

Pupil Premium Strategy Statement - 2017/18 – With Full Analysis of Impact

1. Summary information					
School	Oasis Academy Short Heath				
Academic Year	2017/18	Total PP budget	£274,560	Date of most recent PP Review	July 2018-full analysis of impact
Total number of pupils Nursery-Year 6	492	Number of pupils eligible for PP Nursery-Year 6	240 (49% Pupil Premium)	Date for next internal review of this strategy	July 2018-end of year

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	69%	38%
Pupils average progress in reading	2.3	-4.5
Pupils average progress in writing	-1.1	-3.7
Pupils average progress in maths	4.8	-0.1

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Oral language skills in EYFS are lower for pupils eligible for PP than other pupils. This slows reading and writing progress in subsequent years.
B.	Reading enjoyment and stamina for pupils eligible for PP is lower than other pupils. This slows reading and writing progress throughout all years.
C.	There are fewer positive home learning environments for pupils eligible for PP than other pupils. This slows progress across all subjects and for all year groups.
External barriers	
D.	Attendance rate 2016/17 for pupils eligible for PP are 95% (below the target for all children of 97%). This reduces their school hours and causes them to fall behind.
E.	Persistent Absence for pupils eligible for Pupil Premium is 5.76%. This reduces their school hours and causes them to fall behind.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved oral language skills for pupils eligible for PP in EYFS	Pupils eligible for PP in EYFS make rapid progress so that all pupils eligible for PP meet age related expectations by the end of the EYFS phase.
B.	A reduced difference in reading and writing attainment and progress between pupils eligible for PP and their peers throughout all phases.	Pupils eligible for PP make as much progress as their peers in reading and writing, thus raising their attainment and diminishing differences between all groups. This will be measured by end of Key Stage assessments and measured by internal teacher assessments and successful moderation practices established within the academy and across the multi academy trust of Oasis Community Learning.
C.	An improved attendance for workshops of PP families.	Increased parental engagement to be recorded through attendance of all parents at workshops, parent's evenings etc., but especially PP parents.
D.	Parents accessing education to support their own education through the Hub House thus enabling parents to support their children's learning at home.	To break down the barriers associated with parents not completing their own education by providing opportunities at all levels to improve their own English and Maths skills and knowledge through structured college courses via the Hub House.
E.	Increase attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to less than 7.8%

5. Planned expenditure					
Academic year	2017/18				
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved oral language skills for pupils eligible for PP in EYFS	Employment of a Speech & Language Therapist Training for staff by the Speech & Language therapist	Pupils are continuing to enter Nursery with a low level of communication and oracy. Employment of a professional with the expertise to address specific group and individual issues. Specifically trained SEN Assistant to continue daily provision for identified pupils throughout EYFS and into Year 1	S&L therapist every Thursday, working with pupils ,staff and engaging with parents. SEN Assistant released pm daily to work with children/teachers and S&L Therapist	Teresa Paszkowski	This is reviewed every 6 weeks
To continue the positive trajectory of 2017 reading and writing attainment and progress between pupils eligible for PP and their peers	Accelerated Reader initiative from Year 2 to Year 6	Following the improved Key Stage 2 outcomes for 2017 and in depth analysis of reading behaviours throughout the academy, it has been decided that Accelerated Reader will be continued from year 2 to year 6 for the complete academic year.	Regular analysis of reports by Miss Ewers with actions as and when required. Staff are fully trained. Investment into more i-pads	Charlotte Ewers	Every half term
Enhance the provision for free flow opportunities in Reception classes	To remodel the Reception classes	The current layout does not enable the maximum opportunities for specific learning areas.	Oasis Property and Estates along with the Regional Director planned building	Michelle Lee	April 2018
To continue the positive trajectory of 2017 of reading and writing attainment and progress between pupils eligible for PP and their peers in KS2.	Parent support Worker	Individual support /counselling by a trained professional has proven impact 2016/17	Discussions with pupils, their class teachers. Reduction in behavioural incidents and positive impact on progress	Teresa Paszkowski	Termly Final review July 2018
Total budgeted cost					£109,060

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A reduced difference in reading and writing attainment and progress between pupils eligible for PP and their peers in Year 1.	Intervention Reading Teacher EYFS to Year 1 transition	Pupils leaving EYFS with issues accessing reading strategies are unable to access the National Curriculum fully.	Band progress is strategically tracked	Teresa Paszkowski & Gillian Bowbanks	Half termly
A reduced difference in Key Stage 1 in attainment and progress across all core subjects between pupils eligible.	Intervention teaching for Year 2	Some of the pupils need targeted support to catch up. This is a strategy with a fully qualified intervention teacher who has a proven track record of impact. Pupils are working in specific small groups.	Impact is reviewed 6 weekly with formal assessment weeks providing clear evidence of progress and attainment.	Teresa Paszkowski	Half termly with final review June 2018
A reduced difference in Key Stage 2 in attainment and progress across all core subjects between pupils eligible.	Intervention teaching for Year 6 using the Pixl initiative.	Some of the pupils need targeted support to catch up. This is a strategy with their class teacher who has in-depth knowledge of QLA, using Assessments for Learning strategies fully to move individual student learning forward. Pupils are working in specific small groups to meet their individual needs.	Impact is reviewed 6 weekly with formal assessment weeks providing clear evidence of progress and attainment.	Michelle Lee	Half termly with final review July 2018
To give further aspirational opportunities for More Able PP children working with King Edwards Foundation and local universities.	Attend events for More Able through More Able leader working more closely with the King Edwards Foundation	To improve aspirations and opportunities for all children but especially the More Able pupils.	Continue and expand existing links with the King Edwards Foundation and local universities.	Andrea Giles	Half Termly And final review July 2018
Total budgeted cost					£89,000

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
An improved attendance by PP families of workshops.	Workshops strategically planned by Leadership. Pupil Premium families identified and engaged with prior to workshop to improve attendance.	Research has shown that where parents are engaged in their child's learning outcomes are improved.	Reduce barriers between 'the academy' and 'parents' by showing that we do not judge.	Phase Leaders	Termly Final review July 2018
Parents accessing education to support their own education through the Hub House thus enabling parents to support their children's learning at home.	Link with Birmingham Metropolitan College	Parents who have not completed their own education are less able to support their children and value education.	The Parent Support Worker and FoOs are actively working to break these barriers.	Pam Atwal	Termly Final review July 2018
Increase attendance rates for pupils eligible for PP.	To employ Parent Support Worker to engage with our PP families, with prioritising targeted support for our most vulnerable families where there are significant 'other' barriers to their children accessing learning. Breakfast club provision	The Parent Support Worker when working as a TA had a proven track record of positive engagement with vulnerable families. Now she is fully employed in this role the impact will enable significant barriers to be broken down. Statistical evidence from previous years shows impact on attendance improvement and progress rates accelerated.	Attendance is regularly reviewed by the Principal and the Attendance Officer, working very closely with the Parent Support Worker. Monthly analysis of all groups with actions that are reviewed fortnightly Regular review of individual attendance and impact on learning	Michelle Lee Pam Atwal & Dawn Hayes Michelle Lee Pam Atwal & Dawn Hayes	Reviewed monthly Final review July 2018 Reviewed monthly Final review July 2018
Enabling all families to access out of school experiences with residential in Year 3,5 & 6	Reducing the overall cost for our families by the academy heavily subsidising the overall cost.	The majority of pupils do not have the opportunity for these experiences which develop their self-esteem and independence.	Ensuring that where a family who wishes their child to be part of a residential, are not excluded due to financial constraints.	Michelle Lee & Fiona Ruffle	Year 3- April 2018 Year 5 & 6- July 2018
Total budgeted cost					£76,500

6. Review of expenditure 2017/18

Previous Academic Year

i. Quality of teaching for all

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)																																							
<p>To continue the positive trajectory of 2017 reading and writing attainment and progress between pupils eligible for PP and their peers throughout all phases.</p>	<p>Accelerated Reader initiative from Year 2 to Year 6</p>	<p>All Success Criteria met. 30 more i-pads purchased. Year 2 fully embedded. Subscribed for another 5 years. New AR books purchased for book levels 0.1-3.0 STAR reading tests regularly carried out to monitor progress of pupils <u>End of Key Stage 1 Reading & Writing</u></p> <table border="1" data-bbox="689 571 1223 826"> <thead> <tr> <th></th> <th>Pupil Premium</th> <th>Non-Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Reading-Expected</td> <td>66%</td> <td>81%</td> </tr> <tr> <td>Writing-Expected</td> <td>62%</td> <td>71%</td> </tr> <tr> <td>Reading-Greater Depth</td> <td>10%</td> <td>16%</td> </tr> <tr> <td>Writing-Greater Depth</td> <td>14%</td> <td>19%</td> </tr> </tbody> </table> <p><u>End of Key Stage 2 Reading & Writing-Attainment</u></p> <table border="1" data-bbox="689 906 1223 1161"> <thead> <tr> <th></th> <th>Pupil Premium</th> <th>Non-Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Reading-Expected</td> <td>73%</td> <td>81%</td> </tr> <tr> <td>Writing-Expected</td> <td>84%</td> <td>95%</td> </tr> <tr> <td>Reading-Greater Depth</td> <td>32%</td> <td>19%</td> </tr> <tr> <td>Writing-Greater Depth</td> <td>11%</td> <td>10%</td> </tr> </tbody> </table> <p><u>Progress Key Stage 2 Reading & Writing</u></p> <table border="1" data-bbox="689 1241 1223 1345"> <thead> <tr> <th></th> <th>Pupil Premium</th> <th>Non-Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3.3</td> <td>2.0</td> </tr> <tr> <td>Writing</td> <td>2.9</td> <td>2.4</td> </tr> </tbody> </table> <p>The progress of PP children in Years 3-5 which is expected or better progress is greater than their peers</p>		Pupil Premium	Non-Pupil Premium	Reading-Expected	66%	81%	Writing-Expected	62%	71%	Reading-Greater Depth	10%	16%	Writing-Greater Depth	14%	19%		Pupil Premium	Non-Pupil Premium	Reading-Expected	73%	81%	Writing-Expected	84%	95%	Reading-Greater Depth	32%	19%	Writing-Greater Depth	11%	10%		Pupil Premium	Non-Pupil Premium	Reading	3.3	2.0	Writing	2.9	2.4	<p>Will continue next year. Kindles purchased again as incentives. Continue to purchase books to widen children's reading knowledge. Training opportunities to develop staff's analysis of quiz results</p>
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Enhance the provision for free flow opportunities in Reception classes	To remodel the Reception classes	This has not taken place and combined with the Fire Risk Assessment a wall will be removed in the new academic year.	National Property and Estates need to lead on this so that Fire RA and all other aspects are fully considered before money is spent.
Improved oral language skills for pupils eligible for PP in EYFS	Employment of a Speech & Language Therapist Training for staff by the Speech & Language therapist	44 children have been seen of which 21 are PP. 15 children have been discharged and 7 are close to discharge.	The investment in Speech & Language has definitely been the best SEN improvement in the academy over the last 3 years. The impact has been profound. Many pupils are language impoverished when they join the academy and this has been a problem over many years. Having weekly input from a trained person who is able to cascade their good practice has been invaluable. This service will definitely continue next academic year.
To continue the positive trajectory of 2017 of reading and writing attainment and progress between pupils eligible for PP and their peers in KS2.	Parent support Worker	The Parent Support Worker has worked with 52 families this academic year, of which were Pupil Premium families-87% 10 pupils achieved Greater Depth end of year expectations. Year 6-100% of families worked with pupils achieved at least expected standard in Year 6 SATs, with some achieving Greater Depth in either 1 or 2 subjects.	The opportunities to support some of the most vulnerable families has been restricted due to there being no physical building and parents have been reluctant to engage with outside agencies in unknown locations. It has led to their anxiety being increased. With the Hub House being operational from September 2018-this will no longer be a barrier.
Total budgeted cost			£109,060
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)
A reduced difference in reading and writing attainment and progress between pupils eligible for PP and their peers in Year 1.	Intervention Reading Teacher EYFS to Year 1 transition	16 pupils have participated in an intensive 1;1 reading intervention which is designed to stop pupils from falling behind in reading and reaching the expected standards in decoding and basic comprehension skills. 14 of them have attained level 16 which is the expected level for Year 1	This is a very effective intervention, which ensures that most children in Year 1 have the opportunity to learn to decode their skills of writing and comprehension. Definitely continue next academic year.

<p>A reduced difference in Key Stage 1 in attainment and progress across all core subjects between pupils eligible.</p>	<p>Intervention teaching for Year 2</p>	<p>Pupils working well below and pupils on the SEN register had regular sessions throughout the year with the intervention teacher. These pupils made good and accelerated progress. Fluid groupings have been put in place for closing the gap interventions. Which have resulted in a large proportion of pupils reading expected standards. Very positive data in Year 2 and measurable interventions are evidence of successful impact on the Year 2 pupils.</p>	<p>This method of working has been highly successful. The teacher's assessments have resulted in positive, targeted interventions which have resulted in good learning. This method will be used again in the next academic year.</p>
<p>A reduced difference in Key Stage 2 in attainment and progress across all core subjects between pupils eligible.</p>	<p>Intervention teaching for Year 6 using the Pixl initiative.</p>	<p>PP pupils were targeted for the Pixl intervention in Year 6 for English and Maths. The impact has been significant, not only in the end of year attainment for KS2 but also in the analysis of the progress of these individuals. Collectively the progress for Maths= 4.5 and for Reading=2.1</p>	<p>This intervention using Pixl will continue next year. There will be a closer focus on PLCs and the therapy tests. Intervention by the class teacher will begin in October to allow the relationship between the class teacher and the class to be more embedded. In addition, the year group will no longer set for English so that the class teacher can use and have complete ownership of the afternoon curriculum and the cross-curricular English links. Maths will continue to be set in Year 6.</p>
<p>To give further aspirational opportunities for More Able PP children working with King Edwards Foundation and local universities.</p>	<p>Attend events for More Able through More Able leader working more closely with the King Edwards Foundation</p>	<p>The King Edward's School Outreach Programme has continued to be a great success again this academic year. With 'The Borchards Shield' maths challenge taking place for several of our Year 4, 5 & 6 most able children. This involved small groups of children with exceptional mathematical skills from different schools to compete against each other in a series of challenges. Also this year we have been fortunate enough to have several King Edward's boys visit our school and deliver a series of workshops to 30 of our more able pupils who are in Years 4,5 & 6 of which a significant proportion are PP. This involved a debate, discussions about science and our world and an opportunity to be part of a music concert where the King Edward's boys demonstrated their unique talents playing in an orchestra and sharing their skills and knowledge around music today and composers of the past. Creative Minds Programme 2017/18 at Stockland Green School offered 4 weeks of masterclasses to promote a smooth transition into secondary school and to eliminate any fears or worries after year 6. This involved 10 of our most able Year 5 children to be immersed into specialist subjects at KS3 levels whilst stretching, challenging and developing their minds further. G&T extra workshops for all KS2 pupils working with pupils from other schools in the consortium.</p>	<p>Our KS2 children have experienced a wide range of wonderful opportunities this year which encourages that well rounded and enriched education. With several of our children this year being accepted as students in September 2017, this gave our most able pupils an insight into life at a Grammar School that prides itself on its academic achievements and excellence. The knowledge that our children have gained has given them the confidence to aspire to reach their full potential and know how, that if you work hard enough this is what you can achieve. Being exposed to all these opportunities has allowed our 'Media Group' to support on all these exciting events in our half-termly newsletter to share with the rest of the school. This has given them the confidence and ambition to thrive and succeed in whatever they do. Several of our children this year have been accepted for Year 7 in September 2018 at 2 of our local Grammar Schools- all these pupils are PP.</p>
<p>Total budgeted cost</p>			<p>£89,000</p>

iii. Other approaches

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)
An improved attendance by PP families of workshops.	Workshops strategically planned by Leadership. Pupil Premium families identified and engaged with prior to workshop to improve attendance.	Good attendance across school in all parent workshops. Positive feedback from questionnaires.	Feedback suggestions noted and will be addressed next academic year.
Parents accessing education to support their own education through the Hub House thus enabling parents to support their children's learning at home.	Link with Birmingham Metropolitan College	Eagles Consultancy delivered entry level 2 Maths. 8 parents passed the exam. The parents wish to continue with their learning journey eventually leading to a paid job.	Work with a provider that will continue to run the course even if parents drop out half way through. Find a provider that will deliver Maths, English, and other key areas. Advertise to the community as well as the Academy families to ensure that the numbers are kept high.
Increase attendance rates for pupils eligible for PP.	To employ Parent Support Worker to engage with our PP families, with prioritising targeted support for our most vulnerable families where there are significant 'other' barriers to their children accessing learning. Breakfast club provision	We are currently working with 25 families. 23 of which are PP and 18 of which are vulnerable families. 18 PP families have improved on their overall attendance and punctuality. The other 5 monitored PP families although there is not an overall attendance improvement the relationship has improved and we are working with other agencies with the parent's agreement. Relationships have also improved with the teachers and the overall support that the families provide their children for academic progress. Regular homework also engagement in additional parent activities within the Academy.	Earlier Intervention with the vulnerable as well as PP. We will lower the attendance % to 94% to enable us to offer earlier intervention as opposed to the current 92%. External agency support to be more widespread and not just for vulnerable families. Increase the meetings with Principal and Parent Support Worker and Attendance Offer to every 3 weeks. Home visits have a high impact to ensure good attendance. The use of police safe and well checks is vital Regular training on new procedures around attendance to be kept up to date. Explore the possibility of attendance workshops so families can understand the impact of their children missing school.

Increase attendance rates for pupils eligible for PP.	Breakfast Club Provision	Vulnerable families continue to access the breakfast club but also monitored to ensure that they arrive at the start time so the children have a settled morning ready to learn at the beginning of the day.	Ensure that the families that have low attendance and are on PP have access to the breakfast club if needed. To explore if this can be free of charge or a small contribution.
Enabling all families to access out of school experiences with residential in Year 3,5 & 6	Reducing the overall cost for our families by the academy heavily subsidising the overall cost.	Success Criteria achieved. For the Year 5/6 residential 57% were PP and able to access opportunity through reduced rate. In Year 3 56% of the pupil that attended the residential were PP.	Will continue to subsidise the residential next year. Extra opportunities given for PP families to access residential with even further subsidising-
Total budgeted cost			£76,500

7. Additional detail

2017-18 has seen Oasis Academy Short Heath continue to improve provision rapidly for all children including those eligible for Pupil Premium. All classes achieved progress in Reading, Writing & Maths with disadvantaged pupils regularly outperforming other pupils. This indicates that pupils are continuing to close the gaps on national averages. This is a result of strategic planning and targeted interventions.

The class teachers have completed our targeted interventions for Year 6 & 2. Therefore, quality intervention is specifically personalised to meet the needs of the pupils in closing the gap. Opportunities for this strategic model has been cascaded in Years 1,3,4 & 5

The trajectory journey of our academy is that the difference between PP children and their peers is usually greatest lower down the academy and as the pupils move through to the end of KS1 the difference is reduced. This difference continues to reduce as the pupils move through KS2 and by the end of Year 6- the end of Key Stage SATs the PP children are at least broadly in line with the National peers and indeed have outperformed their academy peers. Proving that our PP story is from EYFS through to Year 6. In house data verifies this.