

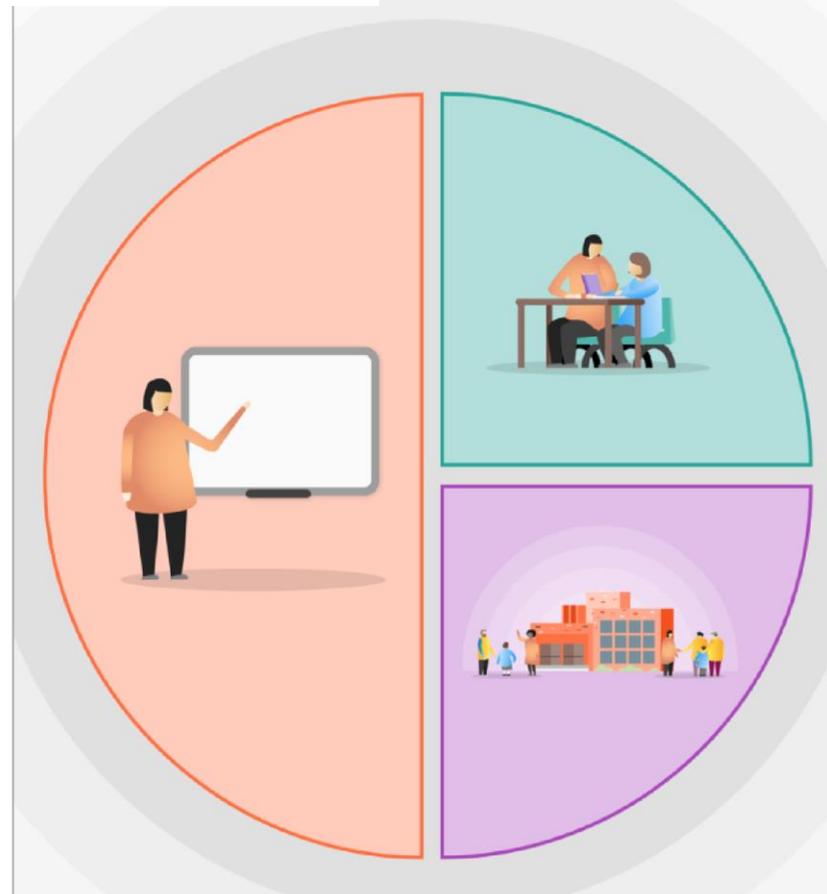
The EEF says that “Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”

The EEF says, “Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.”

## 1 Teaching

### At OSA we:

- Provide INSET/CPD (oracy/retrieval practice workshops, lesson study) for all colleagues
- Engage in an effective NQT programme including Consortium NQT workshops to allow collaboration and support
- Participate in T&L Conferences – teachers attend and cascade back
- Are expanding the English team
- Reducing class sizes in core subjects
- Are developing ITT provision to recruit good quality teachers
- Have created the OSAspire working group focusing on improving outcomes for disadvantaged students.
- Use SLE support from within the DET
- Participate in Lesson Study to encourage collaboration and growth of all our teaching staff
- Have a supportive appraisal system whose main focus is on teaching and learning
- Provide opportunities for CPD for middle and senior leaders to develop their leadership in focus areas.
- Have a deputy head focusing on raising standards in teaching and learning across the school.
- Provide teachers and disadvantaged students will all the resources they need



Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

## 2 Targeted academic support

### At OSA we:

- Use the Accelerated Reader Scheme for students who arrive with literacy needs
- Year 6 into 7 summer school
- SEN teacher for students at KS3/4 who need to improve their levels of literacy and numeracy
- Learning support assistant and assistant for EAL students/S&L base
- Subject specific interventions after school and in holidays

## 3 Wider strategies

### At OSA we:

- Monitor attendance effectively and drive forward improvements in attendance for all students (dedicated attendance & safeguarding officer, CPOMS, year leaders and heads of year)
- Implementation of STEPS behaviour approach
- OSAmbassadors (Year 8) – mentoring, engagement and pastoral support.
- Use provision map so that there is equity between disadvantaged and non-disadvantaged students.
- Develop strategies to get as many parents as possible involved in the school community in some way.
- Have a strong pastoral and safeguarding team to provide support where necessary for our vulnerable students.