



Experiences, Nurture, Success

Pupil Premium Strategy Statement:

1. Summary information					
School Oasis Academy Boulton					
Academic Year	18/19	Total PP budget	£147,840	Date of most recent PP Review	
Total number of pupils	210	Number of pupils eligible for PP	112	Date for next internal review of this strategy (termly)	Termly meeting with Governor lead for PP
2. Review of expenditure					
Previous Academic Year	2017/2018				
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Impact:	Lessons learned Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?	Cost	
<u>Attainment and Achievement</u> Improved attainment in reading, writing and mathematics in EYFS, KS1 & 2	Use of additional specialised teacher support in KS1 & 2 in reading, writing and mathematics Implementation of reading initiatives including - Accelerated Reader into	<ul style="list-style-type: none"> In Reception 67% of disadvantaged children achieved a Good Level of Development and all made good progress from their starting points. This is above national for disadvantaged children 56% (2017.) In Year 1 71% of children passed the Year 1 Phonics screening check. Disadvantaged children (71%) performed better than national disadvantaged average 69 % (2017) At KS1 disadvantaged children out performed all pupils at the expected level in R,W, 	All actions that were implemented this year will continue because of the positive impact from results achieved this year. The use of PIRA and PUMA assessment resources will not be used this year and will be replaced with	£85000	

	<p>KS2 and Beanstalk Volunteer Programme</p> <p>Maths mastery scheme in Reception and Year 1</p> <p>Small group intervention in reading, writing, maths and phonics</p> <p>To improve parental engagement in learning of pupils eligible for the PPG</p> <p>Purchase of diagnostic assessment tools in order to identify the nature of pupils' difficulties in English and Maths and match pupils to appropriate interventions. Use of PiXL, PIRA and PUMA resources.</p>	<ul style="list-style-type: none"> • Large number of disadvantaged children achieving greater depth in maths (40%.) • Combined attainment in reading, writing and maths for disadvantaged children 69 % was above the national 2016 figure (60%) • KS1 attainment in maths for all children was 68%, a slight increase from 67% (2017.) • At the end of KS 2, all Boulton children attained 66% combined in reading, writing and maths which was slightly below the national 2018 figure (64%) • Disadvantaged children out performed others in all subject areas. • In reading and writing the average scaled scores of disadvantaged children were higher than other average scaled scores. • Across Key Stage 2 in all year groups the majority of Pupil Premium (FSM) children made expected in writing and maths • Disadvantaged girls are outperforming boys in reading, writing and maths at expected • New parent curriculum workshops in reading, writing, maths and phonics have been delivered this year. Attendance of these workshops has been well received and after session questionnaires have indicated that the sessions have been useful to support parent understanding in these subject areas. • Workshops for EYFS, KS1 & 2 SATS have also been run this year to illustrate expectations of the children in these year groups. Literacy and Numeracy skills classes led by Eagles Consultancy have been oversubscribed and very well attended by parents. As a result, end of key stage results indicate an upward trend for the third year running. Combined in reading, writing, maths (2016 26%,2017 52%,2018 66%) 	<p>Headstart assessment materials.</p>
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ii. Targeted support

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?	Cost
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<p><u>Social and Emotional</u> Barriers to learning for pupils eligible for PPG are identified and removed</p>	<p>Learning mentor Use of a behaviour tracking system</p> <p>Use of THRIVE programme to support the social/emotional/mental health needs of children eligible for PPG</p> <p>Use of external agencies :Educational Psychologist, Beacon Behaviour support and Primary School support to provide assessment and support for identified pupils.</p> <p>Funding of specific tuition that will enable a pupil to develop a talent and raise self-esteem</p> <p>Free access to Breakfast club at the start of the school day for all children</p> <p>Free access for range of after- school clubs to extend school day offered to all children-</p> <p>Improved attendance and punctuality</p>	<ul style="list-style-type: none"> • Enrichment beyond the curriculum enabled all children to be able to access extra curriculum activities for example Breakfast Club, Sports Clubs, Trips, Forest School and Year 6 residential. Feedback for the curriculum enrichment was very positive. Oasis Review Summer 18 “ The curriculum is exciting and meets the needs of all children.” • All children in Year 3 and Year 6 had access to learning a tuned instrument either Cornet or Dhol drumming • Additional keyboard music lessons have also been provided for those children in receipt of pupil premium • Children have had access to the school learning mentor. She has given tailored packages of support to help children established good relationships with each other and ensure routines in and outside classes are established ensuring that the children are more settled enabling them to access their learning. • All children have access to the THRIVE approach. They have received targeted support to help them re-engage with the teaching and learning in the classroom. They are all making progress within their targeted areas. • The use of the SLEUTH tracking system, has shown that there has been a gradual decrease in behavioural incidents over the year. • Attendance from R-Y6 is at the highest in 3 years (95.6 %), with an increase of 0.3% from 2016/17. Showing that initiatives invested this year to improve attendance, has been productive. Currently, whole school attendance for disadvantaged is 95.2% which is higher than 2017 (94.64%) • The gap between the disadvantaged (95.2%) and others (95.5%) is now closing. 	<p>All of the good practice implemented this year will continue to be embedded and improved next year.</p>	<p>£80000</p> <p><u>Total:£165000</u></p>
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3. Prior Year attainment

	17/18 Year 6 22 children		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP(school)</i>	<i>Pupils not eligible for PP(national)</i>
% achieving expected standard in reading, writing and maths Y6	64%	62 %	64%
% achieving higher standard in reading, writing and maths Y6	0%	3%	10%
% achieving expected standard in reading Y6	64 %	62%	75%
% achieving higher standard in reading Y6	14%	14%	28%
% achieving expected standard in writing Y6	86%	79%	78%
% achieving higher standard in writing Y6	5%	7%	20%
% achieving expected standard in maths Y6	82%	83%	76%
% achieving higher standard in maths Y6	18%	21%	24%
% achieving expected standard in GPS Y6	77%	76%	78%
% achieving higher standard in GPS Y6	27%	28%	34%
% achieving expected standard in reading Y2	62%	53%	76%
% achieving higher standard in reading Y2	8%	13%	25%
% achieving expected standard in writing Y2	62%	53%	68%
% achieving higher standard in writing Y2	8%	13%	16%
% achieving expected standard in maths Y2	54%	68%	75%
% achieving higher standard in maths Y2	40%	27%	13%
% achieving expected standard in phonics Y1	71%	71%	81%
% achieving expected standard in GLD	67%	72%	71%

4. Barriers to future attainment (for pupils eligible for PP, including high ability) Please refer to the EEF documents Teaching and Learning Toolkit, Families of schools database and Evaluation Tool and also the Pupil Premium Awards website

In-school barriers

A.	Speech and Language- oral language skills
B.	Children achieving greater depth or exceeding across all key stages
C.	Continue to raise standards Reading, Writing and Maths in KS1 & 2
D.	Raise standards in phonics so they are at least in line with national expectations
E.	Social and emotional barriers to learning

External barriers

F.	Attendance – also including PA and punctuality
G.	Parental engagement of children who are disadvantaged

5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>To increase the level of speaking and listening throughout the Academy</p> <ul style="list-style-type: none"> ➤ Intervention progress data ➤ ELG for CLL attainment tracking and progress in EYFS ➤ Speech and language TA 	<ul style="list-style-type: none"> ✓ For children with lower starting points (EYFS on entry) to be able to speak with confidence, in full sentences ✓ For parents and carers to be involved in the process and support the work at home that is done in the school ✓ % attaining CLL ELG is in line or above national average (with no gap for disadvantaged children)
B.	<p>Accelerate progress and raise attainment for most-able disadvantaged pupils in reading, writing and maths</p> <ul style="list-style-type: none"> ➤ Academic data ➤ Pupil views 	<ul style="list-style-type: none"> ✓ All most-able disadvantaged pupils (defined as those at GD or those just falling just below greater depth expectation, reach their true potential by the end of KS2- see academic targets for greater depth ✓ Leaders monitoring records of T & L (lessons and learning walks) evidence good or better progress in lessons for most-able disadvantaged

	<ul style="list-style-type: none"> ➤ Academic targets 2018/19 ➤ In-year assessment information 	<ul style="list-style-type: none"> ✓ Book scrutiny demonstrates that PP pupils rise to their teachers challenges explained during feedback, marking and challenges
C.	<p>Accelerate progress and continue to raise attainment for disadvantaged pupils in reading, writing and maths across the academy</p> <ul style="list-style-type: none"> ➤ Pupil views ➤ Academic targets for 18/19 ➤ In-year assessment information 	<ul style="list-style-type: none"> ✓ PP Children make better progress in reading so that their writing is influenced by this ✓ Children enjoy reading and can talk enthusiastically about a book that they are enjoying ✓ PP children achieve in line with non-PP children in reading, writing and maths across the academy ✓ The vast majority of pupil and parent surveys indicate that children at OAB are '<i>safe, happy and progressing well.</i>'
D.	<p>Increase the % attainment in phonics for disadvantaged pupils at the end of year 1, so they are in line with the national standard of 81 %</p> <ul style="list-style-type: none"> ➤ Pupil views ➤ Academic targets 18/19 <p>In-year assessment information</p>	<ul style="list-style-type: none"> ✓ % PP children achieve in line with national expectation in phonics at the end of year 1 ✓ Phonics is impacting on the children's progress in their reading ✓ Phonics is applied in the children's writing
E.	<p>Barriers to learning for disadvantaged pupils are identified and removed</p> <ul style="list-style-type: none"> ➤ In-year assessment information <p>Pupil views</p>	<ul style="list-style-type: none"> ✓ % PP children are making good or better progress and meeting ARE in reading, writing and mathematic ✓ Social and emotional needs of disadvantaged pupils are correctly identified and are being addressed in school
F.	<p>The attendance of PP pupils continues to improve so that it is in line with the national expectation (94.5%)</p> <ul style="list-style-type: none"> ➤ Weekly attendance & PA data analysis <p>In-year/week punctuality data</p>	<ul style="list-style-type: none"> ✓ Reduce the number of persistent absences from 10.5% to 8.3% (national expectations) ✓ Close the gap between disadvantaged and others ✓ Overall attendance is line with national expectations (96.1 %)

G.	<p>Greater parental engagement to support the disadvantaged children</p> <ul style="list-style-type: none"> ➤ Pastoral Team to continue to work with targeted families ➤ Provision of FREE after school clubs for targeted families ➤ Hub work on disadvantaged families 	<ul style="list-style-type: none"> ✓ Attendance at parents' evenings, curriculum workshops increases for the disadvantaged cohort ✓ Completion of homework by disadvantage children is consistent ✓ Families feel supported by the Academy and attend activities ✓ Parents engaging with Academy training in English and Maths
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6. Planned expenditure

Academic year **2018/19**

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

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP funding in addition?)
<p>To raise standards in R, W,M so a greater percentage of children in KS1 & 2 are at expected and greater depth Target: 75% Expected 25% Greater Depth</p>	<p>Use of new PiXLresources to support and accelerate learning with identified children across the academy to ensure they reach their true potential</p>	<p>The PiXL intervention had a positive outcome on the 2018 results.We will disseminate the PiXL approaches more widely across the academy</p>	<p>A greater, percentage of children in KS1 & 2 are at expected and greater depth in R,W,M 75% Expected 25% Greater Depth</p>	<p>ALT</p>	<p>At least twelve months in the first instance</p>	<p>£2000 total</p>

	Use of specialist intervention teacher to support R,W,M interventions	The use of a specialist teacher has been very successful this year in Year 2 and 6 for raising standards in reading, writing and maths in 2017/18			1 Year	£21000 Total
	Implement a programme to support the progression in Language Structures across the academy (Tower Hamlets	Programme has been used very successfully and had a positive impact on standards in Oasis Watermead in Sheffield (rated Outstanding by OFSTED)			To be ongoing after this academic year	£500 Total
	Maths Mastery approach to be used in Year 2 this year	Boulton researched MM and implemented this approach in 2017. It is now mandated by OCL. The mastery approach is taken to teaching maths so that there is a firm grounding in basic skills			To be ongoing after this academic year subject to impact of initiative at the end of year 2	£2160 Total
	To improve subject knowledge of teaching staff through training, development and use of up to date resources <ul style="list-style-type: none"> - Reading - Writing - Speaking and listening 	Focused CPD to needs of children and staff, feedback and support for all showed improvements in teaching quality in 2017/18. Consequently, pupils, including the disadvantaged, benefit from teaching that is now typically good or better.			To be ongoing after this academic year	£15000 Total

	<ul style="list-style-type: none"> - SPaG - Maths 	Improved academic outcomes in year 2 and 6 by July 2018.(Data analysis)				
	Small group targeted intervention to support pupil progress led by specialist TAs in KS1 & EYFS	EEF research advocate the use of teaching assistants to provide small group support and will have a positive impact on outcomes			To be ongoing after this academic year	£23000 Total
	New assessment resources to be used (Headstart resources) to assist in teaching	Headstart assessment materials are being used in this academic year by all Oasis Academies. Evidence suggests that the resources are a more effective way to support teacher assessment			To be reviewed after this academic year	£1200 Total
Increase the percentage of children achieving in the phonics screening so they are in line with national expectation (81%)	Staff to work alongside other colleagues in other successful academies to develop their phonic planning and delivery	Networking and sharing good practice is common practice across the Oasis Academies. EEF research advocate the use of collaborate learning to support school development and to up skill staff	Higher % of attainment in phonics for pupils in year 1, which is nearer to the national standard 81 %	ALT		£1500 Total
	Specialist phonics TA to deliver intervention for pupils	EEF research indicates that a fluid approach to targeted intervention has an increase in outcomes for children			To be ongoing after this academic year	£13000 Total

II Targeted Support

Issue identified	Action to be taken		Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP funding in addition?)
Ensure all children are able to achieve including SEND	Use of Educational Psychologist to provide assessment and support for identified pupils.	EEF suggest that Individual and small group targeted and precision teaching will aim to enable pupils eligible for the PPG to catch up and close the attainment gap between them and their peers		SENDCO	To be ongoing after this academic year	£2000 inc non PP funding
Increasingly more children coming into the academy with poor speech and language	Speech and language TA to work with children across the academy to implement WELCOME Speech and Language Programme	There are increasingly a number of children across the school with additional speech and language needs. NHS support is limited so we have trained a TA to support their needs. EEF research support small group work is more effective when staff are used that are highly trained			To be ongoing after this academic year	£2000 Total
	4 TA's to be ELKLAN trained to deliver speech and language programmes					
Continue to foster motivation for reading	Invest in reading support from Beanstalk (trained reading professionals)	To give a structured introduction to reading To develop and embed the love of reading within our academy for key disadvantaged pupils Impact shown for targeted children in 2017/18 at OAB Accelerated Reader is used widely in Oasis academies and has shown a positive impact on children's motivation for reading.	To increase the percentage of pp children achieving expected or above in reading by developing their interest in reading	ALT	To be ongoing after this academic year	£4080 Total
Continue to invest in Accelerated reader to promote the 'love of reading'						

	To support community links with school by employing a Hub Leader to co-ordinate community events around school life	Oasis ethos is to link community and learning. It has been proven to increase academic and emotional outcomes for all children	Strong community links support work of the academy and outcomes for the children		To be ongoing after this academic year	£7000 inc non- pp funding
	To provide basic support to families who are need eg bus passes and school uniform	Alleviated financial pressure on parents, has been instrumental in ensuring children are in school on a regular basis. (As our attendance data shows)			To be ongoing after this academic year	£500 Total
OAB needs to provide a broad and balanced curriculum that is tailored to the needs and interests of our children in order to secure positive learning outcomes.	To enhance the Academy's curriculum offer through: whole class music provision, Roots To Fruits gardening programme, Sport activities etc, Themed days and weeks to 'inspire' children and motivate learners. Range of free after school clubs.	We have seen that children learn so much better with first-hand experiences. Increased academic outcomes evidence this. Teachers will further extend curriculum enrichment and ensure equal access for disadvantaged pupils through the allocation of the PP grant.	There is a broad, balanced and rich curriculum which is meaningful and interesting for our children and secures positive learning outcomes.	ALT	To be ongoing after this academic year	£7000 Music £8000 RTF £3000 after school clubs £2000 sports £4000 Themed days/ inspire £2250 after School and lunchtimes Total
	To meet our aims of developing all pupils social, moral, social and cultural development (SMSC) we are committed to giving pupils relevant, cultural experiences, subsidising trips and visits as appropriate for disadvantaged pupils	OAB children have the opportunity to attend a range of educational visits and clubs throughout the year in including a residential in Year 6. The vast majority of these experiences are free or heavily subsidised, allowing disadvantaged children to attend			To be ongoing after this academic year	£6000 Residential /visits Total
	To ensure all children have access to breakfast in the morning and are in school on time, we offer a free Breakfast Club.	Many of the children in our academy attend Breakfast club in the morning. Feedback is that the children are then calm and relaxed and ready for learning.			To be ongoing after this academic year	£7313 Total

		This provision will be continued in 2018/19.			
	To provide an animal nurture group that all children can access	It has been proven by other Oasis Academies that the use of animals and caring for their physical and emotional needs, can have a profound impact on the children's emotional development and their readiness for learning.			To be ongoing after this academic year £3000

7. Additional detail

Oasis Academy Boulton is a 1 form entry primary school which serves a socio-economically deprived community in Birmingham. It is situated in an area of high deprivation and is in the 4th quintile for deprivation nationally. The majority of pupils are of different heritages, with over 41 different languages spoken throughout the academy. Over half of the academy have English as an additional language (78%) The proportion of students entitled to the Pupil Premium Grant has declined in recent years but is still above the National Average. (38%) Mobility of pupils is currently 14%