr> <tr> <td>Maths</td><td>33%</td><td>55%</td><td>13%</td><td>25%</td></tr> <tr> <td>English</td><td>27%</td><td>65%</td><td>20%</td><td>45%</td></tr> </table>	SEND Result	Attainment 4+		Attainment 5+		Date	2019	2023	2019	2023	Overall	34%	62%	17%	25%	Maths	33%	55%	13%	25%	English	27%	65%	20%	45%	<b>Lessons learned</b>  Time will be given to the SENDCO and deputy to ensure all CPD and training can be engaged with and input within the academy.  Continued CPD and quality assurance will continue, for teaching assistants as well as teaching staff.  CPD will support all staff in identifying SEND students in the classroom and adapting planning to support the needs of all learners.	<b>£1,023</b>
SEND Result	Attainment 4+		Attainment 5+																										
Date	2019	2023	2019	2023																									
Overall	34%	62%	17%	25%																									
Maths	33%	55%	13%	25%																									
English	27%	65%	20%	45%																									
<b>5) Limited experiences in regards to cultural capital;</b> Increasing opportunities and broadening pupil experiences remains a priority for our pupil premium students																													
<b>Desired outcome</b>  Pupil Premium students continue to receive high quality	<b>Chosen action/ approach</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.	<b>Impact:</b> Did you meet the success criteria? If not why?  The Academy has received a Bronze award for the PSHE curriculum we deliver.	<b>Lessons learned</b>  Music tuition will continue but aimed at a larger cohort alongside more musical performance	<b>Cost</b>  <b>£218,305</b>																									

cultural capital experiences and opportunities	<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><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><b>School Trips:</b> Students have visited a number of places and countries over the academic year to build their cultural capital.</p> <p><b>Extracurricular clubs:</b> A range of extracurricular activities are available for all students to take part in and enrich their school experience, all students are encouraged to attend a club each week.</p>	Gatsby Benchmarks:			<p>so that students can show case what they have learned</p> <p>PSHE/RSE has been implemented effectively this year and a review of the curriculum will ensure further improvements are made. Feedback from parents has been positive.</p> <p>The number of extracurricular opportunities available to our students continues to grow and covers a wide range of skills and interests, these will continue in the next academic 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>
		<b>Bench mark</b>	<b>TOAN Evaluation</b>	<b>% of schools meeting this Benchmark Nationally</b>	
		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 had meaningful encounters to support their cultural capital and future pathways.					
Pupil engagement with extracurricular clubs has seen a radical improvement. There are now 75+ clubs available to students across a wide range of subject and interests.					
The provision has been identified as exemplary within the trust and used as a model for best practice.					
Parent feedback re the information provided during the RSE parent information evenings has been positive.					



**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

Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Cost																				
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><b>School Transport costs:</b> Free Bus passes for Student Premium students needing support with the cost of getting to school.</p> <p>Taxi services have also been employed where necessary, e.g. to support Year 11</p> <p><b>Attendance improvement interventions:</b></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>eploymDent of staff to key year groups to monitor attendance and promote routines of checks and actions to take to ensure students are in the building.</p>	<table><tr><th rowspan="2">Category</th><th colspan="2">2019-2020</th><th colspan="2">2020-2021</th><th colspan="2">2021-2022</th></tr><tr><th>PP</th><th>Non PP</th><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><td>91 %</td><td>93 %</td></tr></table> <p>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		2021-2022		PP	Non PP	PP	Non PP	PP	Non PP	Attendance	92 %	95%	84 %	90 %	91 %	93 %	<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>	£66,490
Category	2019-2020			2020-2021		2021-2022																		
	PP	Non PP	PP	Non PP	PP	Non PP																		
Attendance	92 %	95%	84 %	90 %	91 %	93 %																		

**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.

Desired outcome	Chosen action/ approach	Impact: Did you meet the success criteria? If not why?	Lessons learned	Cost
Reduction in negative behaviour logs and fixed term exclusions	<p><b>Progress Leaders:</b></p> <p>Progress leaders to support disadvantaged students to improve their behaviour, attendance and academic outcomes.</p>	Behaviour at the academy has improved dramatically since the last academic year.	<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</p>	£66,490

More opportunities for students to study within the academy through effective Alternative Provision.	<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  <b>Achievement rewards:</b> To acknowledge student attainment, motivation and positive ethos	Current behaviour data shows that the gap in behaviour points is decreasing with C3 detentions being issued to 45% non PP, 55% PP.	curriculum that enhances the well-being of our most vulnerable students  More PP students have been FTE, we will need to monitor this behaviour going forward.  A new rewards system will be implemented to ensure that all students are rewarded for their hard work and TEAMS values within the academy.																											
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																														
<b>Desired outcome</b>  Support the health and well-being of pupils eligible for PP and ensure all pupils are given opportunities to study independently within the academy	<b>Chosen action/ approach</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  <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.  <b>LAC Coordinator:</b> A LAC coordinator is employed by the academy to support the well being of LAC students and ensure all steps are in place to ensure any barriers to education are addressed.	<b>Impact:</b> Did you meet the success criteria? If not why?  Students are supported, attendance has been a barrier to offer opportunities of support. The support has resulted in an increase in attendance. National averages PP84.9%, Non PP 91%. <table><tr><td rowspan="2">Cat ego ry</td><td colspan="2">2019-2020</td><td colspan="2">2020-2021</td><td colspan="2">2021-2022</td><td colspan="2">2022 - 2023</td></tr><tr><td>P P</td><td>N o n P P</td><td>P P</td><td>N o n P P</td><td>P P</td><td>N o n P P</td><td>P P</td><td>N o n P P</td></tr><tr><td>Att end</td><td>92 %</td><td>95 %</td><td>84 %</td><td>90 %</td><td>91 1 %</td><td>93 .9 %</td><td></td><td></td></tr></table>	Cat ego ry	2019-2020		2020-2021		2021-2022		2022 - 2023		P P	N o n P P	P P	N o n P P	P P	N o n P P	P P	N o n P P	Att end	92 %	95 %	84 %	90 %	91 1 %	93 .9 %			<b>Lessons learned</b>  The medical welfare officer supports students in reassuring staff and students in cases of medical concern and supporting attendance.  The counsellor has a case of students to support to ensure their mental health is looked after and they feel supported in lessons. Social and emotional health and well being continues to be a focus going forward.	<b>Cost</b>  £74,091
Cat ego ry	2019-2020			2020-2021		2021-2022		2022 - 2023																						
	P P	N o n P P	P P	N o n P P	P P	N o n P P	P P	N o n P P																						
Att end	92 %	95 %	84 %	90 %	91 1 %	93 .9 %																								

		anc e									
<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>Desired outcome</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>Chosen action/ approach</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.  <b>Uniform and Equipment:</b> Students that are unable to afford their own uniform to be provided with the uniform and equipment that they need to reduce non-attendance and detentions.  <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	<b>Impact:</b> Did you meet the success criteria? If not why?  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.  Lack of uniform did not act as a barrier to students' attendance.	<b>Lessons learned</b>  The academy will continue to support our most vulnerable students and their families to ensure that there are no barriers to accessing academic pathways.	<b>Cost</b>  <b>£57,695</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>Desired outcome</b>  Pupil Premium students continue to receive high quality CIAG and are provided career learning opportunities.	<b>Chosen action/ approach</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	<b>Impact:</b> Did you meet the success criteria? If not why?  All Year 11 have had follow up careers meetings to support further options for career paths.	<b>Lessons learned</b>  Continuation of the strategy for careers to ensure appropriate destinations are selected by individual students.	<b>Cost</b>  <b>£6,057</b>							

	<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 interactions as a minimum per year	99% of students had a place lined up for their future pathway. Currently 0.01% NEET. All students accessed a careers appointment with a careers advisor and attended a college interview. All Year 9 students had access to the advisor in a form Q&A context and the opportunity to sign up for a 1:1 for options guidance and support.	Careers conversations offered to students at an earlier stage.  Opportunities for students to explore future options and develop aspirations will continue to be a focus.	
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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.*