

# Pupil Premium Strategy Statement - 2018/19 with Analysis of Impact

1. Summary information					
<b>School</b>	Oasis Academy Short Heath				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£275,880	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils Nursery-Year 6</b>	478	<b>Number of pupils eligible for PP Nursery-Year 6</b>	241 (50% Pupil Premium)	<b>Date for next internal review of this strategy</b>	Impact analysis July 2019

	<i>Pupils eligible for PP Validated data- 2018</i>	<i>All Pupils Validated data- 2018</i>	<i>Pupils eligible for PP <b>Invalidated</b> data- 2019</i>	<i>All Pupils <b>Invalidated</b> data- 2019</i>
<b>% achieving Age Related Expected Standard in reading, writing and maths</b>	<b>64%</b>	<b>71%</b>	<b>77%</b>	<b>80%</b>
<b>% achieving Age Related Expected Standard in reading</b>	<b>72%</b>	<b>76%</b>	<b>83%</b>	<b>87%</b>
<b>% achieving Age Related Expected Standard in writing</b>	<b>83%</b>	<b>88%</b>	<b>87%</b>	<b>89%</b>
<b>% achieving Age Related Expected Standard in maths</b>	<b>86%</b>	<b>90%</b>	<b>83%</b>	<b>87%</b>
<b>% achieving Age Related Expected Standard in GPS</b>	<b>83%</b>	<b>84%</b>	<b>90%</b>	<b>89%</b>
<b>% achieving Greater Depth Standard in reading, writing and maths</b>	<b>14%</b>	<b>12%</b>	<b>20%</b>	<b>22%</b>
<b>% achieving Greater Depth Standard in reading</b>	<b>33%</b>	<b>29%</b>	<b>33%</b>	<b>36%</b>
<b>% achieving Greater Depth Standard in writing</b>	<b>14%</b>	<b>12%</b>	<b>23%</b>	<b>27%</b>
<b>% achieving Greater Depth Standard in maths</b>	<b>36%</b>	<b>29%</b>	<b>50%</b>	<b>53%</b>
<b>% achieving Greater Depth Standard in GPS</b>	<b>44%</b>	<b>41%</b>	<b>70%</b>	<b>71%</b>
<b>Pupils average progress in reading</b>	<b>2.2</b>	<b>1.9</b>	<b>1.9</b>	<b>2.1</b>
<b>Pupils average progress in writing</b>	<b>2.7</b>	<b>2.4</b>	<b>2.6</b>	<b>2.5</b>
<b>Pupils average progress in maths</b>	<b>5.0</b>	<b>4.4</b>	<b>4.5</b>	<b>4.1</b>

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>	
<b>In-school barriers</b>	
<b>A.</b>	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>B.</b>	Reading enjoyment and stamina for pupils eligible for PP is lower than other pupils. This slows reading and writing progress throughout all years.
<b>C.</b>	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.
<b>External barriers</b>	
<b>D.</b>	Attendance rate 2017/18 for pupils eligible for PP are 94.09% (below the target for all children of 97%). This reduces their school hours and causes them to fall behind.
<b>E.</b>	Persistent Absence for pupils eligible for Pupil Premium is 17%%. This reduces their school hours and causes them to fall behind.
<b>F.</b>	There is an increase in multiple barriers, mental well-being of parents, financial inability to meet the basic needs of their children, domestic violence and substance mis-use are all factors that are effecting and
<b>3. Desired outcomes</b>	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
<b>A.</b>	Improved oral language skills for pupils eligible for PP in EYFS
<b>B.</b>	A reduced difference in reading and writing attainment and progress between pupils eligible for PP and their peers throughout all phases.
<b>C.</b>	An improved attendance for workshops of PP families.
<b>D.</b>	Parents accessing education to support their own education through the Hub House thus enabling parents to support their children's learning at home.
<b>E.</b>	Increase attendance rates for pupils eligible for PP.
<b>F.</b>	A reduction of additional barriers to learning with improved 'family circumstances' along with positive mental well-being for the whole family.

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.

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.

Increased parental engagement to be recorded through attendance of all parents at workshops, parent's evenings etc., but especially PP parents.

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.  
To improve Parent's understanding of English through ESOL courses.

Reduce the number of persistent absentees among pupils eligible for PP to less than 7.8%

To sign-post families to external agencies along with internal support from Parent Support Worker and other academy members of staff.

4. Planned expenditure					
Academic year	2018/19				
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	Hannah Tipper	This is reviewed every 6 weeks
To continue the positive trajectory of 2018 reading and writing attainment and progress between pupils eligible for PP and their peers throughout all phases.	Accelerated Reader initiative from Year 2 to Year 6	Following the improved Key Stage 2 outcomes for 2018 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 Mrs Dean with actions as and when required. Staff are fully trained. Investment into more i-pads	Charlotte Dean	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	September 2018
To continue the positive trajectory of 2018 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 2018/19	Discussions with pupils, their class teachers. Reduction in behavioural incidents and positive impact on progress	Joe Darnley	Termly Final review July 2019
<b>Total budgeted cost</b>					£109,060

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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	Becky Vernon & 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.	Becky Vernon	Half termly with final review June 2019
A reduced difference in Key Stage 1 & 2 in attainment and progress across all core subjects between pupils eligible.	Intervention teaching for all Key Stage 1 & 2 pupils 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.	Charlotte Dean-RSL Pixl KS2 Becky Vernon-RSL Pixl KS!	Half termly with final review July 2019
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
<b>Total budgeted cost</b>					£97,000

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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-via parent support worker making individual contact	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 Pam Atwal	Termly Final review July 2019
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 2019
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. Attendance WS working with attendance officer  Breakfast club provision for vulnerable families	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 2019  Reviewed monthly Final review July 2019
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 2019 Year 5 & 6- July 2019
<b>Total budgeted cost</b>					£69,820

## 5. Review of expenditure 2018/19

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)																																							
To continue the positive trajectory of 2018 reading and writing attainment and progress between pupils eligible for PP and their peers throughout all phases.	Accelerated Reader initiative from Year 2 to Year 6	<p>All Success Criteria met.            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 &amp; Writing 2018/19</u></p> <table border="1" data-bbox="689 523 1227 778"> <thead> <tr> <th></th> <th>Pupil Premium</th> <th>Non-Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Reading-Expected</td> <td>83%</td> <td>75%</td> </tr> <tr> <td>Writing-Expected</td> <td>76%</td> <td>70%</td> </tr> <tr> <td>Reading-Greater Depth</td> <td>22%</td> <td>25%</td> </tr> <tr> <td>Writing-Greater Depth</td> <td>14%</td> <td>20%</td> </tr> </tbody> </table> <p><u>End of Key Stage 2 Reading &amp; Writing-Attainment</u></p> <table border="1" data-bbox="689 858 1227 1114"> <thead> <tr> <th></th> <th>Pupil Premium</th> <th>Non-Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Reading-Expected</td> <td>83%</td> <td>92%</td> </tr> <tr> <td>Writing-Expected</td> <td>87%</td> <td>92%</td> </tr> <tr> <td>Reading-Greater Depth</td> <td>33%</td> <td>40%</td> </tr> <tr> <td>Writing-Greater Depth</td> <td>23%</td> <td>32%</td> </tr> </tbody> </table> <p><u>Progress Key Stage 2 Reading &amp; Writing</u></p> <table border="1" data-bbox="689 1193 1227 1305"> <thead> <tr> <th></th> <th>Pupil Premium</th> <th>Non-Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>1.9</td> <td>2.3</td> </tr> <tr> <td>Writing</td> <td>2.6</td> <td>2.3</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	83%	75%	Writing-Expected	76%	70%	Reading-Greater Depth	22%	25%	Writing-Greater Depth	14%	20%		Pupil Premium	Non-Pupil Premium	Reading-Expected	83%	92%	Writing-Expected	87%	92%	Reading-Greater Depth	33%	40%	Writing-Greater Depth	23%	32%		Pupil Premium	Non-Pupil Premium	Reading	1.9	2.3	Writing	2.6	2.3	
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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.	To work more closely with Property & Estates for key planning and execution of project to be achieved in 2018/19
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	There have been 2 Speech & Language Therapists this year. Therefore the data below is divided into 2 sections. 33 children seen of which 19 are PP. 6 children were discharged of which 5 were PP.  27 children were being seen of which 11 are PP.	The investment in Speech & Language has definitely been positive and had an instrumental impact on closing the gap over the last 3 years. 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 professional who is able to cascade their good practice has been invaluable. This service will definitely continue next year. We hope that there will be no break in service from the NHS.
To continue the positive trajectory of 2018 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 39 families this academic year which equates to 66 children, of which 52 children were PP. <b>Phonics Screening Test-</b> 11 children had families that were being supported, of which all were PP and 82% of the children(9Children) achieved the Phonics Screening Test. <b>Key Stage 1 SATs-</b> 7 children had families that were being supported, of which 6 were PP and 71% of the children (5 Children) achieved at least expected standard in at least one subject and 2 children achieved Greater Depth in at least one subject. <b>Key Stage 2 SATs-</b> 7 children had families that were being supported, of which 6 were PP and 86% of the children (6 Children) achieved at least expected standard in at least one subject and 3 children achieved Greater Depth in at least one subject.	Continue to identify the vulnerable families. With the new Hub House being operational, the Parent Support Worker will be able to sign-post more families and therefore able to extend support to the next tier of vulnerable families. Using FoOs who have had support and are in a better place to support newly identified parents alongside Mrs Atwal, the Parent Support Worker.
<b>ii. Targeted support</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (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 children 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. 12 of them have attained level 16 which is the expected level of Year 1.	This is a very effective intervention, which ensures that most children in Year 1

A reduced difference in Key Stage 1 in attainment and progress across all core subjects between pupils eligible.	Intervention teaching for Year 2	36 children had intervention teaching by the Year 2 teachers. Of which at least half were PP. Of these children all achieved the expected standard in Reading. Of these children 83% achieved the expected standard in writing. Of these children 67% achieved the expected standard in maths. 13 children had intervention for Greater Depth, of which half were PP. Of these children 50% achieved the Greater Depth standard in Reading. Of these children 86% achieved the Greater Depth standard in writing. Of these children 88% achieved the Greater Depth standard in maths.	The teachers changed their system and used Pixl resources to support the intervention teaching from January 2019. This is a more effective method and the Intervention Teacher is no longer employed for this role.
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	The more able children throughout the academy in Key Stage 2 attended a variety of external workshops across all core and foundation subjects. Due to staffing the link with the King Edwards Trust was not utilised to its full capacity	To have a strong More-Able Lead in place for the next academic year. To engage with the King Edwards Foundation more in the new academic year.
A reduced difference in Key Stage 1 & 2 in attainment and progress across all core subjects between pupils eligible.	Intervention teaching for all Key Stage 1 & 2 pupils using the Pixl initiative.	26 children had intervention teaching by the Year 6 teachers. Of which at least half were PP. Of these children 100% achieved the expected standard in Reading. Of these children 100% achieved the expected standard in writing. Of these children 78% achieved the expected standard in maths. 13 children had intervention for Greater Depth, of which half were PP. Of these children 100% achieved the Greater Depth standard in Reading. Of these children 100% achieved the Greater Depth standard in writing. Of these children 100% achieved the Greater Depth standard in maths.	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 next academic year.

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
An improved attendance by PP families of workshops.	Workshops strategically planned by Leadership.	2 workshops were offered. Unfortunately, the uptake was poor.	Workshops now form part of the induction process to the school outlaying expectations of attendance and the impact of non-regular attendance.
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	Families will be able to support their children throughout their learning journey. The trend of workless families will be reduced. 3 coffee mornings were held and there is a sign-up of 29 parents.	Courses will start on September 2019. Sign up for new courses needs to be capped at numbers that can enrol to make it manageable.



<p>Increase attendance rates for pupils eligible for PP.</p>	<p>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. Attendance WS working with attendance officer</p> <p>Breakfast club provision for vulnerable families</p>	<p>Attendance Officer and Family Support Worker continue to carry out 1<sup>st</sup> day absence home visits in order for the families to engage. Breakfast club provision continues to be utilised for PP families with punctuality/attendance concerns. PP families access foodbank, second hand clothing etc Trust and healthy relationships continue to grow. 10 families, 9 of which are PP families, actively working with to reduce punctuality concerns/attendance concerns, when all internal avenues have been exhausted, external signposting is put into place. 7 improvements, 1 fast-track and 2 external referrals. Monitoring 5 families continually, 4 are PP, all improved attendance. Working with 2 PA families, both PP, both improved, however PA still an issue due to homelessness but families are engaging with the academy and support offered. Overall working with 17 families, 14 improvements, 13 of which are PP families.</p>	<p>Earlier engagement before the attendance falls at an unacceptable level. Use other parents with similar situations to act as a support in helping families</p>
<p>Enabling all families to access out of school experiences with residential in Year 3,5 &amp; 6</p>	<p>Reducing the overall cost for our families by the academy heavily subsidising the overall cost.</p>	<p>Success Criteria achieved. For the Year 5/6 residential 55% were PP and able to access opportunity through reduced rate. In Year 3 47% of the pupils that attended the residential were PP.</p>	<p>Will continue to subsidise the residential next year. Extra opportunities given for PP families to access residential with even further subsidising</p>

## 6. Additional detail-2018/19

2018-19 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.