



Pupil Premium Strategy Statement - 2019/20

1. Summary information					
School	Oasis Academy Short Heath				
Academic Year	2019/20	Total PP budget	£255,740	Date of most recent PP Review	September 2019
Total number of pupils Nursery-Year 6	458	Number of pupils eligible for PP Nursery-Year 6	221 (48.2% Pupil Premium) KS1:73 children-41% KS2:121 children-52%	Date for next internal review of this strategy	January 2020

2. Current attainment		
	<i>Pupils eligible for PP Unvalidated data-2019</i>	<i>Pupils not eligible for PP Unvalidated data-2019</i>
Key Stage 2 SATs		
% achieving Age Related Expected Standard in reading, writing and maths	77%	84%
% achieving Age Related Expected Standard in reading	83%	92%
% achieving Age Related Expected Standard in writing	87%	92%
% achieving Age Related Expected Standard in maths	83%	92%
% achieving Age Related Expected Standard in GPS	90%	88%
% achieving Greater Depth Standard in reading, writing and maths	20%	24%
% achieving Greater Depth Standard in reading	33%	40%
% achieving Greater Depth Standard in writing	23%	32%
% achieving Greater Depth Standard in maths	50%	56%
% achieving Greater Depth Standard in GPS	70%	72%



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Pupils average progress in reading	1.9	2.3
Pupils average progress in writing	2.6	2.3
Pupils average progress in maths	4.5	3.7
Key Stage 1		
% achieving Age Related Expected Standard in reading	75%	84%
% achieving Age Related Expected Standard in writing	70%	79%
% achieving Age Related Expected Standard in maths	80%	82%
% achieving Age Related Expected Standard in GPS	75%	79%
% achieving Greater Depth Standard in reading	25%	21%
% achieving Greater Depth Standard in writing	20%	11%
% achieving Greater Depth Standard in maths	30%	24%
% achieving Greater Depth Standard in GPS	55%	39%
Phonics Screening Test		
% achieving Expected Standard in Phonics-Year 1	84%	86%
EYFS GLD		
% achieving Expected GLD EYFS	70%	77%
% achieving Exceeding GLD EYFS		

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 2018/19 for pupils eligible for PP are 95.38% (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 9%. This reduces their school hours and causes them to fall behind.	
F.	There is an increase in pupils with Mental Health needs and this is a barrier to their attendance and being able to access the curriculum as well as their long term mental health needs.	
G.	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 pupils.	
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. Full engagement with SOL by Attendance Officer and DSL
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



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		<p>own English and Maths skills and knowledge through structured college courses via the Hub House.</p> <p>To improve Parent's understanding of English through ESOL courses.</p>
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%
F.	A reduction of additional barriers to learning with improved 'family circumstances' along with positive mental well-being for the whole family.	To sign-post families to external agencies along with internal support from Parent Support Worker and other academy members of staff.
G.	An improvement of individual identified pupil's Mental Health, so that barriers to learning are decreased and mental well-being is improved	To have a 'fit for purpose Nurture Room.' To have fully trained staff of Mental Health so that basic needs can be met in school and signposting/ interaction with external agencies for more complex/serious individuals

5. Planned expenditure					
Academic year	2019/20				
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 Friday, 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 2019 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 2019 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/ Leesa Roche	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	June 2020
To continue the positive trajectory of 2019 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 then Final review July 2020

Total budgeted cost					£98,531
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?
To create and provide a 'Nurture Space' for pupils who are experiencing Mental Health issues	Re-organisation to create specific 'Nurture Room' To fully train at least one member of staff. Assessment tool specifically for Mental Health adopted and staff trained accordingly	This is in response to the growing need for mental health space/provision for identified children	The 'Nurture Room' will be fully equipped to support pupils with a mental health need. Staff training with a national accredited qualification. Staff training on Assessment Tools to support individual strategies for Mental Health. Clear and concise records will be kept with identification of impact on individual well-being and academic progress.	Hannah Tipper & Caroline East-Goodman	Half termly with final review July 2020
To use workshops by Urban Devotion to support our vulnerable children and families	Work with key children throughout the year with a focus on areas identified by the teachers.	Evidence from previous groups show positive outcomes. Skills and expertise in areas drawn from Urban Devotion Staff to help children overcome obstacles.	Communicate with teachers to determine what needs have been identified and have regular feedback from children and Urban Devotion	Pam Atwal	July 2020
To use Play Therapy to support our vulnerable children and families	Pastoral/nurturing supporting provider over a long period of time.	Children with complex issues/needs require more in depth support. Also able to work with the family holistically.	Regular meetings with staff on who to refer consultations with families	Pam Atwal & Caroline East-Goodman	July 2020

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A reduced difference in Key Stage 1 in attainment and progress across all core subjects between pupils eligible.	Intervention teaching for Year 2 through Pixl	Some of the pupils need targeted support to catch up. This is a strategy with their class teacher and/or Teaching Assistant 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/1:1 to meet their individual needs.	Impact is reviewed 6 weekly with formal assessment weeks providing clear evidence of progress and attainment.	Becky Vernon	Half termly with final review June 2020
Positive Reactions Group	Focus work on key areas children struggle with	Children displaying behaviours unmanageable in class. Time given to teach alternative strategies.	Plan and review impact every 6 weeks	Hannah Tipper & Caroline East-Goodman	December 2019
A reduced difference in Key Stage 2 in attainment and progress across all core subjects between pupils eligible.	Intervention teaching for Key Stage 2 pupils using the Pixl.	Some of the pupils need targeted support to catch up. This is a strategy with their class teacher and/or Teaching Assistant 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/ 1:1 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 until December Then January to July –Fiona Ruffle	Half termly with final review July 2020
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 and Erdington Consortium	To improve aspirations and opportunities for all children but especially the More Able pupils.	Continue and expand existing links with the King Edwards Foundation, local universities and Erdington Consortium		Half Termly And final review July 2020
Total budgeted cost					£96,666
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?



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An improved attendance by PP families at 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 2020
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 2020
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. SOL attendance 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 Termly SOL attendance advisory consultant working with academy 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 2020 Reviewed monthly Final review July 2020
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 2020 Year 5 & 6- July 2020
Total budgeted cost					£60,543



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6. Review of expenditure 2019/20				
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)	Cost
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)	Cost
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)	Cost
7. Additional detail-2019/20				