

# Oasis Academy New Oak

## Pupil Premium Plan 2019-20

1. Summary information					
School	Oasis Academy New Oak				
Academic Year	2019-20	Total PP budget	£106.920 <i>Estimate</i>	Date of most recent PP Review	September 18
Total number of pupils	231	Number of pupils eligible for PP	81 (36%)	Date for next internal review of this strategy (termly)	Dec 19

### **Pupil Premium Rationale**

We believe that all children can learn and achieve and our aim at Oasis Academy New Oak is to ensure that every child leaves us fully prepared for the next stage of their education. However, a number of students arrive in Reception significantly behind their peers and to ensure we meet this aim with our Pupil Premium children, we use the funding in a variety of ways, with 3 main areas of focus: **removing barriers**, **narrowing the gap** and **improving attendance**.

<p><b>Removing Barriers</b></p> <ul style="list-style-type: none"> <li>* Identify the barriers to learning faced by the disadvantaged children at the school</li> <li>* Identify and understand the barriers of <i>individual</i> disadvantaged learners</li> <li>* Support disadvantaged students outside of the classroom and specifically with reaching out and understanding the barriers and circumstances with parents/carers</li> </ul>	<p>We know that there are many challenges faced by our children which may have an impact on their levels of engagement and ability to learn. All students in Reception are profiled on entry so that their specific needs can be met. The profile of children entitled to Pupil Premium is carefully monitored to ensure that their needs as a group and as individuals are met specifically throughout their time at Oasis Academy New Oak. To give this area of work the focus it deserves, we have identified a member of SLT to champion it.</p> <p>We fully recognise that our Pupil Premium children are not a homogenous group and a database of all students entitled to Pupil Premium allows us to acknowledge their differing needs and respond appropriately. For each child, we identify specific barriers, needs and circumstances of as well as the support and interventions they receive. We up-date it termly to ensure all students receive the best</p>
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	<p>possible support at all times and we review the profile of students year on year to make sure that our provision is always driven by current needs and best practice.</p> <p>We believe that a secure partnership between the school and parents/carers is essential to ensure successful outcomes There is strong evidence on the importance of the home learning environment in determining educational and social outcomes. We actively seek to develop relationships with parents from their child’s point of entry and employ a School-Family Link Worker (SFLW) to engage and build good working relationships with parents, children and colleagues working in school and other agencies.</p>
<p><b>Narrowing the Gap</b>  * Ensure a consistent end of Key Stage attainment/progress trend over time for disadvantaged learners from start points - with specific focus upon the comparative progress measures of school baseline assessments, teacher assessments and SATs</p>	<p>Our strategy is simply to close the gap in Early Years and KS1 by ensuring that all children achieve a good level of development, are able to decode and read well and develop confidence in maths arithmetic and problem solving.</p> <p>At KS2, our strategy focuses on developing students’ vocabulary and knowledge of the world through a language and knowledge rich curriculum. We offer a full range of trips, visits and experiences to enrich the curriculum and ensure that all students are able to access KS2 SATs and are ready for secondary school.</p> <p>Throughout our Pupil Premium children’s journey, we provide a comprehensive range of strategies and interventions to prevent students from falling behind. These include precision teaching, PiXL interventions, after school reading inference and greater depth maths groups and phonics catch up.</p>
<p><b>Improving Attendance</b>  *Target of 96% attendance for Pupil Premium children, which is the national average for all children</p>	<p><i>Attendance overall and for different groups of pupils is above average and has continued to improve over time. (Ofsted July 2018)</i></p> <p>A key focus of our SFLW’s work is to ensure that every child arrives to school on time every day. We set a challenging target of 96%, using a variety of methods to raise attendance, including first day calling, attendance letters to indicate a decline, meetings with parents at home and school and charts and rewards for individuals.</p>

## The previous plan

When we last reviewed our pupil premium provision and outcomes, the key issues were:

- A significant number of PP students also have SEND 22/63 students (35%)
- A small but significant numbers of students need to develop more resilience and perseverance
- Previous underachievement remains a barrier and learning needs accelerating to address this
- Children entitled to Pupil Premium enter the academy with limited life experiences. This results in: poor language on entry, poor vocabulary, poor literacy skills in the home
- Children entitled to Pupil Premium have low ambition and aspiration

*Bullet point list with brief commentary if appropriate*

The actions we took to address these key issues were:

- PiXL intervention in Y5 and Y6; PiXL principles across KS1 and KS2
- Speed reading intervention
- Inference training
- Language interventions
- You are Awesome
- 1:1 tutoring
- TA support in all classes
- Subsidise the cost of trips and residential visits
- Structured activities provided to children at lunchtimes
- Y5 arithmetic group
- Y1 RLP group
- Y2/3 Snip intervention
- Y1 Rapid phonics
- Precision teaching

*A bullet point list that highlights how leaders have addressed the key issues with resources allocated*

The impact of these actions has been...

- SNIP – PP students made an average gain of 35.6 words; 42.5 words if you remove one child with complex need
- Rapid Phonics Y1 – PP students made average reading gain of 9 words (group average gain 4.3 words); **all none-SEN PP children passed the Y1 phonics check.**
- Y1 RLP – PP students made average reading gain of 8.5 words (group average gain 6.6 words) and average writing (spelling) gain of 6.5 words (group average 4.8).
- There were no barriers to trips and residential trips were well attended by PP students
- Behaviour at lunchtime has been good, with very few incidents

	<ul style="list-style-type: none"> <li>• You are Awesome intervention improved attendance of identified KS2 students</li> <li>• <b>PP attendance was 95.6% 2018-19</b> which was above NA, with a gap of only 0.83.</li> </ul> <p><i>A brief summary of evidence that draws on ASP and IDSR, MST reviews (<a href="#">link to relevant MST reports</a>), RD NoVs and reports by exception (<a href="#">link</a>), TIG minutes (<a href="#">link</a>) academy self-evaluation</i></p>
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### What we need to do next

<p>Based on this evaluation, our academy has set itself the following priorities for 2019-2020</p> <ol style="list-style-type: none"> <li>(1) Strategic leadership of pupil premium by SLT champion</li> <li>(2) Improve attainment and progress in reading at KS2 of disadvantaged pupils</li> <li>(3) Reduce the gap between disadvantaged and non-disadvantaged learners so that they make better than expected progress in all year groups</li> <li>(4) Increase the number of disadvantaged students reaching greater depth in Reading, writing and maths at KS2</li> <li>(5) Provide targeted support for teachers to improve the quality of teaching of writing at KS1</li> <li>(6) Additional support in EYFS to close the disadvantaged gap ( 23% 2019)</li> <li>(7) Targeted support for children who are 'double disadvantaged'</li> <li>(8) Support for pupils from learning mentor / specialist TA to support mental wellbeing and improved behaviours for learning</li> <li>(9) Provide children with structured activities at lunchtime</li> <li>(10) Maintain high level of attendance</li> <li>(11) Children arrive at school on time and ready to learn</li> <li>(12) Increase pupil experience through supported educational trips and residential visits</li> </ol> <p><i>Numbered list and <a href="#">link to ADP</a> and the Trust's priorities as set out in our "Through the Lens of Disadvantage" strategy paper (<a href="#">link</a>)</i></p> <p>In order to support the Trust's five year plan the academy has also identified the following long term priorities for 2019 – 2025</p> <ol style="list-style-type: none"> <li>(1) Improve vocabulary range and depth</li> <li>(2) Support aspiration and pupil experience through links with businesses and universities</li> </ol>
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## A costed summary of the plan

Priority	Key Actions and person responsible	Cost and timescale	Monitoring arrangements	Success criteria	RAG rating
(1) Strategic leadership of pupil premium by SLT champion	<ul style="list-style-type: none"> <li>A transparent and coordinated approach to raising the achievement of disadvantaged pupils</li> <li>An accurate register of all PP pupils in EYFS-Y6 established</li> <li>PP Database to identify all needs and ensure fairness of provision</li> </ul>	<p>All year</p> <p>Cost – ½ day AP salary</p>	Termly ALT meeting focussing on PP children across the academy		
(2) Improve progress and attainment in reading at KS2 for disadvantaged pupils	<ul style="list-style-type: none"> <li>Pixl interventions for targeted students informed by formative assessment of students (EW)</li> <li>Whole school reading strategy (CW)</li> <li>Reading interventions (PiXL, inference and speed reading)</li> </ul>	<p>£3375 + VAT membership, Interventions - TA pay 4.5 hours £2500 – supply and travel</p> <p>All year</p>	Weekly RSL meetings for Y6	Disadvantaged progress will be positive	
(3) Reduce the gap between disadvantaged and non-disadvantaged learners so that they make better than expected progress	<ul style="list-style-type: none"> <li>CPD for new staff to ensure they can use data effectively to plug gaps</li> <li>Introduction of coaching to improve quality of teaching</li> <li>Launch of 'You are Awesome' with selected groups of pupils in KS2</li> <li>Analysis of Headstart data – with focus on vocabulary understanding in reading papers.</li> </ul>	Supply cover for PPM £150 x 6	Analysis of Headstart and mock SAT data; rigorous PPM after each assessment point	Gap between disadvantaged and non-disadvantaged will be less than 15% in RWM	

	<p>Plan vocabulary intervention based on this.</p> <ul style="list-style-type: none"> <li>• Rigorous PPMs post exams</li> <li>• Student conferencing to identify barriers through their eyes and address issues</li> </ul>				
(4) Increase the number of disadvantaged students reaching greater depth in reading, writing and maths at KS2	<ul style="list-style-type: none"> <li>• Book group for targeted children in Year 6</li> <li>• Focused writing group</li> <li>• Booster for maths from term 4</li> </ul>	No additional cost	Monitoring of Y6 disadvantaged HA children at weekly RSL meetings, PPM meetings will focus on PP children first	Increased number of children reading GD in RWM (last year 0%, 0%,14% respectively)	
(5) Provide targeted support for teachers to improve the quality of teaching of writing at KS1	<ul style="list-style-type: none"> <li>• Inset training to all mainstream teaching staff</li> <li>• Weekly planning checks and coaching support as necessary</li> <li>• Focus on securing key skills in KS1 through careful use of learning objectives document.</li> <li>• Map out writing genres for each PoR book to create year overview with coverage of range of non-fiction texts and fiction genres</li> <li>• EW to attend CLPE 'Inspiring Writing' course for Y1 and 2 and put in place action plan for Y1 and Y2 teachers</li> </ul>	CLPE course £190 plus ½ day supply cover £150	<ul style="list-style-type: none"> <li>• Pupil progress meetings – with a focus on PP children</li> <li>• KS1 AP to carry out RSL meetings from Term 3</li> </ul>	KS1 writing for disadvantaged children will be inline with national scores	
Additional support in EYFS to close	<ul style="list-style-type: none"> <li>• Closing the gap in EYFS additional adult support to provide</li> </ul>	Full time TA £25,000	<ul style="list-style-type: none"> <li>• PPM 5 s year</li> </ul>	EYFS gap has reduced to 10%	

the disadvantaged gap ( 23% 2019)	opportunities to fill the gaps as identified at baseline				
Targeted support for children who are 'double disadvantaged'	<ul style="list-style-type: none"> <li>• Strategic leadership of intervention and support for pupils across the school by the SENCO</li> <li>• A positive working relationship with parents /carers is embedded across the school community to ensure highest expectations and aspirations for all.</li> <li>• Impact of interventions will be shared with all relevant staff and parents/carers on a termly basis</li> <li>• TA time to support interventions and accessing first quality teaching</li> </ul>	3 days of SENCo salary in addition to normal role TA support - £37,500	<ul style="list-style-type: none"> <li>• Pupil progress meetings – with a focus on PP children</li> <li>• Feedback from staff</li> <li>• Monitoring of provision and interventions for PP children</li> <li>• SENCO to review interventions and alter targets as appropriate on whole school provision/intervention map</li> <li>• Weekly professional dialogue between class teacher and TA delivering intervention</li> </ul>		
(1) Support for pupils from learning mentor / specialist TA to support mental wellbeing and improved behaviours for learning	<ul style="list-style-type: none"> <li>• ELSA sessions at lunchtimes with identified pupils</li> <li>• You are Awesome programme with identified pupils in Y5 and Y6</li> </ul>	5 hours of TA salary £12,500	Half termly meeting regarding children receiving ELSA		

(2) Provide children with structured activities at lunchtime	<ul style="list-style-type: none"> <li>• PE activities run by sports coach</li> <li>• Open up hall for quiet activities</li> <li>• Continue to employ SMSAs to supervise dining hall and lunchtime activities</li> </ul>	No additional cost	Behaviour incidents remain low(monitored by SFLW on Bromcon)	Number of incidents (red cards) remains low. Children are safely included in school. Orderly and calm environment at all time. Social and emotional behaviours are developed. School provides a calm and safe environment in which children can thrive	
(3) Maintain high level of attendance	<ul style="list-style-type: none"> <li>• Rigorous monitoring of attendance</li> <li>• Use of SOL to provide tracker, advice and guidance</li> <li>• SFLW to liaise with families</li> </ul>	£800 SOL £11,619 (SFLW)			
(4) Children arrive at school on time and ready to learn	<ul style="list-style-type: none"> <li>• Breakfast Club</li> <li>• Fare Share membership to supplement cost of food</li> </ul>	Fareshare membership £200	Monitor attendance of breakfast club to ensure PP children are accessing this provision	Children will be at school on time and will have eaten breakfast meaning that they are able to access their learning.	
(5) Students eligible for	Subsidise trips and visits so that as many PP students participate	£2,500	PP Champion to monitor attendance of trips, clubs and residential visits		

Pupil premium grant participate in all trips and residential activities					
Long Term Priorities					
(1) Improve vocabulary range and depth	<ul style="list-style-type: none"> <li>Mrs Wordsmith</li> </ul>	£500			
(2) Support aspiration and pupil experience through links with businesses and universities	<ul style="list-style-type: none"> <li>Involvement in activities with the Children's University at UWE</li> <li>KS2 activities with 'My Future, My choice'</li> </ul>	£2000		Children will be exposed to experiences that will encourage higher aspiration with a view to Higher Education as a goal	

