

Annex 2c: Pupil premium strategy statement (primary)

1. Summary information					
School	Oasis Academy Hobmoor				
Academic Year	2019/20	Total PP budget	£271,920	Date of most recent PP Review	
Total number of pupils	483	Number of pupils eligible for PP	206	Date for next internal review of this strategy	Jan 20

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% reaching the expected standard in reading, writing & maths	94%	73%
% reaching the expected standard in reading	97%	73%
% reaching the expected standard in writing	97%	78%
% reaching the expected standard in maths	94%	79%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	Many pupils enter with little or no English (EAL 73%) and accelerated language acquisition is key to achieving expected standards
B.	Consolidation of number skills and application through reasoning for more pupils to achieve greater depth.
C.	Attendance figures for PP children are inconsistent with national targets ALL pupils nationally.

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

D.	<p>Reading support at home is an identified issue for our PP pupils. Issues involving basic language recognition and its use in the correct context.</p> <p>Limited opportunities to explore and embed tier 2 and 3 vocabulary.</p> <p>Attendance data for PP children at end of summer 2019 was 95.5%. Persistent absence for PP children last academic year was 11.9%.</p>
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4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	EAL PP children make rapid progress within language acquisition and vocabulary usage in order to make rapid progress gains in Reading and Writing.	Language rich environments throughout the academy. Daily 'exceptional' phonics teaching for younger pupils and the teaching and embedding of tier 2 and 3 words across the academy through the curriculum.
B.	Raise standards in mathematics across KS1 and KS2 for pupils eligible for Pupil Premium funding in order to attain greater depth.	Accelerated progress in Mathematics so that national expectations are met and exceeded by end of the academic year. Ensure the gap between the Disadvantaged and Non disadvantaged pupils is non-existent or closing rapidly
C.	Attendance figure for PP children to be in line with/above national target.	All PP children to make rapid gains in their weekly attendance in order to fulfil academy and national requirements. Data tracking will provide accurate attendance highs and lows from PP children and will fuel in academy initiatives with children and parents.
D.		

5. Planned expenditure					
Academic year	2019/20				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
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?

<p>Rapid progress gains in reading for all PP pupils – aiming for greater depth standards</p>	<p>Accelerated Reader Programme – Large investment in new children’s literature. Increase in number of ‘high quality and challenge texts’ that pupils have access to within the academy. Timetable changes to allow more time for teachers to work intensively with pupils (half hour reading sessions)</p>	<p>Accelerated Reader is a proven international resource for raising standards in reading. Accelerated Reader training for teachers and purchase of new, quality children’s literature...enabling pupils to read books appropriate for their age and stage, which once completed provide an online test that analyses reading progress and identifies next steps for learning. A Full time dedicated EAL specialist is employed to target PP children with EAL on a daily support programme, with a major focus on language acquisition and early reading development.</p>	<p>Senior Leadership Team, alongside Phase Leaders monitor class reading scores and progress charts weekly.</p>	<p>Senior and middle leadership teams Literacy Subject Leader</p>	<p>Half Termly review – major part of Pupil Progress Meetings</p>
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<p>Rapid progress gains for all PP pupils within mathematics – aiming for greater depth standards</p>	<p>Revised Mathematics curriculum to contain a greater teaching focus on reasoning, problem solving and fluency.</p>	<p>Analysis of Pupil’s achievements show that number and mathematical vocabulary are holding them back from achieving the correct standards. Introduction of ‘maths Mastery’ resource into Y2 – programme aims to address multi - layered learning of key skills. Reconfiguring the Primary Mathematics curriculum to ensure that teaching is more focused on reasoning, problem solving and fluency’. Pupils need to be able to understand and use number to maximise their progress within the subject. The development of the mathematics environment across the academy, with ‘number’ boards and times tables facts visual in all areas. Resources and tracking system to support and monitor pupil progress. New ‘White Rose’ online mathematical resource tool accompanies the specialist teaching methods form in academy MAST specialist.</p>	<p>Senior Leadership Team, alongside Phase Leaders monitor maths standards through book look and weekly observation drop ins.</p>	<p>Senior and middle leadership teams Mathematics Subject Leader</p>	<p>Half Termly review – major part of Pupil Progress Meetings</p>
<p>Rapid gains in attendance for all PP children in order to meet/exceed national target of 96%</p>	<p>Improved and targeted attendance initiatives for the whole academy to include incentives for pupils and families</p>	<p>Raising awareness of attendance to pupils and families through expectations meetings, assemblies and academy communication tools. Incentives for good attendance to include children’s bike give away, shopping vouchers for families, in to win books and lucky dip prizes. External banner promoting attendance at OAH linked to achievement. Sol support service to work with SLT and attendance lead termly tracking attendance figures across the academy, focusing on all groups of children, especially PP.</p>	<p>Weekly attendance progress meetings with SLT and attendance lead. Studying of data through whole academy tracker and use of SOL expertise. Each half term, voucher give away in assembly from Principal and attendance lead. All teachers to have critical conversations with parents whose children are dropping within their attendance figures.</p>	<p>SLT and attendance lead. All teachers to have total awareness of their class’s attendance data.</p>	<p>Half Termly review – major part of Pupil Progress Meetings, including weekly SLT meetings.</p>

					Total budgeted cost	£124,880
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?	
Early reading intervention for pupils with EAL and other language barriers to learning.	Purchase of Lexia Web based reading programme and supplementary resources.	Targeted programme for PP pupils who have been identified from KS1 and KS2 as not meeting the national standard in reading. This resource is an individualised reading programme that accelerates reading skills acquisition. Employment of dedicated Lexia support staff who are trained in its delivery and manage the system to track individual children's progress and development. Lexia is delivered through individual iPads which the academy has also invested money into.	Senior Leadership Team, alongside Phase Leaders monitor Lexia reading scores and progress charts weekly.	Senior and middle leadership teams Lexia programme leader	Half Termly review – major part of Pupil Progress Meetings	
EAL specialists support programme	Dedicated full time EAL specialist	As pupils with English as an additional language numbers are higher than the national average figures, early language acquisition is a crucial element for our pupils to attain to make good progress. Our dedicated EAL specialist works through a daily language support and development programme that focuses on individual pupils.	Senior Leadership Team, alongside EAL lead discuss weekly the progress on PP EAL pupils and study their development with language and literacy through their Lexia and Accelerated Reader scores – in collaboration with their class teacher.	Senior leadership teams EAL leader	Half Termly review – major part of Pupil Progress Meetings	
					Total budgeted cost	£49,580
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?
All Greater Depth/more able pupils identified to make rapid progress within mathematics and English	NACE (National Association for Able Children in Education) challenge framework for developing more able.	Providing our more able PP children with a framework to teaching that is based upon high quality questioning and the use of Solo Taxonomy learning systems. This is to ensure that pupils are stretched in order to achieve greater depth standards.	Senior leadership team and designated NACE/more able champion to deliver in academy CDP to staff and monitor use of Solo Taxonomy questioning through book looks, lesson observations and pupil voice sessions.	Teachers, Middle leadership team and Senior Leadership team	Half Termly review – major part of Pupil Progress Meetings
Language acquisition and development through curriculum enrichment and extended learning opportunities.	Natural Science/horticulture project (Roots to Fruits)	This project is designed to target PP pupils to ensure that they have as many opportunities to access wider learning experiences to develop vocabulary and understanding of language. Roots to Fruits is a yearlong project that sees pupils working alongside a professional gardener and horticulturalist who teaches pupils how to grow foods from seed to fork and develops their scientific knowledge and understanding of the world, alongside teaching new skills based upon social enterprise. Resources purchased include a large poly tunnel 'learning and growing space' Gardening tools and resources.	Weekly discussions with Project Leader and SLT with regards to individual pupil's progress. Tracking of reading and vocabulary development through Accelerated reader programme. Pupil and Parent voice plays an important role in capturing the evidence of impact.	Project leader and Senior Leadership team.	Half Termly review – major part of Pupil Progress Meetings

<p>Language acquisition and development through curriculum enrichment and extended learning opportunities.</p>	<p>Every child an artist</p>	<p>Development of language skills through more focused exposure and experiences of the 'Arts'. Pupils are taught a variety of Artistic forms from specialists' artists on a weekly basis. This year long project enables pupils to be taught new skills within pottery, sculpture, dance, drama and digital media. The project is managed and developed by the SLT alongside an external artistic director. This project also includes curriculum enrichment opportunities for pupils that include off site trips to theatres, including performances of Shakespeare. Art galleries, professional dance performances and community workshops. External visitors are also a key part of the programme experiences which include local figures in the community who have used art to create their own businesses and livelihoods.</p>	<p>Weekly discussions with Project Leader and SLT with regards to individual pupil's progress. Tracking of reading and vocabulary development through Accelerated reader programme. Pupil and Parent voice plays an important role in capturing the evidence of impact.</p>	<p>Project leader and Senior Leadership team.</p>	<p>Half termly review meetings with all involved. Included in Pupil progress meetings.</p>
Total budgeted cost					<p>£97,460</p>

6. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching and support 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 £148,300
Rapid progress gains in reading for all PP pupils Greater depth standards increased	Accelerated Reader Programme – Large investment in new children’s literature. Timetable changes to allow more time for teachers to work intensively with pupils (half hour reading sessions each day)	Success criteria met. Pupils made rapid gains in reading across the academy, especially those PP children from year 6 whose final end of year scores outperformed ‘Others’ nationally. Non PP pupils also performed very well...end of year data demonstrates pupils are exceeding the national averages for reading across the academy.	This approach will be employed again next academic year.	

<p>Rapid progress gains for all PP pupils within mathematics</p> <p>Greater depth standard increased</p>	<p>Revised Mathematics curriculum to contain a greater teaching focus on 'Number'</p> <p>All staff focus on interventions with Key Marginal pupils.</p> <p>Purchase of 'Pixl' assessment and tracking system</p> <p>Analysis</p>	<p>Success criteria met.</p> <p>Pupils made rapid gains in mathematics across the academy, especially those PP children from year 6 whose final end of year scores outperformed 'Others' nationally.</p> <p>PiXL assessment and tracking system used to identify key marginal children including PP children.</p>	<p>This approach will be employed again next academic year.</p>	
<p>Early reading intervention for pupils with EAL and other language barriers to learning.</p> <p>EAL specialists support programme</p>	<p>Purchase of Lexia Web based reading programme and supplementary resources.</p> <p>Dedicated full time EAL specialist</p>	<p>Pupils made rapid gains in reading across the academy, closing the gap between PP and Others across the academy.</p> <p>EAL pupils receive bespoke language intervention, making rapid gains in written and oral language.</p>	<p>This approach will be employed again next academic year. Identified Greater depth pupils to have timetabled Lexia sessions in intervention boost groups.</p> <p>This approach will be employed again next academic year.</p>	

ii. 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 £94,400
All PP pupils to make rapid progress within mathematics. Language acquisition and development through curriculum enrichment and extended learning opportunities.	4 to 1 project Roots to fruits project	Success criteria met. Excellent initiative that aided the mathematical progress of all children in involved. Impact on pupil's number/mental arithmetic was very positive aiding gaps between PP and Others to be closed. End of year data demonstrates mathematical progress for all groups exceeds national average figures. Success criteria met. Pupil's language acquisition and usage was outstanding and had a clear impact on standards within the classroom for	This project will continue next academic year. Reasoning application of skills will be a focus for next year. This project will continue next academic year. New project plan to involve sensory/history project at the front of the academy.	

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.
