



Exceptional Education at the Heart of the Community

Pupil Premium Strategy Statement:

1. Summary information					
School	Oasis Academy Skinner Street				
Academic Year	2018-19	Total PP budget	£255601	Date of most recent PP Review	September 2018
Total number of pupils	399	Number of pupils eligible for PP	177	Date for next internal review of this strategy (termly)	November 2018
2. Review of expenditure					
Previous Academic Year	2017/2018				
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Impact:	Lessons learned Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?	Cost	
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.	Barriers to learning are removed, as pupils have greater awareness of how their emotions affect their capacity to learn and have strategies to minimise the impact of negative emotion upon their behaviour for learning. Reduction in adult time used to resolve conflicts.	Pupils to be trained as Peer Mentors, to give them the tools to support each other with disputes and disagreements.		

<p>Children make expected or better attainment and talk with enthusiasm about their academic future.</p>	<p>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</p>	<p>Children have some understanding of the opportunities available to them when they leave school. Pupils have a very positive approach to assessment and want to do well, but do not always relate this to working hard throughout the year in order to increase their life chances.</p>	<p>This will be a whole academy focus for 2018/19</p>	
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ii. Targeted support

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?	Cost
<p>PP children's reading improves in line with non-pp children</p>	<p>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 read.</p>	<p>The pupils generally talk positively about reading. In KS2 pupils in receipt of Pupil Premium funding did better in the end of KS2 reading test than the other pupils.</p>	<p>Reading remains a focus for the whole academy.</p>	
<p>The attendance of PP children improves</p>	<p>Topics will interest all children and especially PP children.</p>	<p>The children who do attend regularly make better progress than those who have significant time off. Persistent absence reduced over the course of the year but remains high.</p>	<p>This remains a focus.</p>	

	They will include WOW days and Forest school, Art/dt work and exciting activities throughout the term.			
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3. Prior Year attainment

Attainment for: 2017-2018 (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 Y6	38	30
% achieving expected standard or above in reading Y6	51	42
% achieving expected standard or above in writing Y6	72	68
% achieving expected standard or above in maths Y6	41	37
% achieving expected standard or above in reading, writing and maths Y2	44	67
% achieving expected standard or above in reading Y2	67	86
% achieving expected standard or above in writing Y2	59	71
% achieving expected standard or above in maths Y2	59	71
% achieving expected standard or above in phonics Y1	72	79
% achieving expected standard or above in GLD	82	50

4. Barriers to future attainment (for pupils eligible for PP, including high ability) Please refer to the EEF documents Teaching and Learning Toolkit, Families of schools database and Evaluation Tool and also the Pupil Premium Awards website

In-school barriers

A.	<u>Poor oral language skills</u> Many pupils start school with poor language skills. These include EAL, limited vocabulary and poor receptive language.
B.	<u>Poor literacy and numeracy skills</u> Many of the children are below national age related expectations for English and maths
C.	<u>Lack of emotional resilience</u>

	Many pupils are unable to access learning because they are not emotionally ready to learn.	
External barriers		
D.	<u>Attendance and punctuality.</u> Attendance in the academy as a whole is below national average and, particularly for children eligible for pupil premium, this results in gaps in learning.	
E.	<u>Mobility.</u> A high proportion of children join us within the school year. About half of the children in year 6 were not with us in year 2	
F.	<u>Limited access to enrichment activities or resources.</u> Pupil Premium pupils are often not accessing trips or visits outside the school day and frequently do not engage within the academy with extra-curricular activities, trips or visits, due to financial constraints.	
G.	<u>Children not physically ready to learn</u> Lack of sleep, poor diet, lack of exercise, leading to low energy levels and lack of engagement with learning.	
5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP pupils working at age appropriate levels as a result of work matched to their level of need and scaffolding to enable them to fully access the maths curriculum.	80%+ of PP pupils achieve ARE in the end of year assessment for maths.
B.	PP pupils working at age appropriate levels as a result of work matched to their level of need and scaffolding to enable them to fully access the English curriculum	80%+ of PP pupils achieve ARE in the end of year assessment for GPS, reading and writing. 80%+ of PP pupils achieve ARE in the end of year phonics assessment
C.	Emotional and/or behavioural issues no longer impacting upon the wellbeing of some PP pupils and their engagement with learning.	Monitoring of teaching and learning identifies no lost learning due to behaviour or wellbeing issues.
D.	Improved attendance for PP pupils	Attendance at 95%+ for all PP pupils The number of PP pupils excluded below national averages
E.	Full access to learning opportunities and extending skills in extra-curricular areas	All PP pupils attending at least 1 extra-curricular activity All PP pupils attend school trips and visits

F.	Pupil arrive in class physically ready to learn	Pupils in school uniform that is clean and appropriate for the weather. Pupils have had a healthy breakfast. Pupils understand the importance of sleep.
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6. Planned expenditure

Academic year	2018/19
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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

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP funding in addition?)
PP pupils underachieving in maths.	<ul style="list-style-type: none"> • Maths Mastery to be taught in years R-3, White Rose in 4-6 • Intervention groups for pre-learning and catch-up sessions • Use digital technology to support maths learning • 	<p>Numbers of PP in KS1 and KS2 achieving ARE in maths is significantly below national expectations. Number of PP pupils achieving GD in KS1 and 2 is significantly below that of their peers nationally.</p>	80% of PP pupils working at age appropriate levels as a result of work matched to their level of need and scaffolding to enable them to fully access the maths curriculum	CW	1 year	<p>Maths Mastery- £4000 TA support (contribution towards salary)-£121427 Online resources-£3000</p>
PP pupils underachieving in English (including phonics in KS1 and GPS in KS2)	<ul style="list-style-type: none"> • Use Read Write Inc. to teach phonics in EYFS and KS1 • Use Cornerstones curriculum to provide stimuli for writing and opportunities for cross curricular links • Use Power of Reading to support the teaching of reading • Use Reading Explorers for Guided Reading 	<p>Numbers of PP in KS1 and KS2 achieving ARE in reading, writing and GPS is significantly below national expectations. Number of PP pupils achieving GD in KS1 and 2 is significantly below that of their peers nationally.</p>	80%+ of PP pupils achieve ARE in the end of year assessment for GPS, reading and writing. 80%+ of PP pupils achieve ARE in the end of year phonics assessment	DT	1 year	<p>Read Write Inc. £3000 Cornerstones- £4000 Power of Reading subscription and resources- £1000 Reading Explorers-£400</p>

ii Targeted support

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP funding in addition?)
<p>Poor attendance is impacting upon the progress and attainment of some PP pupils.</p>	<ul style="list-style-type: none"> Funded sessions at Early Bird Club Introduce Attendance Ted and Punctuality Pup Targetted support for specific families from CLO Train school staff in de-escalation techniques and restorative approaches SLT to visit schools/academies with outstanding inclusive practice 	<p>A high proportion of pupils who were excluded for fixed periods last year were PP pupils. PP pupils have lower rates of attendance than non-PP pupils. Many Persistently Absent pupils are PP.</p>	<p>PP pupils have attendance that is better than national averages.</p>	<p>DD VR</p>	<p>Review after 1 year.</p>	<p>Early Bird- staffing and resources £3000 Attendance rewards- £500 Contribution towards CLO salary- £20000 Team Teach training- £1000 SLT release time- £800</p>
<p>PP pupils less likely to engage with after school clubs or take part in residential trips</p>	<ul style="list-style-type: none"> Part funding of academy trips Part Funding of PGL Part fund extra-curricular activities Provide a Homework Club Fund Bikeability places 	<p>Cost has been offered as a factor by parents as to why their children do not attend clubs or school trips- particularly residential trips. Consequently, these pupils are missing out on extra-curricular activities. These tend to be the same children who have limited opportunities out of school hours to engage with educational visits.</p>	<p>No child is excluded from a trip or activity because they can't afford to pay for it. PP pupils have access to the same opportunities as their peers. PP pupils have the opportunity to use academy resources to support their home learning.</p>	<p>DD</p>	<p>Review after 1 year.</p>	<p>£25000 trips including swimming and PGL Homework club- staffing and resources- £3000</p>
<p>Emotional and/or behavioural issues impacting upon the wellbeing of some PP pupils and their engagement with learning.</p>	<ul style="list-style-type: none"> Provide a Nurture Provision. Provide additional support at lunchtime for vulnerable pupils. Provide counselling for those children who need it. Train pupils as Peer Mentors. Introduce Growth Mindset techniques. Beanstalk reading support for 	<p>For some pupils, unresolved issues at lunchtime and breaktime were affecting their learning. Some pupils had a range of issues, both within and outside the academy, that were proving to be a barrier to learning. Staff on the playground were often having to use their time dealing with low level incidents that could be resolved by Peer Mentors, freeing them up to deal with other issues. Pupils would benefit from being more aware of how they learn</p>	<p>Pupils entering the classroom ready and eager to learn. Evidence that pupils are taking more responsibility for their own learning and behaviour and have strategies to use to support this.</p>	<p>DT</p>	<p>Review after 1 year, intention to continue.</p>	<p>Staff training- Nurture, Restorative approaches-£2700 Counselling-£7220 Peer Mentor Training- £1000 Beanstalk- £1284 MMS-£5000 (contribution towards salary)</p>

	emotionally vulnerable pupils	and how to enhance their own learning. Beanstalk provides opportunities for one to one support for some pupils who would benefit from that extra attention				
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iii Whole school strategies

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP funding in addition?)
Some pupils are unable to access the curriculum as a result of poor speech and language skills.	<ul style="list-style-type: none"> Speech and Language Link to be used to screen all pupils upon starting school. A TA to deliver Speech and Language programmes to meet the identified gaps. A full time TA to work with EAL pupils across the academy. EYFS staff to be trained in the use of Maketon. 	EYFS staff report that many pupils on entry cannot speak in full sentences, have difficulty following instructions and have a limited vocabulary.	All pupils fully accessing the curriculum	CD	1 year	Speech and Language Link- materials, subscription and staffing- £12000 EAL- staffing and resources-£25000 Maketon training-£500
Some pupils are unable to access the curriculum because they are tired, hungry or inappropriately dressed.	<ul style="list-style-type: none"> Free breakfast provided for all pupils that need it. Funded places at Early Bird Club. Food bank vouchers issued to some families. Positive Parenting courses offered to parents. A free school jumper provided to all PP pupils. 	Only a few pupils attended the Breakfast Club, and these were not always the pupils who we were aware needed breakfast. Breakfast is now provided in class and is an opportunity for a relaxed start to the day, helping to strengthen relationships between pupils and adults in the classroom. Many pupils were coming into the academy tired or drinking energy drinks to “wake themselves up” PP pupils were less likely to be wearing the correct school uniform. This was making them stand out, potentially causing them to be the victims of bullying.	All pupils fully accessing the curriculum	SB/NW	1 year trial	Breakfast- food, equipment- £3000 Funded places- £4000 Parenting Courses- staffing and materials- £2000 School jumpers-£1770

					TOTAL COST	£255601
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7. Additional detail

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