

Pupil premium strategy statement:



1. Summary information					
School	Oasis Academy Bank Leaze				
Academic Year	2019/20	Total PP budget	£118000	Date of most recent PP Review	Sept 2019
Total number of pupils	177	Number of pupils eligible for PP	100	Date for next internal review of this strategy	Feb 2020

2. 2017-18 outcomes for PP students			
Attainment and Progress for: 2017-2018	Pupils eligible for PP	Pupils not eligible for PP school / national	Commentary (where appropriate)
KS2 Reading progress score	-4.9	0.3/ 0.33	
KS2 Writing progress score	-0.4	3.8 / 0.12	External moderation of writing. Further indicates issues around resilience in testing.
KS2 Maths progress score	-0.3	1.5 / 0.24	Data analysis indicates that the gap between pupils eligible for PP and those that are not is not good enough in all but one of the indicators. With a new head in post, and an awareness that this is a resilience and testing issue strategies are in place to address the gaps.
KS2 Combined	46%	64% / 67%	
KS2 Reading expected	46%	64% / 77%	
KS2 Writing expected	85%	82% / 81%	
KS2 Maths expected	62%	82% / 80%	
GLD	57%	85% / 72%	
Phonics – Yr 1	88%	82% / 85 %	
Phonics – Year 2 (re-check + Yr 1)	93%	100% / 94 %	
KS1 Reading	64%	88% / 78 %	
KS1 Writing	50%	69% / 70 %	
KS1 Maths	64%	63 % / 77%	
Attendance	96.1%	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 Additional reading pre-school day (breakfast reading) for targeted pupils using pixl resources Maintenance of expectations for reading at home (clearly communicated to parents) AND opportunities provided daily for catch-up- home reading books refreshed in school Additional support provided to every pupil in yrs 1 to 6 operating below age –related expectations by TA 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 Pixl: £4000 Home reading books: £6000 TA intervention: £20000

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 which accelerates the learning of disadvantaged pupils.	Weekly staff coaching from the principal. In cost terms this is leadership capacity . Whole OCL pedagogy programme- PAS.	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 Pedagogy programme: £5000 Coaching: £20 000 EY HLTA intervention- £23000

Addition Outcome Information

Attendance:

Attendance strategies deployed in 2018-2019 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:

The proportion of PP pupils securing GLD was below others and below others nationally. This will need to be focus in 2018-19.

KS1:

Phonics strategies deployed in 2018-19 were very successful in raising the standard of phonics across the cohort, especially with PP pupils. PP outperformed others in the Y1 Phonics screening tests and were higher than other nationally.

The proportion of PP pupils attaining the national standard in R,W in KS1 was bellows others and below other nationally. This will need to be a focus for 2019-20.

KS2:

The attainment and progress of PP students was not as high nationally as others within the academy and nationally. This will need to be a focus for 2019-20.

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,

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

5. Planned expenditure

Academic year **2019/20**

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 coaching from the coaching team using new PDM approach. In cost terms this is leadership capacity .	We know that disadvantaged pupils suffer the most when teaching is poor. Ergo, they will benefit the most when it is well crafted.	Online coaching tracking system, T & L walks, monitoring of books & pupil progress meetings.	Teaching across the academy is deemed to be consistently good and often outstanding (through reviews).	AN	Feb 20
Disadvantaged pupils develop their vocabulary across the curriculum. All teachers teach vocabulary in all areas of the curriculum.	Coaching in lessons: leadership capacity . Oral strategy – oral - poems Maths Mastery – as vehicle for developing whole-sentence answers.	Understanding the question and answering the question fully was identified as an issue in 2019 SATs papers. 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.	AN/ LW	Feb 20
Ensure that higher ability / high prior attaining disadvantaged pupils achieve as well as others.	Pixl strategies across KS1/2 targeted for PP pupils MM depth strategies across KS1/2 Love of reading/ book groups for HPA/ PP pupils in reading	We know that across the Academy chain, in similar schools, Pixl and MM strategies have impact. Expertise from Reading Recovery states a need for a love of reading alongside skills to be able to read.	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.	AN	Feb 20

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?
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Disadvantaged pupils make more progress in Reading than others in the academy and nationally.	<p>Identification of pupils and what their gaps are.</p> <p>QA Reading strategy.</p> <p>Leadership capacity.</p> <p>Yr 6 pixl groups managed by groups led by class teacher and implemented by class TA</p> <p>Additional reading pre-school day (breakfast reading) for targeted pupils with RR teacher</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>Book group to focus on disadvantaged pupils</p>	-Analysis of the 2019 reading paper indicates that expectations are very high and challenging for disadvantaged pupils due to the level of reading speed required as well as the range of vocabulary	Data – x 3 per year. Pupil Progress meetings.	All key assessment points indicate PP are matching progress with their peers	AN/AG	Feb 20
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. Pupils from disadvantaged areas are arriving with poor CLL and this is therefore impacting on all areas of the curriculum.	Data.	70 % of pupils secure GLD	JC / AN	Feb 20
iii. Whole school strategies						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you monitor implementation? Mid-year review	Success Criteria	Staff lead	Review date?

<p>Disadvantaged pupils will benefit from a knowledge rich curriculum which they will retain as staff are aware and catering for long term memory and cognitive load</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>Cognitive load is monitored and strategies used to ensure it is optimised</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 - ASLT</p>	<p>Disadvantaged pupils achieve in line with their peers in knowledge tests across the school.</p>	<p>KMc / AN</p>	<p>Feb 2020</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>Data for PP students will be shared weekly with staff.</p>	<p>This is the chosen approach of our sponsor: Oasis Community Learning.</p>	<p>Data – shared at ASLT meetings and PDMs weekly.</p>	<p>PP attendance is 96.5%+</p>	<p>CK / AN</p>	<p>Ongoing</p>

6. Additional detail

Mid-Year Review Findings & Key Actions: