

# Pupil premium strategy statement:



1. Summary information					
School	Oasis Academy Bank Leaze				
Academic Year	2018/19	Total PP budget	£130,000	Date of most recent PP Review	Sept 2018
Total number of pupils	190	Number of pupils eligible for PP	100	Date for next internal review of this strategy	Feb 2019

2. 2016-17 outcomes for PP students			
Attainment and Progress for: 2016-2017	Pupils eligible for PP	Pupils not eligible for PP school / national	Commentary (where appropriate)
KS2 Reading progress score	0.4	-1.2 / 0.33	In line with in-school and national figure
KS2 Writing progress score	4.2	0 / 0.12	Ahead of in-school and national figure
KS2 Maths progress score	-0.1	1.1 / 0.24	In line with in-school and national figure
KS2 Combined	50%	38% / 67%	Ahead of in school figure. Below national others. Low Prior attainment is a significant factor here.
KS2 Reading expected	63%	50% / 77%	Ahead of in school figure. Below national others. Low Prior attainment is a significant factor here
KS2 Writing expected	75%	63% / 81%	Ahead of in school figure. Below national others. Low Prior attainment is a significant factor here
KS2 Maths expected	69%	63% / 80%	Ahead of in school figure. Below national others. Low Prior attainment is a significant factor here
GLD	65%	58% / 72%	Ahead of in school figure. Below national others. Low Prior attainment is a significant factor here
Phonics – Yr 1	85%	100% / 85 %	In line with others nationally.
Phonics – Year 2 (re-check + Yr 1)	92%	92% / 94 %	In line with others nationally.
KS1 Reading	77%	62 % / 78 %	In line with others nationally.
KS1 Writing	69%	46% / 70 %	In line with others nationally.
KS1 Maths	69%	69 % / 77%	In line with others in-school. 1 pupil off others nationally.
Attendance	96.2%	95.9 / 96.3	Ahead of others in school and in line with others nationally – a significant increase year on year.

### 3. Review of expenditure

#### Previous Academic Year

##### i.

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
Disadvantaged pupils make more progress in Reading than others in the academy and nationally.	QA Reading strategy. Leadership capacity (strategic reading lead) Yr 6 intervention groups led by class teacher (DW, principal to provide class release). Additional reading pre-school day (breakfast reading) for targeted pupils with Principal Maintenance of expectations for reading at home (clearly communicated to parents) AND opportunities provided daily for catch-up. Additional support provided to every pupil in yrs 1 to 6 operating below age –related expectations. Yr 5 Book group to focus on disadvantaged pupils	Phonics outcomes very positive. KS1 outcomes positive. KS2 – progress in line with national.	This approach has been successful to date and will be continued and refined across 2018-19	Reading lead: £20k

##### ii.

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
All pupils receive consistently good, and often outstanding lessons.	Weekly staff <b>coaching</b> from the principal. In cost terms this is <b>leadership capacity</b> .	Teaching, during MST Reviews and Regional Director visits was consistently deemed strong. Outcomes across the academy in 2017/18 were strong for PP children.	We will continue to focus on the quality of teaching experienced by pupils – including PP pupils.	Leadership capacity - £20k

## Addition Outcome Information

### Attendance:

Attendance strategies deployed in 2017-2018 were very successful in raising the attendance of PP pupils significantly. Money was spent on a detailed strategic tracking system, which was deployed skilfully by leaders and staff to improve attendance. Money was also invested in a Senior Leader – Assistant Principal – with responsibility for driving improvement in the attendance of PP students. PP students attended at a rate in line with others nationally and ahead of others with the school. There will be no 'let up' in this for the coming year.

### Behaviour:

Behaviour across the academy – as demonstrated in OCL reviews – continued to be strong. This includes PP students.

### Quality of Teaching:

Where the quality of teaching was high, pp students performed most well.

### GLD:

Whilst the proportion of pupils securing GLD was higher for PP students than others, it was below others nationally. This will need to be focus in 2018-19.

### KS1:

PP outcomes at the national standard were strong in 2017-18. Within the academy they were better than others at the 'exceeding' standard. Phonics outcomes were strong for PP students.

### KS2:

The progress and attainment of PP students was at least in line with others in the academy in all areas. The progress of PP students was in line with others nationally. Their attainment was not as high as others nationally. The current Year 6 PP cohort (Yr 5 in 2017-18) are demonstrating strong comparative performance.

## 4. Further barriers to future attainment (for pupils eligible for PP, including high ability)

*Could include poor oral language skills, poor attendance or behaviour, low social esteem,*

<b>A.</b>	Attendance – though this has improved, it will still need to be driven by the academy
<b>B.</b>	Lack of reading support at home / engagement with reading
<b>C.</b>	Limited experience of language and wider-world experiences (knowledge)

## 5. Planned expenditure

**Academic year**      **2018/19**

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. Improving Classroom Pedagogy

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you monitor implementation? Mid-Year Review statement	Success Criteria	Staff lead	Review date?
All pupils receive consistently good, and often outstanding lessons.	Weekly staff <b>coaching</b> from the principal. In cost terms this is <b>leadership capacity</b> .	We know that disadvantaged pupils suffer the most when teaching is poor. Ergo, they will benefit the most when it is well crafted.	Through T & L walks, monitoring of books & pupil progress meetings.	Teaching across the academy is deemed to be consistently good and often outstanding (through reviews).	DW	Feb 19
Disadvantaged pupils develop reasoned, oral answers	<b>Coaching</b> in lessons: <b>leadership capacity</b> .  <b>Oral strategy – oral - poems</b>  <b>Maths Mastery</b> – as vehicle for developing whole-sentence answers.	We know – from research – that disadvantaged pupils are most disadvantaged by poor questioning and traditional ‘hands up approaches’.  MM – thoroughly researched approached; evidenced through success in the Ark group.	Through T & L walks and direct observations of classroom practice.	Disadvantaged pupils are questioned as rigorously as their peers.	DW	Feb 19
Ensure that higher ability / high prior attaining disadvantaged pupils achieve as well as others.	Advanced maths club – JP / SL 1:1 writing conferencing focusing on PP students – JT (Yr6);	These approaches have worked in the past at OABL	Data – x 3 per year. Pupil Progress meetings.	At KS2 higher ability PP students’ achievement is at least in line with their peers locally and nationally.	DW	Feb 19

### ii. Targeted Support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you monitor implementation? Mid-Year Review statement	Success Criteria	Staff lead	Review date?

Disadvantaged pupils make more progress in Reading than others in the academy and nationally.	QA Reading strategy. Leadership capacity. Yr 6 groups led by class teacher (DW, principal to provide class release). Additional reading pre-school day (breakfast reading) for targeted pupils with Principal Maintenance of expectations for reading at home (clearly communicated to parents) AND opportunities provided daily for catch-up. Additional support provided to every pupil in yrs 1 to 6 operating below age –related expectations. Yr 5 Book group to focus on disadvantaged pupils		Data: - see success criteria	Progress score for Yr 6 PP students is a head of others in their class. (and others nationally +0.33)  KS1 figures are in line with national figures.  Phonics figures for PP students are in line with figures for others nationally (from 2016 data) – at both Yr 1 & Yr 2.  PIRA data (progress) is in line with others in the academy in yrs 3, 4 and 5	DW / AG / MB	Feb 19
EYFS disadvantaged pupils achieve at GLD as highly as others in the academy & nationally (with emphasis on securing reading & writing outcomes)	HLTA focused support – R & W BLAST – speech & language intervention	National Research indicates that adult investment in EYFS is effective.	Data.	70 % of pupils secure GLD	JC / DW	Feb 19
<b>iii. Whole school strategies</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you monitor implementation? Mid-year review</b>	<b>Success Criteria</b>	<b>Staff lead</b>	<b>Review date?</b>

<p>ALL pupils, but particularly disadvantaged pupils, have a rich level of knowledge that is stored in long term memory</p>	<p>Secure the knowledge-focused curriculum and develop approaches that secure retention of knowledge in the long term memory.</p> <p>A range of trips are planned and subsidised for each year group to places of interest which support learning across our curriculum.</p> <p>Music – all children learn to play a musical instrument</p>	<p>We know that it is our PP students who are most disadvantaged by missing out on wider-world experiences.</p> <p>Recent research indicates that it is knowledge in long term memory that makes a crucial difference to outcomes.</p>	<p>Review of curriculum experiences – focus group of pupils to conference - DW</p>	<p>Disadvantaged pupils achieve in line with their peers in knowledge tests across the school.</p>	<p>KMc / DW</p>	<p>Feb 2019</p>
<p>The attendance of disadvantaged pupils is improving and significantly better than PP students nationally.</p>	<p>We will buy into the attendance support package from SOL. We will use a system of letters and meetings to hold parents to account. We will provide in-school incentives for those with good attendance to maintain it and those with low attendance to improve it. SOL consultant meetings will focus on the attendance of PP students.</p> <p><b>Data for PP students will be shared weekly with staff.</b></p>	<p>This is the chosen approach of our sponsor: Oasis Community Learning.</p>	<p>Data – shared at ALT meetings weekly.</p>	<p>PP attendance is 96.5%+</p>	<p>CK / DW</p>	<p>Ongoing</p>

## 6. Additional detail

Mid-Year Review Findings & Key Actions: