



Exceptional Education at the Heart of the Community

Pupil premium strategy statement:

1. Summary information					
School	Oasis Academy New Oak				
Academic Year	2016/17	Total PP budget	£104,580	Date of most recent PP Review	Sept 2017
Total number of pupils	206	Number of pupils eligible for PP	72	Date for next internal review of this strategy	Sept 2018

2. 2016-17 outcomes for PP students		
Attainment for: 2016-2017	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school/national Y6)
GLD	67%	79%
Phonics	75%	79%
KS1 (RWM)	R 73% W 67% M 80%	R 83% W 76% M 86%
KS2 (RWM)	50%	39%
KS2 GPS	70%	50%

3. Review of expenditure

Previous Academic Year

2016-17

i. Improving Classroom pedagogy

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>Objective 1 Improved reading scores in KS2 and KS1</p>	<ul style="list-style-type: none"> New reading strategy which includes teaching all content domain explicitly and completing comprehensions every week CPD planned around identified priorities for improvement 	<ul style="list-style-type: none"> 74% children reached GLD – for children entitled to Pupil Premium Grant the figure was 67% (slightly lower than the previous year) Phonics results: 4% gap between PP students and non-PP students in mainstream (79% - 75% respectively). In the mainstream class 100% PP children secured pass compared to 86% non PP. 	<ul style="list-style-type: none"> Needed to do more whole class teaching of reading – which is now part of whole school approach. Short term interventions work well - maximum 6-8 weeks in duration. The most successful were Rapid phonics, decoding and inference Pixl is highly impactful and one of the most successful intervention. Staff training which responds to specific identified needs is impactful and will continue next year to address areas for development, particularly in ensuring that the work is challenging for all 	<p>TA time for interventions in Y6 and Y2 £20,824</p> <p>£5,300 (inc. travel)</p>
<p>Objective 2 Improved scores in reading, writing and maths Y1 to Y6</p>	<ul style="list-style-type: none"> Close gaps in students' knowledge through use of QLAs. Purchase of PIRA and PUMA tests to use across Y1,3,4,5. 	<ul style="list-style-type: none"> Y1 – Reading 4%, Writing 11%, Maths +5%) Best KS1 results in 2017 Gap reduced across all 3 subjects in Y4 (0 Reading, 3% Writing, 13% Maths) Y 5 PPG performing higher than non PPG across all 3 	<ul style="list-style-type: none"> Importance of 'keeping up' understood by all staff. Still significant gap in Y3 and Y6 All children need to be taught exam technique 	<p>£500 teaching materials</p>
<p>Objective 3 All lessons are good or better</p>	<ul style="list-style-type: none"> CPD planned around identified priorities for improvement Apprentice to support children in Y1 and 2 who need individualised timetable 	<ul style="list-style-type: none"> 85% of all lessons seen good or better. Early career teachers ably supported by more experienced colleagues Teacher able to work with whole class and plan appropriate work for children who need a very different curriculum 	<ul style="list-style-type: none"> Significant training needs for apprentice 	<p>£4,641</p> <p>Total: £30,965</p>

ii. Targeted Support

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
<p>Objective 4 Year 6 Reading, Writing and Maths targets met</p>	<ul style="list-style-type: none"> • Pixl groups to support the learning and progress of individuals • Membership of Pixl Club • SATS camp for Year 6 	<ul style="list-style-type: none"> • Reading scores improved from 42% to 53% for all students BUT not all PPG students did not perform as well as anticipated 	<ul style="list-style-type: none"> • Membership of Pixl is effective – good training and support from Associate and excellent resources to use with students • Y6 TA is very effective in delivering support to all key marginal and some students secured good results across all 3 subjects • SATS camp was a very positive learning experience for all students – working in small groups on targeted skills and problems helped to build their confidence. This will continue next year 	<p>£4,348</p> <p>(see above)</p> <p>£ 3,930</p>
<p>Objective 5 Support Early Reading to ensure that students keep up not catch up</p>	<ul style="list-style-type: none"> • Early intervention and targeted support for older children to close gaps • Booster sessions and pre-teaching for targeted students in all classes 	<ul style="list-style-type: none"> • All the children who accessed Reading Recovery made an average increase of 12 book bands and 75% have completed Year 1 at expected levels for benchmarking • KS1 results – all 83% PPG 73% (mainstream only – all 89%, PPG 80%) • Class TAs across Academy able to run a series of focused interventions 	<ul style="list-style-type: none"> • Inference a very successful intervention as well as RR. Rapid Phonics also used with children in KS1 	<p>£12,402 (50% RR teacher)</p> <p>£2,295 ECAR</p> <p>£19,947</p>
<p>Objective 6 Constructive and peaceful lunchtimes</p>	<ul style="list-style-type: none"> • Offer a full range of groups including anger management, friendship, lego club and mindfulness 	<ul style="list-style-type: none"> • Behaviour at the Academy is good. Data shows few incidents now occur at lunchtime. 	<ul style="list-style-type: none"> • Important to offer a good range of clubs and also targeted support for individuals 	<p>£8,279 for extra SFLW time</p> <p>Total: £51,201</p>

iii Whole School Strategies

<p>Objective 7 Improved reading scores Y1-6</p>	<ul style="list-style-type: none"> • New Reading Strategy 	<ul style="list-style-type: none"> • Phonics results: 4% gap between PP students and non-PP students in mainstream (79% - 75% respectively). In the mainstream class 100% PP children secured pass compared to 86% non PP. • KS1 results – all 83% PPG 73% (mainstream only – all 89%, PPG 80%) 	<ul style="list-style-type: none"> • Despite quality first teaching and interventions to address gaps, Children in Y6 did not make expected progress. A reviewed Reading Strategy to be launched in September 2017 	<p>Resources £1,569</p>
<p>Objective 8 Improve range and richness of language</p>	<ul style="list-style-type: none"> • Word of the week 	<ul style="list-style-type: none"> • Book scrutinies show that students are using a range of words learnt through this initiative. Limited impact on reading scores in y6 	<ul style="list-style-type: none"> • A much needed initiative which needs more time to embed and see results 	<p>£1,500</p>
<p>Objective 9 Improvement in attendance</p>	<ul style="list-style-type: none"> • Robust application of our attendance strategy • Support from SOL consultancy with tracker and parents' meetings • Rewards and reward trip 	<ul style="list-style-type: none"> • 96% for all students but 94% for disadvantaged students. However, the poor attendance of PP students across the Academy was primarily caused by holidays in term time. 	<ul style="list-style-type: none"> • Need to share expectations with Year 6 parents at the start of the year to avoid holidays during SATS and in the weeks leading up to them. Formal meetings and more focus on lost learning time for all PA students and their families needed early in September 2017 	<p>£800 SOL £11,592 (SFLW) £900</p>
<p>Objective 10 Consistent application of academy approaches</p>	<ul style="list-style-type: none"> • Use of PPA teacher 	<ul style="list-style-type: none"> • Behaviour during PPA lessons is settled and PPA teacher able to attend all Academy training and therefore able to fully apply all strategies and approaches 	<ul style="list-style-type: none"> • Continuity is important as students struggle with change. 	<p>£1,750 (trips) £6,133 (residential)</p>
<p>Objective 11 Participation in enrichment activities and educational visits</p>	<ul style="list-style-type: none"> • Students eligible for pupil premium grant participate in all trips and residential 	<ul style="list-style-type: none"> • All classes had a range of trips, one fully subsidised • Y4,5 and 6 all had residential trips – subsidised for PPG students 	<ul style="list-style-type: none"> • Review of trips offered needed to ensure that there is no repetition 	<p>Total £24,244 Overall Total £106,713</p>

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,

A.	Attendance – covered by School Family Link Worker mentioned above
B.	Poor language skills and vocabulary – addressed through Reading Strategy
C.	Access to cultural experiences – supported a range of trips and residential camps (£9,000)

5. Planned expenditure

Academic year	2017/18
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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. Improving Classroom Pedagogy

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Success Criteria	Cost	Review date?
Improved reading scores at KS2	<ul style="list-style-type: none"> Reading Strategy – clarity around how to teach learning 	Though 2017 Reading results were up by 11% on 2016, this is not yet good enough	Monitoring of comprehension work done in class Drop-ins during Reading slot Termly tests improvements Led by CWE	Test scores will improve termly in each class	£1,000	Nov 17 Jan 18 Mar 18
Improved scores in both reading and GPS	<ul style="list-style-type: none"> Reading Strategy – clarity around how to teach learning Dedicated GPS time in all KS2 classrooms 	Teachers address misconceptions and the specific things students do not understand. They are able to plan for individuals and groups effectively	Analysis of QLAs and monitoring of MTPs Lesson observation Book scrutiny Led by ESI	Improvement in test scores for both maths and reading in all year groups	£1,000	Nov 17 Jan 18 Mar 18
All lessons taught are good or better	<ul style="list-style-type: none"> CPD mapped around identified priorities – whole class teaching of reading 	Need for clear understanding by all teachers on how to teach reading effectively	Learning walks Led by MWI	85%+ lessons are good or better	£4,000	Apr 17

ii. Targetted Support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Success Criteria	Cost	Review date?
Year 6 reading, writing and maths targets are reached	<ul style="list-style-type: none"> • Pixl membership and resources • Booster groups • SATs Camp • Y6 TA to support • Bought in tutoring support Reading 	Pixl resources have been proven to be successful in the past	Entry and exit criteria Observations Led by ESI	Targeted students make progress in test scores termly	£3,438 £3,500 ^{est} £20,824 £3,000	Nov 17 Jan 18 Mar 18
Improvement in test scores for PP students in all year	<ul style="list-style-type: none"> • TAs in every class to allow for booster groups 	Short-term interventions led by class TAs have more impact than support by TA in class	Entry and exit criteria Observations Led by ESI	Targeted students make progress in test scores termly	£25,299	Nov 16 Jan 17 Mar 17
iii. Whole school strategies						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Success Criteria	Cost	Review date?
Improve outcomes in reading	New reading strategy	Students need to be taught how to read and make inferences more explicitly and they need to read much more widely at home	Observations Scrutiny of comprehension tasks Monitoring of reading records Led by CWE	Improvement in test scores across academy in every year group	See above	Nov 16 Jan 17 Mar 17
Widen students' vocabulary	Word of the day in KS2 Word of the week in KS1	Students' language is poor and this will significantly increase their vocabulary which will impact both their scores in reading and the quality of their writing	Book scrutiny Reading test scores Led by CWE	Improvement in test scores across academy in every year group	No cost	Feb 17
Improvement in attendance	Robust application of our attendance strategy to include support from SOL and rewards	Students entitled to pupil premium in Year 6 in particular have poor attendance	Daily checks and weekly meetings with attendance lead Termly KPI Led by SWA	Attendance of targeted students and groups will move to green	£800 SOL £8,279 (SFLW)	Termly
Consistent application of academy approaches	Use of teacher for PPA cover	Students are more settle with member of staff they know. Teacher receives all CPD.	Learning walks Behaviour data on SIMS Led by MWI	No disruption to learning during PPA cover.	£29,088	Termly

Students eligible for pupil premium grant participate in all trips and residential activities	Subsidies for all trips and residential	Students eligible for pupil premium grant are given access to all opportunities and extend their range of experiences beyond the classroom.	Overview of trips and visits by year group. Book scrutinies Led by MWI	Increase in life experiences and richness of writing	£1,750 (trips) £3,700	Termly
					£104,678 est	Total cost

6. Additional detail

In some classes many students eligible for the pupil premium grant also have special educational needs. Their progress is also monitored by the SENCO and specific support which is additional to and different from that received through quality first teaching is also given either to individuals or in groups if appropriate. The provision is summarised on the academy provision map. Where top up money is also received, students have their own provision maps.