



# Exceptional Education at the Heart of the Community

## Pupil premium strategy statement

| 1. Summary information        |                                  |   |              |   |           |
|-------------------------------|----------------------------------|---|--------------|---|-----------|
| <b>School</b>                 | OASIS ACADEMY BLAKENHALE INFANTS |   |              |   |           |
| <b>Academic Year</b>          | 2017/18                          | <b>Total PP budget</b>                  | £195, 360    | <b>Date of most recent PP Review</b>                  | July 2017 |
| <b>Total number of pupils</b> | 257 (305 inc Nurs)               | <b>Number of pupils eligible for PP</b> | 148 (58.04%) | <b>Date for next internal review of this strategy</b> | Dec 2017  |

| 2. Review of expenditure   |  |  |  |         |
|--|--|--|--|---------|
| Previous Academic Year- 2016/2017  |  |  |  |         |
| i. Quality of teaching for all   |  |  |  |         |
| Desired outcome  | Chosen action/approach   | Impact:  | Lessons learned  | Cost    |
| High quality resources and training to ensure that from Nursery to Y2, all classes and staff have all the resources and training needed to ensure that maths is a priority, the hands on approach is especially needed by the most vulnerable pupils. Children receive the right materials and framework to develop understanding of number and improve confidence in the classroom setting. | <b>Numicon</b><br>A more practical approach to learning maths is required to certain targeted disadvantaged pupils to improve outcomes | Teacher knowledge and understanding developed.<br>Teaching 100% Good or better (Ofsted '16)<br>Progress in maths increased and gaps closing:<br><br>Year 1: 3.5 (others) 3.4 (Disad)<br>Year 2: 3.4 (others) 3.2 (Disad)<br><br>EOY KS1 OUTCOMES:<br>Maths: 67% (others) 60% (Disad) | Maths teaching and outcomes improved through focused training.<br><br>Top up numicon resources for 17/18<br>Purchase Maths Mastery for Y1 (Oasis mandate). | £4, 000 |

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| To deepen teachers' knowledge of children's books, combined with innovative assessment and data analysis which increases children's enjoyment of reading and writing and raises achievement. | <b>Accelerated Reading</b><br>Reading outcome were low for disadvantaged pupils so a new approach was introduced  | Set-up and Year 2 assessed.<br>Resources used by staff to support interventions.<br><br>Year 2 reading progress:<br>Read: 3.4 (others) 3.3 (Disad)<br><br>KS1 EOY EXP:<br>Read: 69% (others) 70% (Disad)<br>Greater depth: 10% | Due to length of time to set up, full impact not evident but academy will be using full functionality in 17/18.<br><br>Focus on increasing children working at greater depth in 17/18. | £1, 400  |
| To engage targeted pupils through the careful selection of books to engage and enthuse.  | Replenish Guided Reading Books<br>Replenish library reading books   | KS1 reading progress:<br>Y1: 3.7 (others) 3.4 (Disad)<br>Y2: 3.4 (others) 3.3 (Disad)<br><br>KS1 EOY EXP:<br>Read: 69% (others) 70% (Disad)<br>Greater depth: 10%  | Focus on increasing children working at greater depth in 17/18.  | £4, 350  |
| <b>ii. Targeted Support</b>  |   |  |  |          |
| Targeted support for disadvantaged pupils to build confidence, plug gaps, increase knowledge and understanding.  | Cost of additional intervention materials, time and preparation for Teacher (Y2 YGL)/TA   | Year 2 Progress:      Read      Write      Maths<br>Disadvantaged pupils:    70%      62%      60%<br>Others:                      69%      61%      67%   | Continue to target and refine support for disadvantaged children.<br>Move outstanding Y3 TA to Y2 to improve EOY expectations for more able pupils.                                    | £1, 000  |
| Identifying and working with disadvantaged families.   | FSW (Hub Leader (Apportionment of salary) £15, 000  | Disadvantaged families are targeted to support behaviour and attendance through Thrive parenting programme.<br>Parent voice<br>Tracking of attendance 100% of parents targeted attended the sessions.                          | Impact of parental engagement.<br>To be continued  | £15, 000 |
| SENCO salary and accreditation   | Extra time allocated to DSEN training allows more rigorous focus on individual needs, identifying pupils and ensuring children receive appropriate and timely support. Inclusion, as a team, track, review and respond to needs to ensure the best provision. SENCo knowledgeable on recent case studies/research pertaining to DSEN. | In 2016-17 SEND PP children made the following progress:<br><br>Year 1:<br>Reading 3.5<br>Writing 3.3<br>Maths 3.5<br><br>Year 2:<br>Reading 4.0<br>Writing 3.6<br>Maths 3.6   | Children are targeted better through interventions and needs are met.<br><br>Tighter targeting of PP SEND interventions in 17-18 in maths.   | £20, 600 |
| Classes receive support from teaching assistants and afternoons provide disadvantaged pupils of all abilities with appropriate interventions (SEND to more able).                            | Teaching assistant salaries   |  |  | £30, 000 |

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| To develop speech & language acquisition, reading support & phonological awareness.   | Speech & Language assistant (apportionment of salary)   | Specialist Curriculum interventions: Speech & Language TA/Support (Apportionment of salary)<br>Children's language acquisition is very low on entry to the academy.   |  | £25, 667 |
| EAL programme – so that the increasing disadvantaged EAL children can access the curriculum   | Learning Village Programme – Y1/Y2  | EAL progress:<br><br>Y1: 60% progress using programme<br>Y2: 66% progress using programme   | Continue use of Learning Village<br>Need further training for staff due to increase in EAL pupils.   | £2, 500  |
| Lexia – ICT Support package for in and out of school.   | Lexia Programme   | SEND progress: READ<br>Y1: 3.5<br>Y2: 4.0<br><br>Number of SEND children reaching EOY EXP in KS1:   | Continue to use Lexia programme for identified children.<br>Provide further support/input for parents.   | £4, 572  |
| To provide nurture provision during social times.   | Thrive room – replenish resources in direct response to pupil interests/needs   | Vulnerable children aware of where to go and who to speak to if they needed to take some time out.<br><br>Identified children directed to Thrive room during social times. Behaviour incidents dropped to zero for these children.    | Reduction in emotional outbursts and reduction in behavioural incidents.<br>100% positive feedback from parents  | £2, 000  |
| To secure specialist support through the use of an Educational Psychologist for our harder to reach children.   | Brokering Ed Psych Services to support in EHCP's and family support.  | Two identified children with very specialist needs moved to specialist provision based on EHCP's written by SENCO with some Ed Psych support.<br>Both pupils flourishing in a more specialised setting.                               | Brokered Ed Psych not as efficient as expected in support for EHCP's and some identified families.<br><br>Source new Ed Psych services for 17/18.  | £2, 205  |
| To further support 1:1 needs of identified pupils and provide training for staff in meeting the needs of SEND pupils.   | Pupil School Support Services   | SEND progress:<br>Y1: 3.5<br>Y2: 4.0<br><br>Number of SEND children reaching EOY EXP in KS1:<br>Read: 35% (+30%) Write: 21% Maths: 30% (+17%)   | Continue support for 17/18.<br><br>Use support from Oasis SEND strategy group and materials produced by PSSS to support teacher training in ITP's.   | £1, 800  |
| To further support 1:1 needs of identified pupils through access to specialist pupil/parent social skills groups, staff training and further additional parental support. | Beacon School Support Service   | Staff aware of varying strategies to support the needs of pupils demonstrating challenging behaviour.<br><br>Parents supportive of 1:1 guidance and strategies to use at home.<br><br>Fixed term exclusions reduced to 2 (5 in 15/16) | Reduction in behaviour incidents during lesson time and social times.<br><br>Lunchtime supervisors actively engaged in positive play with new zones.<br><br>Continue support for 17/18 for targeted pupils entering Year 3 and existing pupils through transition to specialist provision. | £1, 500  |
| Purchase of high quality outdoor equipment to enhance child initiated activity.   | EYFS additional resource<br>Increasing activities which engage children in independent learning from an early age and support physical development. | GLD sustained at 62%<br>Teaching and learning was 100% good in EYFS<br>Ofsted judged EYFS provision to be good in all areas (Dec '16).  | Continue to develop outdoor learning based on changing needs of cohorts in 17/18.<br>Implement a specific, focused gross motor session, led by sports staff upon entry in to nursery/Reception.  | £9, 000  |

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| Improved ratio to meet the high levels of need (large classes with significant SEN including very significant behavioural needs – also being met through 1:1 for some individuals).            | <b>Extra TA in EYFS</b><br>A significant number of children enter the academy with identified SEND and emotional needs         |  | TA to continue to support EHCP process for one identified child and support in Y1.<br><br>TA to continue to support emerging needs of SEND pupils upon entry to EYFS.                            | £25, 000                                      |
| <b>iii. Whole School Strategies</b>  |  |  |  |   |
| To work closely with vulnerable children and their families.   | Senior Learning Mentor (Apportionment of salary) Attendance and persistent absence were higher amongst disadvantaged children. | SARM meetings, home visits and walking bus all successful in raising attendance.<br>Attendance increased to 96% and PA reduced to 4.3%   | Continue rewards, certificates and initiatives in 17/18.<br>Target Nursery and children below statutory school age to ensure good engagement with school attendance.                             |   |
| Raise and celebrate attendance for all pupils.   | Attendance rewards<br>Academy's low attendance requires reengagement of pupils and parents.                                    |  |  | £2, 000 rewards<br>£2, 500 SOL                |
| Ensuring all have the best start to the day, raising opportunities for good attendance and punctuality   | <b>Breakfast Club</b><br>Many children describe a lack of breakfast and therefore are not ready to learn.                      | Attendance increased to 96% and PA reduced to 4.3%<br>Phonics screening check and KS1 Outcomes all increased:<br><br>Phonics: 62% (others) 87% (Disadv)<br>Read: 69% <b>(+14% from 15/16)</b><br>GD: 12% <b>(+3% from 15/16)</b><br>Writing: 60% <b>(+5% from 15/16)</b><br>GD: 9% <b>(+6% from 15/16)</b><br>Maths: 64% <b>(+10% from 15/16)</b><br>GD: 12% <b>(+8% from 15/16)</b> | Good start to the day for children attending breakfast club.<br>Continue provision and provide breakfast for EYFS children each morning.   | £8, 000 (breakfast club supervisor salaries). |
| Improve children's emotional wellbeing leading to improved learning, behaviour and life chances.<br>Impact on disadvantaged pupils to be measured through Thrive screening and assessment data | Release time for other TAs for 1-2-1 provision.  | Clear understanding of needs by staff.<br>Greater engagement of children participating.<br>Excellent transition to Y3.<br>Children with specific SEND needs made good progress in 16/17 (see KS1 data)   | Thrive shows whole school impact as well as supporting children with individual needs. Thrive is to be continued in school.<br><br>Train 1 more lead practitioner through training in 17/18.     | £1,250  |
| To work with vulnerable pupils in and outside of the classroom to secure fitness and alertness to impact learning and attendance.  | <b>Sports Coaches</b><br>Fitness and concentration of children in the academy to access and sustain learning is limiting.      | Fitness assessment scores increased (see sport premium impacts).<br>PE/Sport provision and subsequent concentration and behaviours for learning cited as a strength in recent Ofsted (Dec '16).  | Continue to develop good fitness levels so physical development is sustainable.  | £17, 540                                      |
| To ensure that disadvantaged pupils have access to educational visits.   | Subsidised trips/visitors to the academy.  | Children had equal entitlement to the curriculum.<br>Writing composition improved through contextualisation.   | Visits supplements increase in attainment through pupils having access to stimulating material with which to discuss and write about. 17/18 – look at a balance of internal and external visits. | £4, 000                                       |

## Further barriers to future attainment (for pupils eligible for PP, including high ability)

### *In-school barriers – (issues to be addressed in school)*

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| <b>A</b> | Arithmetic  |
| <b>B</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>C</b> | Pupil resilience  |
| <b>D</b> | Ability to access greater depth learning  |

### **External barriers** *(issues which also require action outside school, such as low attendance rates)*

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| <b>D</b> | Attendance in particular SEN PP   |
| <b>E</b> | Parental engagement – low aspirations, attendance at parental workshops, support with homework and home reading |

### **Desired outcomes**

|          | <b><i>Desired outcomes and how they will be measured</i></b>                                  | <b><i>Success Criteria</i></b>   |
|----------|---|--|
| <b>A</b> | PP children make good progress from their starting points, particularly in maths (arithmetic) | All pupils to make a minimum of 3 points progress from their starting point  |
| <b>B</b> | 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>C</b> | Continue to raise pupil self-esteem to impact positively on their academic learning           | Health & well-being curriculum<br>Reports from academy staff<br>Growth Mindset   |
| <b>D</b> | Increase the percentage more able PP pupils achieve greater depth                             | PP pupils who achieved GLD are expected to achieve Greater depth<br>More Able sessions in Y1/2 carried out once a week by ALT<br>Maths Mastery resources utilised to support more able and potentially more able<br>Planning matched to ability level, with appropriate stretch and challenge. |
| <b>E</b> | Increase attendance rates for pupils eligible for PP, particularly SEN PP                     | Reduce the number of persistent absentees among pupils eligible for PP to less than 5.6%   |
| <b>F</b> | An improved attendance at 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.  |

### 3. 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 monitor implementation?  | Staff lead           | When will you review implementation?      |
| Identify More Able Pupils & Plan effectively for them, particularly in maths. | More Able pupils to be identified on planning sheets.<br>Greater Depth activities evident on STS from years 1-2<br>Pupil Progress meetings to include a focus on more able PP pupils.<br>More able PP children an agenda item on weekly YG meetings<br>Use of maths mastery materials   | The % of More Able PP pupils achieving Although increased from 15/16, Greater Depth is low.<br>Academic year 2017:<br>KS1<br>R:12 %<br>W: 9%<br>M: 12%<br><br>Academic year 2018 targets:<br>KS1<br>R: 14%<br>W: 12%<br>M: 12%          | More Able Staff Meetings to up skill staff.<br>Half Termly book looks to monitor challenge Pupil Voice<br>Learning walks and lesson observations, with a particular focus on the use of Growth Mindset and Resilience of More Able pupils.  | LY                   | Half Termly                               |
| All PP pupils to make good progress from their start point                    | Pupils to make a minimum of 3 points progress.<br>Consistent and quality 1st teaching.<br>Differentiated planning<br>CT to work with each group over a week<br>TAs used effectively to support target pupils<br>Support from outside agencies.  | Progress of PP pupils as increased and we want to maintain and improve the progress seen across the school.<br>There needs to be a particular focus on the following year groups/subjects:<br>Year 1 reading 3.4<br>Year 2 writing: 3.4 | Pupil Progress meetings, with a focus on the progress of PP pupils.<br>Quality 1st Teaching – Lesson Observations: 100% of teaching to be good and a proportion of teaching to be Outstanding<br>Half termly book looks to ensure appropriate challenge for all pupils.<br>Data analysis<br>Data staff meetings   | LY<br>CC<br>CR<br>AM | Ongoing updates<br>Final review July 2018 |
| Raise the self-esteem, resilience and aspirations of our PP pupils.           | Pupils to be using the language of Growth Mindset consistently in lessons<br>Pupils to demonstrate resilience through challenging activities – resilience/independence<br>Participate in 'Compass for Life' with Floyd Woodrow<br>Aspirations Week Summer Term<br>Pupils to attend Thrive Room to develop resilience, self-esteem and confidence.<br>Support from outside agencies. | Pupils demonstrate passion and confidence but can also demonstrate a fear of failure with a lack of aspiration to 'dream big' for their future  | Growth Mindset Display to be up in all classrooms – Autumn Term<br>Pupil Voice – Spring Term<br>Summer Term – end of year data shows good+ progress.<br>Visualisers used for sharing good work and improving learning/up-leveling.<br>Questioning for Depth – used by all and identified in observations/daily learning walks<br>Aspirations – pupil voice/ | CHT                  | Half Termly                               |

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| Improved oral language skills for pupils eligible for PP in EYFS  | 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.<br><br>SENCO released to work with children/teachers and S&L Therapist | JP<br>JB       | 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 1 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 YGL's with actions as and when required.<br>Staff are fully trained.<br>Investment into more i-pads                        | SW<br>CR<br>AM | Half-termly                    |

TOTAL BUDGETED COST

£87, 040

## ii. Targeted Support

| Desired outcome  | Chosen action/approach   | What is the evidence and rationale for this choice?   | How will you monitor implementation?  | Staff lead | When will you review implementation?              |
|--|--|---|---|------------|---|
| More Able learning group to take place once a week to develop learning attributes.   | TA led sessions to develop pupil's knowledge/skills to be secure at Mastery. TA liaise with CT weekly to update progress.                            | Whilst the number of children achieving greater depth at the end of KS1 rose in 16/17 compared to 15/16, we need to ensure a greater proportion of more able or potential more able are targeted for greater depth. | Data shows pupils to make 4 points progress over the year<br>More Able Staff Meetings to up skill staff.<br>Half Termly book looks to monitor challenge<br>Pupil Voice<br>Learning walks and lesson observations, with a particular focus on the use of Growth Mindset. | LY<br>SW   | Half termly with final review July 2018           |
| Diminishing the difference in academic outcomes  | Targeted support for disadvantaged pupils to build confidence, plug gaps, increase knowledge and understanding, SAT technique (maths and reading Y2) | Close the gaps in learning for targeted support to increase attainment.   | Monitor provision<br>Track progress   | LY<br>AM   | Half Termly                                       |
| Increase Pupil Well-Being:<br><br>Further improve children's emotional wellbeing leading to improved learning, behaviour and life chances. | Thrive 1-2-1 and small group sessions  | Personalised approach to 1-2-1 support of children with significant social emotional gaps to learning.  | Impact on disadvantaged pupils to be measured through Thrive screening and assessment data  | SG<br>JP   | Half Termly                                       |
|  | Hardship Fund for persistently disadvantaged students.   | Support with uniform, additional trip subsidy, breakfast club, transport.   | Progress data shown accelerated progress for targeted children. Attendance and Health and well-being tracked.   | SM         | As needs arise through discussions with families. |

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|   | Raise Attendance for all pupils                   | Promotes and raises the awareness of the importance of attendance in school.                    | Senior Learning Mentor will support Attendance is tracked Rewards system implemented. | GM       | Weekly analysis |
|   | Breakfast Club                                    | Raising awareness of Healthy lifestyles and the importance of eating breakfast.                 | Track progress of all pupils. Monitoring of teaching and learning across school.      | CC       | Half Termly     |
| Parental engagement to support learning | Family Thrive Provision for targeted PP families. | Improve children's emotional wellbeing leading to improved learning, behaviour and life chances | Whole school profiling tracks progress of all pupils and individual cases.            | JP<br>SG | Half Termly     |
| TOTAL BUDGET                            |   |   |   |          | £58, 950        |

### iii. Whole school strategies

| Desired outcome  | Chosen action/approach  | What is the evidence and rationale for this choice?  | How will you monitor implementation?   | Staff lead | When will you review implementation?      |
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| Staff meetings to provide targeted support for teachers to improve their individual practice and understanding of More Able children's learning. | Marking is active and shows more able children are responding to comments. Mastery tasks in books to challenge more able children. Teaching & Learning practise within the classroom is enhanced and appropriate challenge in place, and use of lesson is maximised | Not all staff are consistent in their approach to moving more able learners on through marking. Some outcomes last year were not high enough for more able pupils working at greater depth.                              | Data shows pupils to make 4 points progress over the year<br>More Able Staff Meetings to up skill staff.<br>Half Termly book looks to monitor challenge<br>Pupil Voice<br>Pupil Progress Meetings – More Able PP focus<br>Learning walks and lesson observations, with a particular focus on the use of Growth Mindset and Resilience of More Able pupils. | LY<br>SW   | Ongoing updates<br>Final review July 2018 |
| Further develop and enhance existing successful strategies in promoting health and well-being.   | Continue to work with in-house sports team.   | Ofsted recognised success with fitness levels correlating improved pupil well-being, resilience and good behaviours for learning. Need to sustain this and think creatively on how to impact further from Nursery to Y6. | Data – progress<br>Pupil voice<br>Learning walks and discussions   | CHT<br>SR  | Half-Termly                               |
| Parental engagement to support learning.   | Senior Learning Mentor & Family Support Worker - To work on attendance and support access to the academy.   | Provide support for families who are in need signposting to agencies or support in school.   | Attendance is rigorously tracked and next steps are monitored.   | GM<br>SM   | Ongoing updates<br>Final review July 2018 |
|  | Hub Development - targeting parents for adult training opportunities, social support and life skills.   | Support families in raising their aspirations by providing opportunities to meet their needs-links with Fortis housing and other outside agencies.   | Monitor and track events and attendance at community Hub.<br>Parent voice<br>Evidence of events and support from outside agencies.   | SM         | Ongoing updates<br>Final review July 2018 |

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| An improved attendance by PP families at workshops.        | Workshops strategically planned by ALT. 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.  | ALT<br>SM         | Ongoing updates<br>Final review July 2018 |
| Enabling all families to access out of school experiences. | 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. | YGL's<br>GE<br>KH | Ongoing updates<br>Final review July 2018 |
| TOTAL BUDGET   |   |  |   |                   | £49, 370                                  |

#### 4. Additional detail

Some of the initiative are new this year so amounts allocated will be reviewed mid-year to check for accuracy and maximised use of PP funds.