

Exceptional Education at the Heart of the Community

Pupil Premium Strategy Statement:

1. Summary information					
School	Oasis Academy Arena				
Academic Year	2018/19	Total PP budget	£280,000	Date of most recent PP Review	June 2018
Total number of pupils	465	Number of pupils eligible for PP	293	Date for next internal review of this strategy (termly)	November 2018
2. Review of expenditure					
Previous Academic Year	2017/2018				
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Impact:	Lessons learned Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?	Cost	
To improve teaching and support learning and student progress	Reading assessments Pivotal training Pupil progress group Reading interventions	<p>Pivotal training made some impact on improving behaviour for learning in the academy.</p> <p>Reading interventions were limited and did not make enough impact during the academic year.</p> <p>Pupil progress group and further information was impactful at improving identification of disadvantaged students.</p> <p>Teaching CPD had very limited impact during the year. This is because of a large proportion of poor teachers and at times interventions were not appropriate</p>	<p>Behaviour focus was not good enough. A new behaviour focus where students behaviour for learning significantly improved was in place from April 2018. Impact was a reduction in poor decisions and a reduction by over 50% of removals from lessons for disadvantaged students.</p> <p>Reading interventions will continue but only with students who are currently identified as behind and those who are trained. Specific phonics training for three members of staff in place.</p> <p>Pupil progress group had impact, especially in maths and English where additional support and time was offered. This will continue with additional support from the Principal who will join this group.</p>		

			Teaching CPD now working alongside transforming teaching to raise standards in school. Impact will be around the quality of good or better teaching.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?	Cost
Improving attendance	Attendance officer SOL attendance Educational Visits Pastoral Mentors Place 2 be	<p>Attendance for disadvantaged students by nearly 0.6% compared to the prior year. Some solid interventions for certain groups of students made an impact over a period of time. A very small number of students with very low attendance stopped this being more effective.</p> <p>SOL attendance tracker was effective is allowing senior staff and the attendance officer in tracking and improving attendance and making improvements. It is recognised that this is still an area that requires improvement,</p> <p>Educational visits took place, a residential trip to widen students horizons and a geography field trip for all students took place.</p> <p>Place 2 be supported vulnerable young students, where the vast majority were disadvantaged to attend the academy daily. These students improved attendance and behaviour and inclusion in lessons improved as a result.</p>	<p>Tracking weekly will continue with school leaders taking responsibility for groups of students. Further specific disadvantaged interventions are needed in order to ensure that these students are in school and the gap is closing. Working with the local authority supported the students and this needs to continue this year.</p> <p>Yes continue. Support from SOL supported the deputy principal.</p> <p>A greater range and depth of educational visits is important to improve attendance.</p> <p>Yes to continue. More regular contact between the academy and place 2 be is now in place.</p>	

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)
Progress 8	None for OAA	
Attainment 8		
% A* - C (9-5) English and Maths		
% taking Ebacc		
% achieving Ebacc		
Basics 4-9		
Basics 5-9		
Basics 6+		
4. 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		
A.	Progress of students in lessons is lower than that of other students within the academy and nationally	
B.	Weak levels of literacy and numeracy	
C.	Less access to reading and higher educational experiences	
External barriers		
D.	Low self-esteem and low career aspirations	
E.	Low Levels of attendance or persistent absence	
5. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria

A.	Progress of students is more rapid. The proportion of disadvantaged students expected to meet targets increases. The gap between attainment of disadvantaged students and non-disadvantaged closes.	The proportion of students on track to achieve the basics measure increases The gap between attainment for disadvantaged and non decreases each term
B.	Levels of numeracy and literacy increase. Mathematics and English mastery support students to make rapid progress from their starting points. Progress will be measures based on basics and number of students making progress in line with this.	Students in Year 7 and 8 use their mastery curriculum to make rapid progress. Reading ages increase as a result of the additional reading work taking place as part of Lexia and the reading each day.
C.	Students have higher ambitions and more ambitious career goals. The students in KS4 work improves in line with their starting points. Students have had more than one opportunity to develop carrer ideas and aspirations Students are able to read at a higher level and more in line with age range expectations.	Students reading ages improve significantly and above chronological ages Students in Year 9 and 10 make rapid progress towards having reading ages of 15 and above. Students are able to articulate how their educational visits and experiences have widened their aspirations.

6. Planned expenditure

Academic year **2018/19**

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 Quality of teaching for all

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?)
Teaching needs to inspire learning to make more rapid progress.	Transforming Teaching programme.	Following the pupil premium review and Ofsted inspection in 2018 there is a clear need to improve the quality of teaching to support disadvantaged students to make better progress. The institute for teaching run a programme which is research led to improve teaching. It in part focusses on collaborative learning and ensuring teachers engage learners. It gives the “teacher educators” greater control and influence over teaching to support all students making rapid progress.	Teaching for all improves. Progress of disadvantaged students is more rapid and will narrow the gap over the year.	GSH	3 years.	£16,000 Reduced from £22,000. Does not include non-pp funding.

Phonics Interventions for Year 7 and 8	Training taken place for three members of staff to support the weakest disadvantaged student with phonics.	Teaching and Learning toolkit praises the use of phonics for learning. Specific training available following the addition of English mastery. Evidence of success in both OCL primary schools and OCL secondary which are part of the trial.	Rapid progress and greater than chronological age improvements in reading.	LAM	3 years	£10,000
Mastery Learning in Year 7 and 8	Mastery learning in Year 7 and 8 maths and English for all. Additional classes in both maths and English to reduce class sizes Specialist mastery resources and support for OCL trust.	Teaching and Learning toolkit rates teaching in mastery as effective. Additional support for learners as well as barriers to ensure that all students, no matter their starting points make good progress in mathematics.	Year 7 and 8 students make rapid progress from their starting points. English progress rises and both the proportion of students on track to achieve 4 and 5 or above increased.	GCH	3+ years	£35,000

ii Targeted support

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?)
Pastoral mentors working with specified students	Groups of disadvantaged students now require additional support are mentored. Behaviour support and focus from team is in place to support learning.	Success from 2017/18. Working with groups of vulnerable students was successful and led to increased participation in school. Behaviour interventions are ranked as effective on the teaching tool kit. Those students who had significant support to improve behaviour had a reduction in exclusions from the academy.	Reduction in behaviour points for disadvantaged students. Pupil premium students close the gap in terms of attendance. A reduction in exclusions for all students, especially those who are disadvantaged.	BSI	1 year	£60,000

TLR post for vulnerable students specifically supported	Specific students are identified through coaching and mentoring with a member of staff and the use of place to be counselling.	Identification of students that need some significant support to learn and be successful in school.	Improve attendance Improve attitude to learning Improve progress if students in school	BSI	1 year	£10,000
Additional classes in core subjects	Additional classes are in place for maths, English and science.	Reducing class sizes in maths and English to allow teachers to give additional focus to support students learning.	Improve proportions of students achieve on track for 4+ and 5+. Closing the gap for disadvantaged students.	GSH	1 year only	£45,000

iii 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 strategy (months/Years)	Costs (Does this include non PP funding in addition?)
Low levels of literacy amongst students, especially those who are disadvantaged	Grouped reading to be implemented during tutor time, 3 times per week.	Training taken place within OCL. Advice from reading experts. Advice that reading ages needs to be 15 by GCSE.	Students reading ages improve. Students have a wide range of high quality texts available to them often.	GSH	3 years	£15,000
Parental Engagement	Additional parental meetings and forums with families. Attendance evenings	Educational Endowment Fund rates parental engagement as an important factor in terms of improving chances of success.	Attendance, behaviour and progress improve with students who have engaged families.	BSI	6 months	£3000
					TOTAL COST	
					TOTAL COST	

7. Additional detail

