

# Pupil premium strategy statement:



1. Summary information					
School	Oasis Academy Bank Leaze				
Academic Year	2017/18	Total PP budget	£130,000	Date of most recent PP Review	Sept 2016
Total number of pupils	190	Number of pupils eligible for PP	100	Date for next internal review of this strategy	Feb 2018

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	0.2	0.4 / 0.33	In line with in-school and national figure
KS2 Writing progress score	3.08	2.9 / 0.12	In line with in-school and national figure
KS2 Maths progress score	0.55	0.7 / 0.24	In line with in-school and national figure
KS2 Combined	61 %	88% / 67%	Within 1 pupil of national
KS2 Reading expected	61 %	88% / 77%	Figure influence by pupil mobility in cohort and 2 pupils who missed standard by 1 mark each
KS2 Writing expected	78 %	88% / 81%	In line with national figure
KS2 Maths expected	72 %	88% / 80%	1 pupil away from national figure.
GLD	56 %	75% / 72%	Despite the gap, the PP figure does represent strong progress from the baseline
Phonics – Yr 1	71 %	71 % / 85 %	No in-school gap, but below national
Phonics – Year 2 (re-check + Yr 1)	94 %	94 % / 94 %	In line OABL and national
KS1 Reading	44 %	56 % / 78 %	<b>Low outcome: outcome for others is also low. Feature of PP strategy and ADP</b>
KS1 Writing	50 %	56 % / 70 %	In line with internal figure
KS1 Maths	38 %	56 % / 77%	<b>Low outcome: outcome for others is also low. Feature of PP strategy and ADP</b>

**3. Review of expenditure****Previous Academic Year****i.****Desired outcome****Chosen action/approach****Estimated impact:****Lessons learned****Cost**

<p>Disadvantaged pupils make more progress in Reading than others in the academy and nationally.</p>	<p>Root and branch review of the teaching of reading – especially in KS2. Develop a model of ‘whole class teaching of reading’.</p> <p>Leadership capacity.</p> <p>PiXL – intervention groups led by assistant principal AND class teacher (DW, principal to provide class release).</p> <p>Additional reading pre-school day (breakfast reading) for targeted pupils with Principal &amp; AP for T&amp;L.</p> <p>Recalibration of expectations for reading at home (clearly communicated to parents) AND opportunities provided daily for catch-up.</p> <p>Additional support provided to every pupil in yrs 1 to 6 operating below age –related expectations.</p>	<p>At the end of KS2 the progress of disadvantaged pupils has increased significantly over the last year.</p> <p>It is now in line with others in the academy and others nationally.</p>	<p>Whole class teaching of reading is far stronger model than previously used.</p> <p>Where teaching was strongest, disadvantaged pupils performed the strongest. This reinforces the need to prioritise the quality of teaching.</p>	<p>Reading Recovery Teacher £25K</p> <p>Additional Reading Recovery Teacher £5k</p> <p>Raising Standards Lead / AP: £30k</p>
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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
To ensure that the GLD of disadvantaged pupils matches or exceeds that of others in the academy AND nationally	Leadership capacity in EYS - assistant principal. Parental workshops to support R W M Additional classroom support (qualified teacher)	Whilst PP students' attainment at the end of EYFS was lower than that of others; their progress from baseline starting points was strong	Parental workshops had a very positive impact – these will be taken forward in Year 1 for the coming academic year.	Leadership capacity in EYFS – assistant principal. £20k  Additional Classroom support – inc language programs.£10k

#### Addition Outcome Information

##### Attendance:

Attendance data for PP students was ahead of that for pupil premium students nationally. It did not, however, meet the ambitious target we set. This year we need to be even more robust in tackling the attendance of those pp pupils who are not in school enough. This forms a key part of the

##### Behaviour:

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

##### Quality of Teaching:

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

##### Pupils giving strong oral answers:

No hands up is still yet to be fully established. Pupils are still giving short answers (as opposed to whole sentences). Maths Mastery will be our vehicle going forwards to promote the insistence on full answers,

##### KS1 Maths:

The outcomes of disadvantaged pupils in maths at KS1 was very disappointing. This will be a priority for this strategy doc and our ADP.

#### 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
<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**      **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. 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 Assistant Principal for T & L and in the some cases 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 / MB	Feb 18
Disadvantaged pupils develop reasoned, oral answers	<b>Coaching</b> in lessons: <b>leadership capacity</b> .  <b>Oral strategy – oral</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 / MB	Feb 18

Ensure that higher ability disadvantaged pupils achieve as well as others.	Advanced maths club – JP / SL 1:1 writing conferencing focusing on PP students – JT (Yr6); RO (Yr5)	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 / MB	Feb 18
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## 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.	<p>QA Reading strategy.</p> <p>Leadership capacity.</p> <p>PiXL – intervention groups led by class teacher (DW, principal to provide class release).</p> <p>Additional reading pre-school day (breakfast reading) for targeted pupils with Principal</p> <p>Maintenance of expectations for reading at home (clearly communicated to parents) AND opportunities provided daily for catch-up.</p> <p>Additional support provided to every pupil in yrs 1 to 6 operating below age-related expectations.</p> <p>Yr 5 Book group to focus on disadvantaged pupils</p>	Progress of PP and ALL pupils increased significantly last year.	Data: - see success criteria	<p>Progress score for Yr 6 PP students is a head of others in their class. (and others nationally +0.33)</p> <p>KS1 figures are in line with national figures.</p> <p>Phonics figures for PP students are in line with figures for others nationally (from 2016 data) – at both Yr 1 &amp; Yr 2.</p> <p>PIRA data (progress) is in line with others in the academy in yrs 3, 4 and 5</p>	DW / AG / MB	Feb 18

EYFS disadvantaged pupils achieve at GLD as highly as others in the academy & nationally.	Additional leadership capacity – assistant principal for EYFS. Additional classroom support; from a HLTA  Parent workshops weekly in R (and Yr 1)	It has worked successfully in previous years (see review of last year). National research indicates that money spent on support in EYFS does have a positive impact.	Data: see success criteria	% of disadvantaged pupils at GLD to be in line with peers in academy and nationally	JC / DW	Feb 18
<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>
ALL pupils, but particularly disadvantaged pupils, have a rich level of knowledge that is stored in long term memory	Curriculum Review. Establish a knowledge-focused curriculum and develop approaches that secure retention of knowledge in the long term memory.  A range of trips are planned and subsidised for each year group to places of interest which support learning across our curriculum.  A residential trip is planned for Yr 6 to an Outdoor Ed centre – where formal lessons take place in the mornings in historic buildings followed by team & communication activities.	We know that it is our PP students who are most disadvantaged by missing out on wider-world experiences.  Recent research indicates that it is knowledge in long term memory that makes a crucial difference to outcomes.	Through curriculum review.  Analysis of PP outcomes / progress in curriculum knowledge tests ( Sci, Hist. Geog & RE).	Disadvantaged pupils achieve in line with their peers in knowledge tests across the school.	MW / DW	Feb 2018
The attendance of disadvantaged pupils is improving and significantly better than PP students nationally.	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.  <b>Data for PP students will be shared weekly with staff.</b>	This is the chosen approach of our sponsor Oasis Community Learning.	Data – shared at ALT meetings weekly.	PP attendance is 95%+	CK / DW	Ongoing

Disadvantaged pupils achieve in line with others in maths (particularly in KS1)	Establish Mathematics Mastery program in yr1. Use principals in Year 2.	Maths Mastery is very well researched and evidenced. It has had great success in other OCL academies AND in other MATs (in particular ARK).	PUMA test outcomes x 3 Yr2 Mock papers	PUMA in YR1 – disadvantaged pupils in line with others in academy and across OCL  In Year 2 SATs,	DW	Feb 2018
The behaviour of disadvantaged pupils is outstanding.	Behaviour tracking system bought and analysed (SLEUTH)	This has worked in our academy in the past: behaviour was deemed 'Outstanding' by Ofsted in June, 2016.	Data – shared at ALT meetings weekly.	Low – level disruption is rare. Where it does occur PP students	CK	Ongoing

## 6. Additional detail

Mid-Year Review Findings & Key Actions: