

## Exceptional Education at the Heart of the Community

### Pupil Premium Strategy Statement:

1. Summary information					
School	Oasis Academy Marksbury Road				
Academic Year	2018/19	Total PP budget	£56.077	Date of most recent PP Review	July 2018
Total number of pupils	207	Number of pupils eligible for PP	43	Date for next internal review of this strategy (termly)	November 2018
2. Review of expenditure					
Previous Academic Year	2017/18				
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	
Improve confidence and levels of reasoning in maths by enhancing provision and awareness of language in maths	Academy enrolment in maths mastery  High quality and training of all academy staff	Maths Mastery is now fully embedded throughout the academy and jumping ahead by one year, despite being a challenge for our current Year 3s, means that all classes are running on the same programme. Staff are confident in delivering Maths Mastery and leadership capacity in this area has grown. Academy monitoring and evaluation shows that children are making great gains.	This strategy will continue to run in 18/19 and investment in MMSL training for a middle leader will be implemented to increase capacity for development further.	£7000	

<p>Improve standards in writing across the academy with a focus on use of tier 1 and tier 2 words to improve quality of vocabulary use and understanding</p>	<p>Power of Reading subscription and training (clpe)</p> <p>Use of Tier 1 and 2 words (10,000)</p>	<p>The quality of writing across the curriculum has improved and end of KS1 outcomes show the great attainment achieved by both PP and non PP children (see below in table of outcomes)</p> <p>A commitment to The Power of Reading forms our wider curriculum.</p>	<p>We will continue to use this strategy, however this year we will launch Mrs Wordsmith to ensure confirmed buy-in to vocabulary development from all staff and increased capacity in it's leadership to guarantee it's success</p>	<p>£2000</p>
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**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
<p>Disadvantaged children achieve academic success in line with other groups of children – this includes in their GLD, phonics check and end of Key Stage 1 assessments</p>	<p>Additional classroom intervention hours</p> <p>Resources for Library including books, puzzles, dressing up, audio books, writing opportunities</p> <p>Supplement ORT scheme provision</p>	<p>As outlined in the data grid below, PP children have achieved in line with other children, and in many circumstances have outperformed their non-disadvantaged counterparts in GLD, phonics check and at the end of KS1.</p>	<p>This strategy has been the key to academic success – the additional hours and increased resource bank has meant that children have received provision to fill their gaps in knowledge and understanding, receive pre and post teaching as appropriate and as a result close the attainment gap. This will be an initiative that we will continue to implement in 18/19</p>	<p>£9500</p>
<p>An increased proportion of the children achieving at 'Greater Depth' in Reading, Writing and Maths are represented by disadvantaged children by the end of Year 2</p>	<p>Use of PP champion in pupil progress meetings to prioritise discussions</p> <p>Workshops for parents to raise awareness</p> <p>Training for staff in identifying GD children and how to move them on to next stage of learning effectively.</p>	<p>An increased proportion of PP children achieved Greater depth at the end of KS1, however the increase was not as dramatic as we would like to see – this will be a focus for us in 2018/19</p> <p>(percentages to be added)</p>	<p>This will need to be enhanced and a sustained approach over time</p>	<p>£4000</p>

Raise the profile and awareness of progress and attainment of disadvantaged children in the academy with all staff	Designated Pupil Premium Champion within leadership team  Decision to resource each class in the academy with a TA to support learning under the direction of the class teacher	Staff are now fully aware of our PP agenda and the Oasis vision that we are closing the gap in pupil attainment and progress. Teachers each hold a PP plan, which outlines specific tasks to monitor PP achievement throughout the year.	Investment in staff has been crucial to ensuring our PP children attainment gap has narrowed. Investment in staff development has also been a key to our success. We will continue to run with our PP champion on our Leadership Team this year and continue to invest in staff to support children effectively	£22,000
To ensure that disadvantaged children attend school in line with national average or above.	SOL Attendance system and training  Trophies and prizes for attendance successes  Supplement cost for key identified children to attend Breakfast Club	In 2017/18 our whole academy attendance increased to 95.7% from 94.5% the previous academic year. Although PP percentage sits slightly below this, the gains have been significant.	This strategy will continue to run this year.	£3000

3. Prior Year attainment		
Attainment for: 2017-2018 ( pupils) Whole school	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school/national Y6)
% achieving expected standard or above in reading, writing and maths Y6		
% achieving expected standard or above in reading Y6		
% achieving expected standard or above in writing Y6		
% achieving expected standard or above in maths Y6		
% achieving expected standard or above in reading, writing and maths Y2	88.9%	76.2%
% achieving expected standard or above in reading Y2	88.9%	81.0%
% achieving expected standard or above in writing Y2	88.9%	76.2%
% achieving expected standard or above in maths Y2	100%	85.7%
% achieving expected standard or above in phonics Y1	92.3%	93.3%
% achieving expected standard or above in GLD	80%	71.4%

**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**

Children arrive at Marksbury Road generally just below their peers nationally and the Academy works hard to overcome these discrepancies. Many children have significant speech and language needs which affects many facets of school life including learning, social challenges and emotional well-being. Parents are keen for children to do well but many lack the advantages to support them. We have a huge number of families that do not qualify for 'pupil premium' status, but are still vulnerable in terms of the quality of life that their income affords them. To this end, the teachers and support staff need to be very skilled in working with and supporting our children to fill the gaps in knowledge, understanding and experience as quickly as possible.

**External barriers**

Although the academy has a very diverse catchment area, it is located in an area of extremely high social deprivation, which for our families who live close to the academy brings some complex challenges. One of the biggest barriers for children can be poverty of expectation, social exclusion and lack of opportunities, especially when compared to many of their peers. At Oasis Academy Marksbury Road we are determined to create a climate for learning where every child is supported to achieve their full potential and no child is disadvantaged by their background, language, ability or social class, where every child has access to a wide range of both academic and extra-curricular opportunities, trips and visitors.

**5. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Ensure attainment gap in closed for PP children in attainment at the end of Reception, in the phonics check and at the end of KS1, so that PP children achieve as well,. If not better than their non-disadvantaged counterparts	<ul style="list-style-type: none"> <li>✓ Pupil progress meetings indicate that disadvantaged children are achieving in line with all other children</li> <li>✓ Staff can talk confidently about strategies in place to improve the achievement of disadvantaged children</li> </ul>
B.	Whole academy attendance improves and attendance for disadvantaged children is broadly in line with 'others'	<ul style="list-style-type: none"> <li>✓ Improved attendance for whole academy to 96% with disadvantaged children attending as well as all other children</li> </ul>
C.	Disadvantaged children are afforded the same opportunities as all other children through careful academy planning and spending	<ul style="list-style-type: none"> <li>✓ Parent Questionnaires demonstrate a positive view of the the Academy looks after them and their family.</li> <li>✓ Rich learning experiences are planned for and provided by the academy to ensure all children are eager to learn and hungry for success in their academic and social lives.</li> </ul>

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?)
All pupils receive consistently good, and often outstanding lessons.	Weekly staff coaching from the principal or members of the senior leadership team.	We know that disadvantaged pupils suffer the most when teaching is poor. Therefore, they will benefit the most when it is well crafted and of high quality.	All lessons will be at least good, with the majority showing outstanding elements	CR (with Academy Leadership Team)	Ongoing as this is the key to all that we do (12 months minimum)	£7000
i 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?)
The potential for there to be a gap in the attainment of PP and non PP children at key data capture points	Additional classroom intervention hours Additional support staff in post Supplement ORT scheme provision	This is a strategy that worked for Marksbury Road last year and we have been keen to share this with other local academies.  We believe that investment in people as opposed to 'things' is the route to success for all of our children – additional classroom	Disadvantaged children achieve academic success in line with other groups of children – this includes in their GLD, phonics check and end of Key Stage 1 assessments	CR/KF	Review and adapt as necessary – ongoing – at least 4 years	£23,000

		<p>staff will support disadvantaged children by pre and post teaching key concepts and providing one to one reading opportunities to supplement progress in home reading.</p> <p>We will use the library for parents as well as for children. We will run information sessions for parents of disadvantaged children on effective home reading and fostering a love of literature in the home</p>				
<p>Less of our PP children achieve Greater depth/exceeding (age phase dependent) compared to their non PP peers.</p>	<p>Use of PP champion in pupil progress meetings to prioritise discussions</p> <p>Workshops for parents to raise awareness</p> <p>Training for staff in identifying potential GD children and how to move them on to next stage of learning effectively.</p>	<p>We believe that training staff in the importance of focussing on disadvantaged children is paramount to the success that we gained last year and was key to our disadvantaged children and other children achieving similar successes.</p> <p>We will train staff to become experts in their classrooms and the lead member of staff for</p>	<p>An increased proportion of the children achieving at 'Exceeding' or 'Greater Depth' in GLD, Phonics, Reading, Writing and Maths are represented by disadvantaged children by the end of Reception, Year 1 and Year 2 respectively.</p>	<p>CR/KF</p>	<p>Review and adapt as necessary - Jan 2018 – ongoing – at least 2 years</p>	<p>£9000</p>

		disadvantaged children will raise awareness throughout the academic year at pupil progress meetings and staff training sessions.				
Pupil Premium children specifically are at risk of underachievement due to poor language acquisition and a less rich vocabulary bank	<p>Mrs Wordsmith implemented across the academy by middle leader</p> <p>Speech and Language support for identified children</p> <p>Increased investment in EYFS to establish strong language acquisition at the earliest possible opportunity</p>	<p>Research into memory and the science of learning.</p> <p>Evidence shown of lack of vocabulary amongst disadvantaged children.</p>	<p>To improve the vocabulary use and range for children across the academy</p> <p>To improve outcomes in Reading and Writing for PP children</p>	EB	Ongoing – at least 3 years	£5000
Some children are at risk of not experiencing the same opportunities as others, which we know contribute to an all-round enriching education and experience of school	<p>Academy to pay for trips/visitors/opportunities</p> <p>Investment in whole academy experiences e.g. visiting author, whole academy writing weeks, chicks, butterflies, visiting circus etc</p>	This approach has been incredibly successful in the past at OAMR. Children have been able to access high quality experiences and these have been instrumental in ensuring that the children produce high quality writing from personal experience.	Improvement to outcomes across the Academy	CR	3 years	£ 4000

Many children are at a disadvantage compared to others if there is a lack of high quality literature in the family home	Additional resources to be purchased for lending library at school  Reading Rucksack initiative to be resources and launched for all PP children and other identified families	As an academy we follow 'The Power of Reading' (CLPE) and as a staff we have engaged fully with research linking early experiences of family reading and book sharing on the ability to go on to become a successful and confident reader	Improvement in engagement with Reading and Writing and enhanced use of vocabulary in turn leading to improved outcomes	KF	At least 1 year dependent on review	£4000
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**ii 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?)
Academy attendance, despite improvements remains below the national average with PP children recognised as a particularly vulnerable group.	SOL Attendance system and training  Trophies and prizes for attendance successes  Supplement cost for key identified children to attend Breakfast Club  Appointment of SP as Attendance Lead	We have looked at extensive research around the link between good attendance at school and the impact that has on attainment and progress of children. The academy have seen dramatic improvements in attendance for all groups of children and we have clear procedures and systems in place to ensure that this positive trend continues.	Academy attendance is at least in line with National expectation and we ensure that the attendance of disadvantaged children hits national expectation too.	SP	Attendance will be an ongoing priority at the academy – at least four years	£5000
					<b>TOTAL COST</b>	<b>£56,000</b>