



Exceptional Education at the Heart of the Community

Pupil Premium Strategy Statement: 2020/21

1. Summary information					
Academy	Oasis Academy Byron				
Academic Year	2019/20	Total PP budget (2018/19)	£96,360	Date of most recent PP Review	Sept 2020
Total number of pupils in academy	203	Number of pupils eligible for PP % of pupils eligible for PP No.KS1 PP pupils No.KS2 PP pupils	60 30% 13 45	Date for next internal review of this strategy (termly)	Dec 2020
2. Review of expenditure					
Previous Academic Year	2019/20				
i. Quality of teaching for all					
Desired outcome	Chosen action/approach (reference EEF and others sources of evidence)	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned Will the strategy continue / change?	Cost	
Through intervention, accelerate disadvantaged pupil's progress in RWM.	To obtain PiXL to support and accelerate learning with identified children in Year 5 & 6 to ensure they reach their true potential.	The PiXL interventions were having a positive outcome on 2020 results The current Year 6 children's attainment is slightly below expected and requires additional support to ensure the children achieve at least in line with their peers. PP in Year 6 is 50% PP in Year 5 is 38%	Use of PiXL will be continued	£15,000	

		We will disseminate the PiXL approaches more widely across the academy		
To further basic skills of the younger children to meet / exceed EOY expectations.	Trained teaching assistant provision extended to enable specific interventions inside/outside of the school day for identified disadvantaged pupils. To embed Forest Schools in EYFS To develop the Technology ELG	Early identification and intervention in EY and KS1 has had a significant and lasting impact on attainment and progress for children. This is a sound investment of the PP grant. Forest Schools evidence indicates improved outcomes for all children especially the disadvantaged 100% children on track to attain expected in technology	Strategy to be continued	£7,000
To improve maths across the academy through the implementation of Maths Mastery	Maths Mastery is being implemented across the academy	Success criteria met: Feb 20 KS2 Mocks: Maths Expected PP 71% on track for target The mastery approach is taken to teaching maths so that there is a firm grounding in the basic skills	Strategy to be continued	£3,500
To develop reading skills at Key Stage 2	To implement the Herts for Learning KS2 Reading Fluency Project	Target group in Year progressed in reading from Autumn to Spring demonstrating an increase in stamina, accuracy, enjoyment, confidence and engagement. Feb 20 KS2 Mocks: Reading Expected PP 86% on track for above target	High cost intensive strategy alternative approach being taken to develop reading	£1,000
To develop phonics and vocabulary	Introduction of 'Storytime Phonics' in EYFS and KS1	Children on track to achieve target in the Year 1 screening test Monitoring indicated that children enjoyed learning phonics with real books and a multi-sensory approach	Strategy to be continued	£1,400
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 / change?	Cost

Diminish the gap in attainment for Y6, Y2 and Y1 PP pupils	To use additional specialist teachers for targeted teaching Additional School Direct staff in Years 1 and 5	Gap projected to remain at Year 1, KS1 and KS2 mainly due to other influencing factors Feb 20 KS2 Mocks indicated KS2 gaps on track to be less than national – in Reading and Maths PP to be above non PP	Strategy to be continued but reduction in specialist teachers due to funding	£15,000
To target pupils who have speech and language issues and accelerate their progress	Speech and language TA to work alongside NHS Speech therapist to implement devised programmes for children.	Speech and language input enables children with speech and language to be well supported in their learning	Strategy to be continued	£6,000

iii. Other approaches

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 / change?	Cost
To improve educational outcomes for all pupils at OAB. Notably to ensure vulnerable pupils' personal development and welfare needs are met	Procure the service of an educational psychologist Inclusion and safeguarding work through Deputy Principal	Success criteria met: Professional observations, assessments and reports were completed in a timely and meticulous way, enabling a fast response in 2019/20 and we are continuing with this approached in 2020/21	Strategy to be continued	£15,000
To increase attendance to meet the national average for primary schools To reduce persistence absence	Provision of additional time for attendance officer to drive attendance strategy including: -Regular meeting with families of disadvantaged pupils (and PA) -Increase % of home visits are undertaken Monitor consistent application of rewards, celebrations and sanctions	Success criteria on track: March 20 before lockdown 2019/20 attendance was above national at 96.4% Gap between PP children and none was 2.7% PA was 7.8%. Clear procedures and processes are in place for this to continue in 2020/21 and for attendance to be above National.	Strategy to be continued	£7,000

<p>To improve educational outcomes for all pupils at OAB through a broad and balanced curriculum which enriches student character Notably to ensure vulnerable pupils' personal development and welfare needs are met through our offer.</p>	<p>To enhance the Academy's curriculum offer through: steel pans, Sound Start music, theatre groups, Enabling Enterprise, IPC, Edible Playgrounds</p>	<p>Success criteria met: All children had opportunities to participate in a broad curriculum and no one was excluded due to financial circumstances. Feedback from children during the year was very positive</p>	<p>Strategy to be continued</p>	<p>£15,000</p>
<p>Remove barriers to learning for identified disadvantaged pupils - emotional and/ or behavioural issues</p>	<p>OAB to provide specific interventions for disadvantaged pupils and most-able disadvantaged pupils Involvement in Place2Be Mental Health Champions programme Development of ELSA and Lego Therapy</p>	<p>Success criteria met: Vulnerable children were enabled to be supported to access their learning through having access to targeted individual support programmes. Vulnerable children supported though lockdown with placement in school provision and twice weekly keeping in touch calls. Emotional support provided to children via ELSA during Summer 2 return to school programme</p>	<p>Strategy to be continued</p>	<p>£3,000</p>
<p>To ensure all pupils have equal access to our educational visit programme. Due to this, their learning is enriched and potential barriers (price) are removed. barrier</p>	<p>To meet our aim of developing all pupils social, moral, social and cultural development (SMSC) we are committed to giving pupils relevant, cultural experiences, subsidising visits and trips as appropriate for disadvantaged pupils.</p>	<p>Success criteria met: All children had access to all educational visits as financial barriers were removed. Residential visits did not take place due to Covid restrictions</p>	<p>Strategy to be continued</p>	<p>£7,000</p>
<p>To ensure Year 6 pupils have had breakfast during SATs week and are all in school on time.</p>	<p>To ensure that all Year 6 pupils have had a healthy breakfast before sit their SATs tests and that they come into school in a calm manner.</p>	<p>SATs did not take place</p>	<p>Strategy to be continued</p>	<p>£500</p>

3. Prior Year achievement						
Achievement for: 2019/20	All 2019	National 2019	Pupils eligible for PP Academy 2019	National 2019	Pupils not eligible for PP Academy 2019	National 2019
% achieving EXP or above in RWM combined KS2		65%		51%		71%
% achieving HS in RWM combined KS2		11%		5%		13%
% achieving EXP or above in reading KS2		73%		62%		78%
% achieving HS in reading KS2		27%		17%		31%
Progress score reading KS1-2						
% achieving EXP or above in writing KS2						
% achieving HS in writing KS2						
Progress score writing KS1 - 2						
% achieving EXP or above in maths KS2						
% achieving HS in maths KS2						
Progress score maths KS1 – 2						
% achieving EXP or above in reading Y2						
% achieving GD in reading Y2						
% achieving EXP or above in writing Y2						
% achieving GD in writing Y2						
% achieving EXP or above in maths Y2						

% achieving GD in maths Y2			
% achieving expected standard in phonics Y1			
% achieving expected standard in phonics by end Y2			
% achieving GLD EYFS			
% Attendance (March 20) % PA	96.4% 7.8%		
% FT Exclusion	0%	0%	0%
% In year movement			

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 (issues to be addressed in school, such as poor oral language skills)

A.	Social and emotional intelligence – link to Covid-19 Recovery Curriculum
B.	Low ambition and aspiration
C.	Diminishing the gap in Reading, Writing, Maths and GPS
D.	Speech and language – oral language skills
E.	Fewer PP children achieve greater depth or exceeding at KS1 and KS2

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

F.	Attendance also including PA and punctuality
G.	Lack of routine (sleep, food, homework)
H.	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.	Children communicate their feelings in a controlled way <ul style="list-style-type: none"> Vulnerable pupil checklist 	✓ The vast majority of pupil and parent surveys indicate children at OAB are 'safe, happy and progressing well'

	<ul style="list-style-type: none"> Behaviour data Pupil views In-year assessment information 	<ul style="list-style-type: none"> ✓ Children need less support in class time to resolve friendship issues ✓ Children confidently express what they don't like and what needs to be changed/EBI ✓ Leaders monitoring records of T&L (lessons and learning walks) evidence positive dispositions and attitudes of pupils
B.	<p>Children make expected or better attainment and talk with enthusiasm about their academic future.</p> <ul style="list-style-type: none"> Pupil views Academic data Visits log Academic targets for 2021 In-year assessment information 	<ul style="list-style-type: none"> ✓ The vast majority of pupil and parent survey indicate our children at <i>OAB are 'safe, happy and progressing well'</i> ✓ Children talk about their future with enthusiasm ✓ Children talk about academic targets with excitement ✓ Children set/attempt challenging targets ✓ Children speak ambitiously about their future at Secondary school and work. ✓ Children speak about what careers they would like experience further education visits ✓ Leaders monitoring records of T&L (lessons and learning walks) evidence good or better progress in all lessons, for all pupils including disadvantaged and the most-able disadvantaged
C.	<p>PP children's reading, writing, maths and GPS improves in line with non-pp children</p> <ul style="list-style-type: none"> Pupils views Academic targets for 2021 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 ✓ PP children can achieve well in spelling. The Y6 GPS target for 2021 is +/- the national average ✓ Children enjoy reading and can talk enthusiastically about a book they are enjoying ✓ PP children achieve in line with non-PP children in reading, writing, maths and GPS ✓ The vast majority of pupil and parent surveys indicate children at <i>OAB are 'safe, happy and progressing well'</i>
D.	<p>To increase the level of speaking and listening</p> <ul style="list-style-type: none"> Intervention programme progress data 'ELG for CLL attainment tracking and progress in EYFS Specialist 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 school. ✓ % attaining CLL ELG is +/- the national average with IRO 20% + exceeding (with no gap for disadvantaged children)
E.	<p>Accelerate progress and raise attainment for most- able disadvantaged pupils</p> <ul style="list-style-type: none"> Academic data Pupils views Academic targets for 2021 In-year assessment information 	<ul style="list-style-type: none"> ✓ All most-able disadvantaged pupils (defined as those at GD or those falling 'just below the greater depth expectation' in 2021 (or in 2016/17 those EXP+ at KS1) 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 the most-able disadvantaged ✓ Book scrutiny demonstrates that PP pupils rise to their teachers' challenges explained during feedback, marking and challenges
F.	<p>The attendance of PP pupils continues to improve</p> <ul style="list-style-type: none"> Weekly attendance & PA data analysis In-year/week punctuality data 	<ul style="list-style-type: none"> ✓ Reduce the number of persistent absentees among pupils eligible for PP so that EWO involvement is not be needed • Attendance for the children is at least in line with national average at 96% (meeting the EOY Oasis target)

G.	Embed effective learning habits for disadvantaged pupils <ul style="list-style-type: none"> • Pupil and parent survey outcomes • Leaders monitoring of teaching and learning quality • Weekly attendance and punctuality analysis • Exclusion and behaviour analysis 	<ul style="list-style-type: none"> ✓ The vast majority of targeted pupils attend breakfast club ✓ Any targeted support results in positive outcomes for the family. ✓ Leaders monitoring records of T&L (lessons, learning walks, progress in work books or folders) evidence good or better progress in all lessons, for all pupils including disadvantaged and the most-able disadvantaged ✓ Rates of FT exclusion remain low, with 0% Permanent sustained.
H.	Greater parental engagement to support disadvantaged children <ul style="list-style-type: none"> • Provision of Family Support Worker to work with targeted families (TBA) • Links with Children’s Centre • Hub work on disadvantaged families • Inclusion Manager support for families 	<ul style="list-style-type: none"> ✓ Attendance at parents’ evenings, parental workshops increases for the disadvantaged cohort ✓ Completion of homework by disadvantaged children is consistent ✓ Families feel supported by the FSW and able to attend activities ✓ Families are tracked and supported through transition

6. Planned expenditure

Academic year **2020 / 21** **PP allocation £ 88,209**

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

Intended outcome	Chosen action / approach Expected length of strategy	What is the evidence and rationale	How will you ensure it is implemented well?	Staff lead	Expected length of strategy When will this be reviewed?	Costs
Through intervention, accelerate disadvantaged pupil’s progress in RWM.	To obtain PiXL to support and accelerate learning with identified children in Year 5 & 6 to ensure they reach their true potential.	The PiXL intervention had a positive outcome on 2018 results The current Year 6 children’s attainment is slightly below expected and requires additional support to ensure the children achieve at least in line with their peers. PP in Year 6 is 63% PP in Year 5 is 57% We will disseminate the PiXL approaches more widely across the academy	<ul style="list-style-type: none"> • This will be monitored through our PiXL lead and how the PLCs are being completed. • It will also be monitored through in-year data. • Monitoring impact of teaching on learning (lesson observations, book looks, learning walks and half termly summative assessment strategy) • Release for Raising Standards Leader to work with Year 6 	JN/CW	All year Reviewed termly	£15,000

To further basic skills of the younger children to meet / exceed EOY expectations.	Trained teaching assistant provision extended to enable specific interventions inside/outside of the school day for identified disadvantaged pupils. To embed Forest Schools in EYFS	Early identification and intervention in EY and KS1 has had a significant and lasting impact on attainment and progress for children. This is a sound investment of the PP grant. Forest Schools evidence indicates improved outcomes for all children especially the disadvantaged	<ul style="list-style-type: none"> • Interventions to be tracked and monitored. • Attendance logs. • Pupil, staff and parent surveys • Monitoring impact of teaching on learning (lesson observations, book looks, learning walks and half termly summative assessment strategy) 	JS/CW	All year Reviewed termly	£7,000
To improve maths across the academy through the implementation of Maths Mastery	Maths Mastery is being implemented across the academy	Byron researched MM and implemented this approach 4 years ago. It is now mandated by OCL. The mastery approach is taken to teaching maths so that there is a firm grounding in the basic skills	<ul style="list-style-type: none"> • This will be monitored through our MML and link MML • It will also be monitored through in-year data. • Monitoring impact of teaching on learning (lesson observations, book looks, learning walks and half termly summative assessment strategy) 	AMS/CW	All year Reviewed termly	£3,500
To develop reading skills at Key Stage 2	To introduce Accelerated Reader	This will provide structured support to develop childrens reading from Year 1 – 6 It will provide children at home with access to a digital library so that learning can continue at home in case of additional lockdowns	<ul style="list-style-type: none"> • STAR Reading ages • Intervention tracked and monitor • Assessments in reading • Progress meetings • Feedback from children 	JM/JN/CW	Autumn Term Reviewed	£2,890
To ensure that all teaching is effective and staff have access to high quality professional development	Quality professional development for staff involving coaching, mentoring and providing time and space to ensure that subject leaders have whole school influence	Evidence based research and the EEF tiered approach shows that a key strategy to ensure effective teaching is through professional development, training and support and recruitment and retention	<ul style="list-style-type: none"> • Coaching and mentoring using Oasis Powerful Action Steps • Support for Teach First students • Professional development time for subject leaders • Retention of staff 	CW/JN	Reviewed termly	£5,000

ii Targeted support

Intended outcome	Chosen action / approach	What is the evidence and rationale	How will you ensure it is implemented well?	Staff lead	Expected length of strategy When will this be reviewed?	Costs
Diminish the gap in attainment for Y6, Y2 and Y1 PP pupils	To use additional specialist teachers for targeted teaching Additional School Direct staff in Year 6	Evidence has indicated that a fluid approach to targeted intervention has an increase in outcomes for children	<ul style="list-style-type: none"> Monitoring impact of teaching on learning (lesson observations, book looks, learning walks and half termly summative assessment strategy) RD & MST reviews 	JN/CW	All year Reviewed termly	£5,000
To target pupils who have speech and language issues and accelerate their progress	Speech and language TA to work alongside NHS Speech therapist to implement devised programmes for children.	There are a number of children who enter Reception or other year groups with additional speech and language needs. NHS support is inadequate and so we have trained a TA to support the therapist's work.	<ul style="list-style-type: none"> Monitoring impact of teaching and learning (lesson observations, book looks, learning walks and half termly summative data) RD and MST reviews 	TV	All year Reviewed termly	£6,000

iii Whole school strategies

Intended outcome	Chosen action and approach	What is the evidence and rationale	How will you ensure it is implemented well?	Staff lead	Expected length of strategy When will this be reviewed?	Costs
To improve educational outcomes for all pupils at OAB. Notably to ensure vulnerable pupils' personal development and welfare needs are met	Procure the service of an educational psychologist Inclusion and safeguarding work through Inclusion Lead and DSL	This allocation of fund enabled professional observations, assessments and reports to be completed in a timely and meticulous way, enabling faster response in 2019/18 and we are continuing with this approached in 2019/20	<ul style="list-style-type: none"> Children with additional needs are identified and strategies put in place to support them. If they are not working, professionals will decide on next steps. Pupil, staff and parent surveys Monitoring impact of teaching on learning for vulnerable pupils (lesson observations, book looks, learning walks and half termly summative assessment strategy) 	TV/CW	All year Reviewed termly	£15,000
To increase attendance to meet	Provision of additional time for attendance officer to drive	In 2019/20 (March 20) attendance was 96.4% overall. Gap between PP	<ul style="list-style-type: none"> OCL KPI return Fortnightly meeting notes with 	CW/JN/TH	All year Reviewed termly	£7,000

<p>the national average for primary schools To reduce persistence absence</p>	<p>attendance strategy including: -Regular meeting with families of disadvantaged pupils (and PA) -Increase % of home visits are undertaken Monitor consistent application of rewards, celebrations and sanctions</p>	<p>children and none PP children was 2.7% Clear procedures and processes are in place for this to continue in 2020/21 and for attendance to continue to be above National.</p>	<p>EWO</p> <ul style="list-style-type: none"> • Weekly meeting with the attendance officer. • Pupil, staff and parent surveys • RD & MST reviews 			
<p>To improve educational outcomes for all pupils at OAB through a board and balanced curriculum which enriches student character Notably to ensure vulnerable pupils' personal development and welfare needs are met through our offer.</p>	<p>To enhance the Academy's curriculum offer through: steel pans, music, theatre groups, Enabling Enterprise, IPC, Edible Playgrounds Implementation of a Recovery Curriculum in September 20 to ensure that children returning to school are able to access the curriculum and feel supported</p>	<p>We have seen that the 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 allocation of the PP grant. Aspiration and enterprise related skills through provision of an enterprise programme with related skills Evidence indicates that children will need to time to adjust to routines and learning in school</p>	<ul style="list-style-type: none"> • Pupil, staff and parent surveys • Monitoring impact of teaching on learning (lesson observations, book looks, learning walks and half termly summative assessment strategy) • RD & MST reviews • Recovery Curriculum devised and shared with staff based on work by Barry Carpenter 	SLT	All year Reviewed termly	£10,000
<p>Remove barriers to learning for identified disadvantaged pupils - emotional and/ or behavioural issues</p>	<p>OAB to provide specific interventions for disadvantaged pupils and most-able disadvantaged pupils Mindfulness Training for staff</p>	<p>Vulnerable children have specific programmes to address emotional and behavioural issues – Draw and Talk, Lego therapy Wider impact is also seen by the provision e.g. the learning mentor teaches PSHE alongside teachers to ensure that a consistent message is given. At lunchtime, a TA provides Cool Club for our quieter children. We are going to continue this provision to continue to have a decrease in behaviour log incidents.</p>	<ul style="list-style-type: none"> • Vulnerable check list • Behaviour log data • Termly report from the counsellor • Internal data 	TV	All year Reviewed termly	£4,500

		September INSET 2020 Mindfulness Workshop for staff to help support children when they return to school after Lockdown and as part of the Recovery Curriculum				
To ensure all pupils have equal access to our educational visit programme. Due to this, their learning is enriched and potential barriers (price) are removed. barrier	To meet our aim of developing all pupils social, moral, social and cultural development (SMSC) we are committed to giving pupils relevant, cultural experiences, subsidising visits and trips as appropriate for disadvantaged pupils.	Byron children have the opportunity to attend a range of educational visits throughout the year including a residential in Year 5/6 and in Year 4 The vast majority of clubs are free enabling disadvantaged children to attend and has allowed us to target disadvantaged children	<ul style="list-style-type: none"> Record of visits. Internal data. 	SLT	All year Reviewed termly	£7,000
To ensure Year 6 pupils have had breakfast during SATs week and are all in school on time.	To ensure that all Year 6 pupils have had a healthy breakfast before sit their SATs tests and that they come into school in a calm manner.	In 2018/19 there was 100% attendance for breakfast. Pupil feedback was that they felt calm and relaxed. High adult ratio allowed us to focus on supporting vulnerable and disadvantage pupils. This provision will be continued in 2020/21	<ul style="list-style-type: none"> Attendance record Pupil voice 	JN	All year Reviewed termly	£320