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| Exceptional Education at the Heart of the Community |

Pupil Premium Strategy Statement:

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| 1. Summary information | | | | |  | |  | |  |
| Academy  Primary / Secondary / All through | | Secondary (Oasis Academy Arena) | | |  | |  | |  |
| Academic Year | | 2019/20 | Primary PP allocation £  Secondary PP allocation £ | | £260,000 | | Date of most recent PP Review | | June 2018 (External) |
| Total number of pupils in academy | | 530 | Number of pupils eligible for PP  % of pupils eligible for PP  No.KS1 PP pupils  No.KS2 PP pupils  No.KS3 PP pupils  No.KS4 PP pupils | |  | | Date for next internal review of this strategy (termly) | | November 2019 |
| 2. Review of expenditure | | | |  | |  | |  | |
| Previous Academic Year | | | | 2018/19 | |  | |  | |
| i. Quality of teaching for all | | | |  | |  | |  | |
| Desired outcome | Chosen action/approach  (reference EEF and others sources of evidence) | | | Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | | Lessons learned  Will the strategy continue / change? | | Cost | |
| To improve teaching across the academy  Mastery Learning in Year 7 and 8  Phonics interventions | Mastery learning  Phonics interventions  Transforming teaching programme.  Training for middle leaders within academy. | | | Mastery learning in both maths and English at key stage 3 supported students to make strong progress with disadvantaged students making rapid progress towards their peers.  Additional English sessions for low prior attaining pupils, including EAL students to support more rapid progress. Strategy supported more rapid learning.  Middle leaders have taken greater accountability for the quality of teaching within their areas of responsibility. Teaching has significantly improved where this coaching has taken place, where middle leaders have been highly effective alongside the institute for teaching in coaching staff members. | | Mastery learning required significant support for teachers in the early months to ensure that the quality of teaching is strong from the start.  Strategy worked but should have started sooner with pupils having the ability to make more rapid progress across a wider range of subjects.  Transforming teaching and coaching will continue as it was particularly successful in improving teaching for all.  Very clear action steps for weaker teachers and developing teachers (early to career) are needed so that all middle leaders are able to effectively support their staff. In some cases there is a need to now effectively match | |  | |
| 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 / change? | | Cost | |
| Improve attendance of disadvantaged students and reduce their level of exclusions. | Pastoral mentors  Behaviour interventions  Exclusion stuff with families  Reduced class sizes | | | Pastoral mentors worked very effectively with students to support their learning. More focus on the attendance of these students in need. Impact has been limited, although individuals who has been long term out of school were supported back into school effectively.  PSPs with some students were started too late in the year due the staffing issues and not having a director of behaviour in post.  Exclusions for disadvantaged have remained too high over the academic year, although these reduced. The director of behaviour has had a very positive impact on reducing exclusion and especially repeated exclusions of certain groups of students.  Class sizes have supported directly to improve students’ knowledge and give them greater opportunities to catch up make accelerated progress. | | There is a requirement for more direction for pastoral mentors to work with specific groups of disadvantaged students and support their work and attendance. This will be corrected in 2019/20.  ALT / Pastoral mentors to have focussed attendance students from the start of the academy year in order that these students are correctly targeted and supported to be in school. | |  | |
| iii. Other approaches | | | |  | |  | |  | |
| 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 / change? | | Cost | |
| Improve levels of literacy  Improve parental engagement | Additional reading for all during tutor time through a general reading approach.  Parent forums. Additional pastoral mentors to support mentors. | | | Positive impact for students according to students surveys that students becoming interested in reading for pleasure. Reading for pleasure was also introduced as part of English Mastery. Disadvantaged students have been given access to high quality literature as a result of this programme.  Pastoral mentors, tutors and leaders work effectively | | Training for teachers in running effective reading sessions required additional work. Teachers did not start the programme effectively and needed support to do this well. An increased level of training required for 2019/20 to continue the project. | |  | |

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| 3. Prior Year achievement | | | | | | | |  | | | | |  | | | |
|  | | | | | All | | | Disadvantaged | | | | | Gap | | | |
| % Attendance  % PA | | | | |  | | |  | | | | |  | | | |
| % FT Exclusion | | | | |  | | |  | | | | |  | | | |
| 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 (issues to be addressed in school, such as poor oral language skills) | | | | | | | | | | | | | | | | |
| A. | Students levels of literacy are low | | | | | | | | | | | | | | | |
| B. | Students do not read enough high quality literature | | | | | | | | | | | | | | | |
| C. | Students levels of entry is well below the national average and some struggle to understand the work. | | | | | | | | | | | | | | | |
| External barriers (issues which also require action outside school such as attendance rates) | | | | | | | | | | | | | | | | |
| C. | Poor attendance and punctuality rates to school. Levels of persistent absence are high. | | | | | | | | | | | | | | | |
| D. | Low levels of aspiration. | | | | | | | | | | | | | | | |
| E. | Lack of ability to study outside of the academy. | | | | | | | | | | | | | | | |
| 5. Desired outcomes | | | | | | | | | | | | | | | | |
|  | *Desired outcomes and how they will be measured* | | | | | *Success criteria* | | | | | | | | | | |
| A. | The gap between PP and non PP attendance closes. | | | | | Disadvantaged attendance to improve towards 93% and the gap toreduce over time. | | | | | | | | | | |
| B. | Levels of exclusion of disadvantaged reduces | | | | | Number of overall exclusions reduces, including the nber of PP as well as the proportion of PP exclusions as an overall. | | | | | | | | | | |
| C. | Disadvantaged students make rapid progress in all subjects, especially maths and English. | | | | | Progress figures in Year 11 and below demonstrate that students make rapid progress in several subjects. Year 10 and below demonstrate the pupils, both disadvantaged and non are on track to achieve targets. | | | | | | | | | | |
| D. | Students in KS4 have clear plans for leaving the academy following thorough careers advice | | | | | A clear and thorough plan is in place to support all students, especially disadvantaged ones with next careers and aspiration steps. Students are able to articulare clearly career plans and students in Year 8 – 10 have career aspiration and support towards achieving this. | | | | | | | | | | |
| E. | Disadvantaged students in Year 11 make very similar progress to non-disadvantaged at GCSE. The attainment gap of these students closes over time. | | | | | Non PP and PP students make similar progress by the end of Year 11 with the gap closing throughout the year. | | | | | | | | | | |
| 6. Planned expenditure | | | | | | | | | | | | | | | | |
| Academic year | | 2019 / 20 PP allocation £ | | | | | | | | | | | | | | |
| 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 | | | | | | | | | | | | | | | | |
| Intended outcome | | Chosen action / approach  Expected length of strategy |  | What is the evidence and rationale  *(Reference EEF and other sources of evidence)* | | | How will you ensure it is implemented well? | | | Staff lead | Expected length of strategy  When will this be reviewed?  *Notes from review (add in different colour text)* | | | | | Costs  *(Does this include non PP funding in addition?)* |
| Quality of teaching is at least good for all students. | | Pedagogy development through transforming teaching Year 2. | Feedback to staff and improvement in understanding in learning styles. | | | | Assistant Principal working alongside OASB and Ambition teaching (transforming teaching ) to rapidly improve the quality of teaching. | | ATA | | | Reviewed termly alongside the impact of overall teaching quality. | | | £12,000 spent on ambition teaching. | |
| Teaching the knowledge rich curriculum support students (including disadvantaged) to make rapid progress | | Subject specific CPD for all as well as the use of OCL curriculum to develop overall learning. | Metacognition and mastery learning | | | | Lesson observation | | GSH | | | On going | | | £12,000 | |
| Quality of teaching for all improves through clear coaching of teachers. | | Coaching work through IFT coaches to support teaching. | Mentoring and coaching for staff, including one to one tuition to improve the quality of teaching. | | | | National Lead Practitioner for pedagogy to support strategy and use of Oasis lead. | | ATA | | | On going | | | £57,000  (Teacher supply and cover to allow programme to take place). | |
| ii Targeted support | | |  | | | | | | | | | | | | | |
| Intended outcome | | Chosen action / approach |  | What is the evidence and rationale  *(Reference EEF and other sources of evidence)* | | | How will you ensure it is implemented well? | | | | | | Staff lead | Expected length of strategy  When will this be reviewed?  *Notes from review (add in different colour text)* | | Costs  *(Does this include non*  *PP funding in addition?)* |
| Behaviour and exclusions for all improve towards national (especially disadvantaged) | | Mentoring and coaching for disadvantaged students to raise standards and aspirations |  | Social and emotional learning | | | Exclusion data, behaviour and removal from lesson data | | | | | | MAR | 2 years. | | £60,000 |
| Attendance of disadvantaged students improves. | | Attendance tracking and monitoring by kings reach attendance for those with low attendance |  | Mentoring | | | Assistant Principal (Welfare) and attendance to monitor impact on attendance and welfare for pupils who are part of the programme/ | | | | | | MAR  BJA | 1 year | | £36,000 |
| Year 10 and 11 studnets make rapid progress in their learning | | Mentoring by leaders and pastoral staff to support rapid progress |  | Mentoring | | | Year 11 have at least monthly progress checks to ensure rapid progress. Students make progress in line with their peers. | | | | | | GSH | 1 year | | £10,000 |
| iii Whole school strategies | | | | | | | | | | | | | | | | |
| Intended outcome | | Chosen action and approach |  | What is the evidence and rationale  *(Reference EEF and other sources of evidence)* | | | How will you ensure it is implemented well? | | | | | | Staff lead | Expected length of strategy  When will this be reviewed?  *Notes from review (add in different colour text)* | | Costs  *(Does this include*  *non PP funding in addition?)* |
| Reading ages of all students, including disadvantaged increases. | | Reading |  | Reading strategy shown to have huge impact of attaimnet and progress osf tudents. | | | Year leaders and ALT to monitor the quality of the provision and to test reading and comprehension of students. | | | | | | GSH | 2 years. Review impact annually. | | £10,000  Includes books, reading assessments and time. |
| Progress in maths and English is more rapid. | | Mastery Learning in maths and English |  | EEF strategy states that mastery learning is highly impacktful. | | | English and maths mastery leaders from within the trust and external advisors to come into the academy and assess the standards of the delivery and share data to check on progress. | | | | | | LAM, TPH | On going | | £17K  Includes funding for all pupils. PP funding allows this to take place. |
| Allow students to explore a greater range of activities. | | Extracurricular for all |  | Sports participation EEF +2 | | | Ensure a fully staffed extra-curricular programme which offers students from all backgrounds a variety of opportunities to take full advantage of school and opportunities. | | | | | | ATA | Ongoing | | £5000 |
|  | |  |  |  | | |  | | | | | |  | TOTAL COST | |  |
| 7. Additional detail (*include contextual information*) | | | | | | | | | | | | | | | | |
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