

## Exceptional Education at the Heart of the Community

### Pupil Premium Strategy Statement:

1. Summary information					
<b>School</b>	<b>Oasis Academy Shirley Park</b>				
<b>Academic Year</b>	<b>2018-19</b>	<b>Total PP budget</b>	£729,575	<b>Date of most recent PP Review</b>	<b>August 2018</b>
<b>Total number of pupils</b>	<b>1524 671 (primary) 853 (secondary)</b>	<b>Number of pupils eligible for PP</b>	<b>679 (44.5%) 246 (primary - 36.7%) 433 (secondary - 50.8%)</b>	<b>Date for next internal review of this strategy (termly)</b>	<b>January 2018</b>
2. Review of expenditure					
<b>Previous Academic Year</b>	<b>2017/2018</b>				
Primary Phase					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b>	<b>Lessons learned Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?</b>	<b>Cost</b>	
To improve the educational outcomes of pupils in OASP by increasing staff knowledge of how to support pupils with particular needs	OASP procures the services of an educational psychologist to provide additional support	Children have been assessed, and support provided, more timely than previously  Educational Psychologist has led effective staff training to help staff fulfil their roles effectively	Educational psychologist will continue close liaison with school	£10000	

Attendance rates will improve for targeted pupils in the short and long term. A culture of attending school will become the norm for our targeted families which will impact positively upon attainment and achievement	½ Attendance Officer salary ½ Education Welfare Officer Time is given to meet with parents at school to find out the issues and provide support. Home visits are undertaken as required	Targeted attendance support structure has enabled increase by 5% of Disadvantaged children compared to 2017 Neither whole school or disadvantaged attendance was, however, at national standards	Continue to work with Education Welfare Officer and purchase additional support from SOL Attendance Consultancy	£12000
Parents' confidence and self-esteem will increase. Increased support at home – linked with what we are doing in school will lead to the pupils making faster progress	Parental workshops in EYFS to teach parents how they can best support their children with phonics, reading, writing and maths. Parent workshops in KS1 and KS2 to teach basic skills in a maths and English. Informal coffee mornings to listen to parents' views and give them an opportunity to engage	Workshops for maths and English were held in every year group and were well attended. Questionnaires completed by the parents overwhelmingly (97%) said that they felt more confident supporting their child/children at home following the sessions	Continue to build on this approach next year. Look at possibility of using website to further support parents working with their children at home	£5000
The basic skills for all pupils are increased in line with national expectations. Children targeted for specific support according to need	Staff to provide additional interventions and support – inside and outside of the school day – supporting across EYFS, KS1 and KS2	Overwhelming majority of children achieved their individual targets throughout the primary phase	Continue with pre-teaching and post-teaching intervention approaches	£60000
All pupils are able to access visits and after school clubs offered by the school, broadening their experience	School will fund/ subsidise as appropriate	Registers show no child was left behind for not paying for trips or excluded from attending a club due to financial hardship	Continue with this approach	£10000
To improve the educational outcomes for pupils in Year 6	Smaller groups for English and Numeracy in Year 6	This approach has been successful for a number of years and is being built on further with the introduction and consolidation of PIXL. Higher than national average SATs results and significant progress achieved	Continue with this approach	£50000
Learning will either be extended or consolidated. This will	Two homework clubs required in Key Stage1 and Key Stage 2.	Registers show clubs were consistently full and learning environment enabled children to work in a calm a purposeful environment	Clubs will expand further as there are now four classes in each year group up to and including Year 5	£8000

lead to a rise in progress and achievement				
There has been an increase in the number of pupils who come into Reception with additional needs linked to speech and language	We will train two staff members to support the LA therapists' work	Pupils able to access the curriculum more effectively and make accelerated progress in line with their ability	Impact of TAs' work has been positive Next year they will keep up with best practice and continue to disseminate to staff	£20000
To ensure that all Year 6 pupils have had a healthy breakfast before sitting their SATs tests and that they come into school in a calm manner	Breakfast club for Year 6 pupils	This club worked brilliantly as it ensured the children arrived in plenty of time for the tests and it created a togetherness which reduced anxiety. It also ensured the children sat the tests having eaten a good breakfast	Continue with provision next year	£1000
To ensure children are able to wear the correct uniform	The cost of school uniform has increased considerably following the introduction of blazers, shirts and ties in Key Stage 2	All purchases have been correctly actioned and all paperwork is filed for audit purposes	Fund will continue next year	£3000
<b>Secondary Phase</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?	<b>Cost</b>
Quality first teaching improves progress for learners, particularly disadvantaged learners	Newly established network of Lead Practitioners (LPs) to lead best practice in key areas of pedagogy to enable progress. One LP to focus particularly supporting accelerated progress for Academically More Able Pupils (AMAPs)	93% teaching Good or better by July 2018 Above national progress both by Year 11 overall In school data shows a similar picture	Continue to develop next year	£80000

Improved learning in Maths which at least matches progress and achievement in English & Science	Purchase of new resources to support delivery of new curriculum, including Maths Mastery at Year 7 Regular CPD made available for staff	Maths attainment in Year11 at has matched English and Science 2017-18	Renew Maths Mastery License and extend into Year 8	£55000
Increased progress and attainment of disadvantaged learners in each year group	New Head of Year structure, supported by Key Stage Assistant Principals to increase tracking of progress and attainment and intervene early to arrest underachievement.	Progress of disadvantaged has been tracked and early intervention put in place as required P8 progress not quite at national standards for disadvantaged	Continue to refine approach next year to ensure stronger progress made	£50000
Careers Guidance & Mentoring priority for disadvantaged pupils	Mentoring offered by highly trained member of staff with L5 careers and progression qualification. Career ambitions and destinations	Destinations data shows reduction in % NEET from Year 13 0% NEET from Year 11 cohort 2017-18	Continue to develop careers guidance	£40000
Eradicate low level disruption to enable more impactful teaching & learning for all	Expert behaviour training for four staff enables peer to peer coaching to improve behaviour management skills for all staff	Exclusions down on previous year No permanent exclusions recorded In school monitoring shows greatly improved conduct for learning	Strategy effective so build on this	£80000
Emotional barriers to learning addressed and overcome	Range of strategies including Place2be for expert psychological support and increased Educational Psychology support for assessments	Services are well utilised and have greatly increased the capacity of this provision	Expand Place2Be provision into the Primary Phase next year	£30000
Additional learning time & opportunities outside of the school day maximise progress	After school, Holiday and Residential Intervention programmes increase progress for KS4 learners.	Attendance at additional learning sessions was excellent and undoubtedly helped to prepare the Year 11 students for their GCSE examinations	Continue with provision next year	£20000

3. Prior Year achievement		
Achievement for: 2017-2018 ( pupils) Whole school	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school/national Y6)
% achieving expected standard in reading, writing and Maths KS2	77%	100%
% achieving expected standard or above in reading KS2	81%	100%

% achieving expected standard or above in writing KS2	77%	100%
% achieving expected standard or above in maths KS2	77%	100%
% achieving expected standard or above in reading, writing and maths Y2	77%	100%
% achieving expected standard or above in reading Y2	74%	89%
% achieving expected standard or above in writing Y2	68%	82%
% achieving expected standard or above in maths Y2	71%	88%
% achieving expected standard or above in phonics Y1	97%	86%
% achieving expected standard or above in GLD	79%	79%
Progress 8	n/a	n/a
Attainment 8	40.1	46.9
% A* - C (9-5) English and Maths	29%	44%
% taking Ebacc	87%	97%
% achieving Ebacc	17%	23%
Basics 4-9	46%	67%
Basics 5-9	29%	44%
Basics 6+	4%	8%

**Barriers to future attainment (for pupils eligible for PP, including high ability) Please refer to the EEF documents Teaching and Learning Toolkit, Families of schools database and Evaluation Tool and also the Pupil Premium Awards website**

**In-school barriers**

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|-----------|---|
| <b>A.</b> | Often lower attainment, particularly on entry   |
| <b>B.</b> | Speech, language, vocabulary and comprehension skills are lower for some disadvantaged pupils than for other pupils |

<b>C.</b>	<b>Reduced opportunities to attend school trips and clubs</b>	
<b>External barriers</b>		
<b>D.</b>	<b>Attendance – Some disadvantaged children have attendance and punctuality issues which have a detrimental effect on their progress</b>	
<b>E.</b>	<b>Home support – a small percentage of disadvantaged children have limited support at home</b>	
<b>F.</b>	<b>Circumstances in the home may have an impact on the pupil’s emotional wellbeing in school</b>	
<b>Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	Early gaps closed quickly by putting early intervention in place for pupils eligible for PP	PP gaps narrowing or closed without reduced attainment overall
<b>B</b>	Improved S&L and comprehension skills for pupils eligible for PP through additional reading sessions and attendance at S&L groups. Regular questioning will develop oral explanations.	PP make rapid progress by the end of the year so that all pupils eligible for PP meet at least age related expectations.
<b>C</b>	All PP children participate in school trips and clubs	100% attendance on trips. No one excluded from clubs due to cost
<b>D</b>	The attendance and punctuality of PP children improves	Reduce the number of persistent lateness or absenteeism among pupils eligible for PP. EWO involvement not needed. Attendance for the children is at least 96%.
<b>E</b>	Greater engagement with parents to support their child at home	Homework completed on time and to a good standard An increase in parental attendance at basic skills workshops Engagement with family worker/pastoral team as required
<b>F</b>	Greater capacity to support children with their emotional wellbeing	Staff knowledge and capacity to support children struggling with their emotional wellbeing increased
<b>G</b>	Children in receipt of PP make at least the same progress as their peers from the same starting point	Assessment data and tracking shows at least the same progress of PP children and peers who started at the same point

## 6. Planned expenditure

Academic year

2018/19

The three headings below demonstrate how pupil premium is being used in each phase of this all-through academy

### Primary Phase

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP funding in addition?)
Improve attendance	Educational Psychologist, SOL consultancy and in school attendance officer work together to help students overcome barriers to attendance Our graduated system of rewards, support and consequences to be further refined	Children cannot learn if they are not in school	Both whole school and disadvantaged group achieve national average	ABR and JBO	11 months	£40,000
Children lacking age expected oracy skills	Employ a speech therapist to work with children directly and to lead staff inset	Some of our children, particularly those in the early years, have their progress hampered due to a lack of oracy skills	Improvement in children's oracy skills evidence Academic progress of these children increases	TDO	11 months	£15,000
Some parents cannot afford the full cost of residential trip or after school clubs	Money set aside to subsidise cost of activities for those who require it	Experiences beyond the curriculum, particularly when experienced as a group, supports character development These events are also fun so everyone should have the opportunity to access and enjoy them	100% attendance at residential trip and after school clubs	MSH	11 months	£20,000

Some children cannot afford the cost of uniform and/or to replace lost or damaged uniform	Money set aside to subsidise the cost of new and replacement school uniform	Having the correct uniform is an integral part of the school's ethos	All children wearing the correct uniform	ABR	11 months	£4000
Identification and timely support for children identified with SEN	Purchase additional hours from Educational Psychologist to assist Inclusion Leader in managing SEN caseload Educational Psychologist to also support staff in planning appropriate lessons	All children need support, linked to their individual needs, if they are to make the most progress possible	Reduced waiting time from teacher expressing concern about a child to SEN assessment SEN children will achieve their individual targets	TDO	11 months	£15000
Support for children who struggle with behaviour choices	Employ Mighty Men of Valour mentors Will be an additional male role model	Children being able to demonstrate strong self-control is vital if they are to maximise the progress they make	Reduced behaviour incidents and greater progress made by pupils involved	TDO	11 months	£12000
Continued strong outcomes in maths, particularly at the higher standard	Renew Maths Mastery licence and purchase the scheme for Year 2 Purchase both online and physical resources to support maths curriculum	Oasis Community Learning mandate that all schools in the MAT purchase Maths Mastery The need for children to develop a deeper understanding of using and applying requires the use of manipulatives	Increased mathematics attainment and progress	MLE	11 months	£6000
Calm start to learning time after break or lunch	Renew Peer Massage licence and provide training for new and existing staff	Peer Massage has been used at OASP for a number of years and has consistently had a positive impact	Calm learning environment evident in classrooms	JBO	11 months	£6000
Increase engagement with difficult to reach parents and carers	Employ a Family Worker to reach out to families, support and sign post as and when required	A positive and constructive relationship between home and school is proven to help develop a child's character and competency	Improved attendance and progress evident following family worker's involvement	TDO	11 months	£30000

Sustain and increase Year 6 outcomes	Renew PIXL membership Employ specialist teacher to split Year 6 three ways in the morning and to teach interventions Year 6 Breakfast Club	This structure is consistent with the approach taken very successfully in Year 6 over the past few years	Strong Year 6 attainment and progress at both age expected and greater depth	MCR	9 months	£45000
Ensure strong progress across the primary phase and narrow or close any disadvantaged gaps	Employ three teaching assistants to provide additional targeted interventions	Small group or 1:1 teaching, targeting the gaps in children's knowledge, is a proven approach to help pupils succeed	All children make at least expected progress and any disadvantaged gaps narrow	ABR	11 months	£75000
Ensure all children have a decent breakfast	Money set aside to subsidise breakfast club provision if needed	Everyone finds it easier to concentrate on a full stomach	Children who make use of the subsidy will make stronger progress than previously	ATH	11 months	£10000
<b>Secondary Phase</b>						
<b>Issue identified</b>	<b>Action to be taken</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Intended outcome</b>	<b>Staff lead</b>	<b>Expected life span of strategy (months/Years)</b>	<b>Costs (Does this include non PP funding in addition?)</b>
Meet social and welfare needs	Continue to develop pastoral provision – pastoral heads of year On site 'Calm' provision	It is vital to help children overcome social and emotional barriers to their learning	Children's progress will be enhanced if their social and welfare needs are being met	LMI	11 months	£175000
Improve attendance	Continue to work with SOL consultancy Increase hours of attendance officer	Children need to be in school to learn	Improved attendance resulting in improved outcomes	LMI	11 months	£25000

Need for speech and language provision	Employ services of speech and language expert to work with children and train staff	Oracy is a key life skill	Greater access to curriculum, enhanced life opportunities	DCE	11 months	£4000
Some parents cannot afford the full cost of residential trips or after school clubs	Money set aside to subsidise cost of activities for those who require it	Experiences beyond the curriculum, particularly when experienced as a group, support character development These events are also fun so everyone should have the opportunity to access and enjoy them	100% attendance at residential trip and after school clubs	ABR	11 months	£35000
Challenge the risk of children joining gangs and committing knife crime	Employ Lives Not Knives to lead workshops and work with vulnerable youngsters	This issue is of particular relevance in the vicinity of the school	Children prevented from joining/ turned away from gang involvement	LMI	11 months	£12000
Maximise attainment and progress, particularly disadvantaged	Employ Teaching Assistants to enable smaller teaching groups and increased intervention including PIXL and Maths Mastery	Better adult/child ratios make it easier for staff to teach to gaps and progress	Higher attainment and progress than 2017-18	SCH	9 months	£130000
Ensure all children have a decent breakfast	Money set aside to subsidise breakfast club provision if needed	Most people find it easier to concentrate on a full stomach	Children who make use of the subsidy will make stronger progress than previously	LMI	11 months	£15000
Some children cannot afford the cost of uniform and/or to replace lost or damaged uniform	Money set aside to subsidise the cost of new and replacement school uniform	Having the correct uniform is an integral part of the school's ethos	All children wearing the correct uniform	ABR	11 months	£6000

### Whole school strategies

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of	Costs (Does this include non PP)
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					strategy (months/Years)	funding in addition?)
Help children overcome issues with their mental health and well-being	Employ the services of Place2Be counselling service to work with children directly and to train staff	Place2Be has been utilised successfully in the Secondary Phase for a number of years. It will now be expanded to cover the Primary Phase too	Children will feel happier and more able to overcome barriers to learning	DCE&TDO	Ongoing	£50000
					<b>TOTAL COST</b>	<b>£730,000</b>

**7.Additional detail**