



Exceptional Education at the Heart of the Community

Pupil premium strategy statement:

1. Summary information					
School	Oasis Academy Skinner Street				
Academic Year	2017/18	Total PP budget	£262,080	Date of most recent PP Review	Jan 2017
Total number of pupils	393	Number of pupils eligible for PP	208	Date for next internal review of this strategy	Mar 2018
PP and FSM	178	FSM and Service Children	14	Service Children	6

2. Review of expenditure				
Previous Academic Year		2016/17		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<i>To improve the overall subject knowledge of Teaching staff through training and development</i>	-GCSE English and Maths refresher classes available to all staff -HLTA training for all Support Teachers made available	Lesson observation, data scrutiny and book sampling all showed an improvement in the teacher skills of subject knowledge, marking and assessment. Pupil progress could be triangulated through performance management and informed accelerated outcomes for all cohorts	Staff were positive about the training and have been able to apply it more fully in their delivery. Not enough time was given to address specific areas outside of Staff Training. For the current Academic year, weekly bitesize training focusing on core skills for staff will take place, run by	In Strand A and B
ii. Targeted support				

Desired outcome	Chosen action/approach	Estimated impact:.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Strand A <i>Raising the attainment and progress of disadvantaged children in Mathematics across the Whole Academy</i></p>	<ul style="list-style-type: none"> -Design and deliver bespoke training to teachers and TA's. -Specification and curriculum resource improvement -High level scrutiny of planning, delivery and impact 	<ul style="list-style-type: none"> -Pupil progress data showed that the rate of progress within Mathematics was accelerated for all cohorts across the Academy, in all year groups. -For Year 6, the rate of progress for the entire cohort was above the national standard. -For disadvantaged pupils in Year 6, this progress was also rapid 	<ul style="list-style-type: none"> -This was most effective as a strategy when reviewed each half term in pupil Progress Meetings with the class teacher to determine the next focus area -Clear recording of progress and targets and weekly reporting of Intervention impact critical to ensure that Interventions are impactful and that the right gaps are being targeted 	<p>£76, 400</p>
<p>Strand B <i>Raising the attainment and progress of disadvantaged children in English across the Whole Academy</i></p>	<ul style="list-style-type: none"> - To embed bespoke Phonics interventions for disadvantaged pupils who; Yr1: Did not reach a GLD in year Yr 2: Did not pass the Phonics screen in Yr 1 - For staff to understand and follow the New National Curriculum for English and how to specifically engage disadvantaged pupils 	<ul style="list-style-type: none"> -Pupil progress data showed that the rate of progress within English was accelerated for all cohorts across the Academy, in all year groups. -For Year 6, the rate of progress for the entire cohort was above the national standard. -For disadvantaged pupils in Year 6, this progress was also rapid 	<ul style="list-style-type: none"> -whilst there was significant improvement in the overall progress and attainment of all cohorts within English, the sustainability of that impact is vulnerable due to not having a library provision to create and embed a culture of reading for purpose and pleasure. -these strategies need to extend more into home learning in order to ensure that interventions help disadvantaged pupils to catch up and keep up 	<p>£111, 439</p>

<p>Strand C <i>Raising the aspirations and resilience of disadvantaged pupils to improve behaviour for learning and academic ambition, resulting in accelerated outcomes</i></p>	<p>-Appointment of a FLO to specifically work on attendance and to drive PPM pupil attendance</p> <p>-To use Achievement for All to specifically track, monitor and intervene with individual disadvantaged pupils at KS1 to build their confidence and self esteem</p> <p>- To raise the aspirations of disadvantaged pupils at key Stage 2 by encouraging access opportunities and by building cultural capital</p> <p>-Offer a Year 6 Saturday school to provide additional curriculum time for pupils to accelerate progress</p>	<p>-Significant improvement in the overall rate of attendance and specifically for Disadvantaged pupils whose attendance rose by 2.4% in 15/16 to make it now in line with the national averages for the cohort</p> <p>-Significant increase in the engagement and participation of parents and carers evidenced by significant increases in attendance at the Pupil conference days from a position of less than a third to over 80%</p> <p>-Average attendance at the 26 Saturday school opportunities for Year 6 was 88% of the entire cohort. Of this, 96% of all Pupil Premium children attended every session.</p>	<p>-Need to now ensure that those children who are PA are the initial focus in 16/17</p> <p>-More opportunities for parents and carers to be part of the overall learning and to be in school at events</p> <p>-Need to ensure that we balance the significant impact of this provision with the need to protect staff wellbeing and resilience. Begin in September but the suspend Saturday School between November and February</p>	<p>£52, 800</p>
<p>iii. Other approaches</p>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

3. Prior Year attainment		
Attainment for: 2016-2017 (pupils) Whole school	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths 74%	77%	Non PPM: 67/ National 55%
% achieving expected standard or above in reading 81%	87%	Non PPM: 67%/ National 68%
% achieving expected standard or above in writing 79%	80%	Non PPM: 75%/ National 76%
% achieving expected standard or above in maths	81%	Non PPM: 75%/ National 72%

From starting points, disadvantaged pupils were in Sig+ (Top 5% of national) for progress in reading and Writing. In reading the unvalidated progress estimate for disadvantaged pupils was 7.5 – significantly above the national average. In writing, the progress score was 5.00 and was significantly above the national average. For Mathematics the progress score for disadvantaged pupils was 4.2, above the national average.

4. Barriers to future attainment (for pupils eligible for PP, including high ability)**In-school barriers** *(issues to be addressed in school, such as poor oral language skills)***A.** Social and emotional intelligence**B.** Low ambition**C.** Poor reading skills (phonics)**External barriers** *(issues which also require action outside school, such as low attendance rates)***D.** Attendance**E.** Lack of routine (sleep, food, homework,)

5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children retain more friendships Children have less fall-outs Children need less support in class time to resolve friendship issues
B.	Children make expected or better attainment and talk with enthusiasm about their academic future.	Children talk about their future with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets Children speak ambitiously about their future at Secondary school and work.
C.	PP children's reading improves in line with non-pp children	PP children make better progress in reading so that their writing is influenced by this PP children can achieve well in spelling Children enjoy reading and can talk enthusiastically about a book they are enjoying PP children achieve in line with non-PP children.
D.	The attendance of PP children improves	Reduce the number of persistent absentees among pupils eligible for PP EWO involvement will not be needed Attendance for the children is in line with national at 96%

6. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	PHSE lessons are regular Circle time etc. Class ethos is agreed on a classroom charter to ensure all children feel safe to talk about their feelings.	Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger.	I will speak with the children to see that they feel they can talk about their feelings in class Drop ins to lessons will show the class ethos Training will be offered to staff who are unsure about good quality circle time.	Principal	January 2018
Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings half termly will inform how the children are achieving. Assemblies and lessons will share with the children the purposeful learning and how it can lead to a desired career. Children will be inspired by visitors who talk about	Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture, forest school, 1:1 specialist support). Assemblies are an opportunity to showcase careers and inspirational people allowing the children to see that it is also achievable for them too. This allows them to be inspired to believe they can achieve the same and gives them the opportunity to ask questions about how	Dates are set for the year. Support Teachers are employed in the afternoons to carry out intervention. This will be the 2nd year of working the programme. I will role model in my assemblies but also support staff in inviting people in to speak to the children. I will attend those assemblies in class to show the children how I hold aspirations in high regard.	Principal	September 2017

PP children's reading improves in line with non-pp children	Children will receive extra daily reading with an LSA. Phonics will be addressed in pupil progress meetings if it is a barrier to progress in reading. Books will be celebrated and enjoyed in school. An author will be celebrated and children will be encouraged to	When children read daily their reading improves. Any areas of difficulty can be address (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy to reading in the classroom when necessary. Books will be on display in the classrooms and work on the walls will show the children's interest in books. An author will celebrated in medium term	Pupil progress meetings will review intervention given (daily readers) and progress made. Drop ins will show books are celebrated and phonics is being used as a spelling strategy. The children will be able to talk to me about the Author they are celebrating and learning about.	PSH	September 2017
The attendance of PP children improves	Topics will interest all children and especially PP children. They will include WOW days and Forest school, Art/dt work and exciting activities throughout the term.	When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. WOW days and exciting activities throughout the term will be fun and the children will want to be part of them. Our PP children enjoy hands on activities and outdoor learning.	Topic webs will be shared with parents and be interesting. Wow days will be shared with the children and parents as something to look forward to. They will be in the diary on the website. Forest school, DT and outdoor learning will be regular.	DD	September 2017
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Some PP children will attend nurture time to talk about their feelings. – a new Pastoral Care Worker employed 3 mornings per week.	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.	Intervention charts will show the children who need support in this area.	CM	September 2017

<p>Children make expected or better attainment and talk with enthusiasm about their academic future.</p>	<p>Pupil progress meetings will focus on how the PP children feel about their future and areas of the curriculum they find strength. Assemblies will encourage children to be ambitious and consider their strengths and where they might use them. New LSA employed to support in class 3. New Apprentice TA employed in KS1.</p>	<p>Children are inspired by stories of people who have achieved something even if they once thought they wouldn't. They can begin to see that school teaches them skills which can easily be used in many careers – this will explicitly show them how what they are learning can lead to a job they will enjoy or a University course they will enjoy.</p>	<p>Feedback from staff/progress and new LSA/TA will inform SLT as to whether the children can see that their schooling is teaching them vital skills in order to achieve their desired career or future dreams. Assemblies will inform if the children are beginning to have visions of a productive happy future. Monitoring will show children can discuss how what they are learning in class can be used as a skill outside the classroom.</p>	<p>CM</p>	<p>September 2017</p>
<p>PP children's reading improves in line with non-pp children</p>	<p>A reading team is set up to ensure PP children receive daily reading and quality 1:1 comprehension around the book in a positive way. The curriculum will allow for more boy friendly books to be incorporated at whole school/class level.</p>	<p>When children read daily they gain in confidence. That 10-15 minutes of chatting about the book and linking the story to something they have experienced helps them to remember in long term memory what they have learned. This time makes them feel valued. This time makes them see that books are positive and enjoyed. The boys who do not like reading will be more inspired in class with book more</p>	<p>The books used in class will be of more interest to boys – super heroes, action etc. Children who have daily reading – progress will be seen at pupil progress meetings. Children will look to read more at 'free time'. Boys will begin to enjoy reading as a past time and not just when asked.</p>	<p>CRI</p>	<p>December 2017</p>
<p>The attendance of PP children improves</p>	<p>EWO will be involved with families who's attendance falls below 90%. The children will be invited to partake in planning the medium term curriculum and desired outcome – taking some ownership and interest. The PfSA will be asked to work with children who are consistently falling</p>	<p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered.</p>	<p>Attendance will be monitored half termly. Any absence will be addressed immediately. A chart of which children receive awards will be logged and tracked.</p>	<p>DD</p>	<p>September 2017</p>

