



Exceptional Education at the Heart of the Community



Pupil premium strategy statement: 2018/19

1. Summary information					
School	Oasis Academy Byron				
Academic Year	2017/18	Total PP budget (2017/18)	£145,780	Date of most recent PP Review	Sept 2018
Total number of pupils	245	Number of pupils eligible for PP	105(43%)	Date for next internal review of this strategy	January 2019

2. Review of expenditure	
Previous Academic Year	2017-18

The impact of the PPG is measured in the form of individual attainment, achievement, social and emotional gains. For 2017/18 the impact was:

Attainment and achievement

- In Reception 82% of disadvantaged children achieved a Good Level of Development and all made very good progress from their starting points
- In Year 1 89% of children passed the Year 1 Phonics screening check and this is above national average for 2017 (81%). Disadvantaged children (89%) performed better than 2017 national average (84%). Boys and girls both achieved 77% and 100% respectively, which is higher than national figures.
- By the end of Year 2, 88% of disadvantaged children had achieved the Phonics check (82% nationally) which was higher than the overall national level of 81% for all children.
- At KS1 the gap between the attainment of disadvantaged children at the expected level and other pupils was in line with the previous year in reading, writing and maths. Combined attainment in reading, writing and maths for disadvantaged children was 63% and was above the national 2017 figure (60%)
- KS1 attainment in reading was above the national 2017 value and disadvantaged children were above the national other 2017 value.
- At the end of KS2 Byron disadvantaged children attained better than national disadvantaged children (2017) in all subject areas.
- At Key Stage 2 progress measures for disadvantaged children were significantly higher than all children nationally placing them in the top 20% of the country for reading, writing and maths.
- In maths, reading and grammar, punctuation and spelling the average scaled scores of disadvantaged children were higher than the national average scaled scores.

- Across Key Stage 2 in all year groups the majority of Pupil Premium (FSM) children made expected or better progress in reading, writing and maths

Social and Emotional

- The gap between the attendance of Byron PP children and non PP children narrowed from 1.8% in 2017 to 1.5% in 2018 (2015 national figure of 1.9%)
- Enrichment beyond the curriculum enabled all children to be able to access extra curriculum activities for example Breakfast Club, Sports Clubs, Trips, Year 4 residential and the PGL trip – feedback for the curriculum enrichment was very positive.
- 75% of all children attended clubs and 85% of disadvantaged children attended at least one club.
- All children in Year 3 had access to learning a tuned instrument through taking part in Soundstart
- Children accessing the Nuture intervention mainly established good relationships with each other and afternoons were more settled enabling them to access their learning.
- 100% attendance at the Year 6 SAT breakfast and pupil feedback was that they felt calm and relaxed.
- Positive feedback on children’s aspirations during Ofsted due to input on growth mindset and attitudes to learning.

Key Stage 2 2017/18 progress measure from end of KS1 to end of KS2

The progress measure is the progress of each pupil in relation to the progress of all pupils nationally with similar attainment levels at KS1 - it is based around 0.0 so above 0.0 represents positive value added and below 0.0 is negative value added. In reading values above 1.7 are in the top 25% in the country (4.0 – top 5%), in maths values above 1.7 are in the top 25% in the country (4.1 – top 5%) and in writing values above 1.5 are in the top 25% in the country (3.5 – top 5%).

Subject	All children	Disadvantaged children	Non- disadvantaged children
Reading	3.4	3.8	2.6
Writing	2.5	2.6	2.3
Maths	4.0	3.9	4.2

Key Stage 2 2016/17 average scaled scores

To reach the expected standard a pupil must have a scaled score of 100 or more. National 2018 scores are in brackets.

Subject	All children	Disadvantaged children	Non- disadvantaged children
Reading	108 (105)	107.7	109.0
Grammar, punctuation and spelling	110 (106)	110.1	109.6
Maths	108 (104)	107.2	108.6

3. Prior Year attainment

Attainment for Year 6 2017/18	Pupils eligible for PP	Pupils not eligible for PP
% achieving expected standard or above in Reading, Writing and Maths - combined	90	89
% achieving expected standard or above in Reading	93	89
% achieving expected standard or above in Writing	90	89
% achieving expected standard or above in Maths	97	89
% achieving expected standard or above in GPS	100	89

4. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers

A.	Social and emotional intelligence	
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 across all key stages	
External barriers		
F.	Attendance also including PA and punctuality	
G.	Lack of routine (sleep, food, homework,)	
H.	Parental engagement of children who are disadvantaged	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Children communicate their feelings in a controlled way</p> <ul style="list-style-type: none"> • Vulnerable pupil checklist • Behaviour data • Pupil views • In-year assessment information 	<ul style="list-style-type: none"> ✓ The vast majority of pupil and parent surveys indicate children at OAB are 'safe, happy and progressing well' ✓ 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 2018 • In-year assessment information 	<ul style="list-style-type: none"> ✓ The vast majority of pupil and parent survey indicate our children at OAB are 'safe, happy and progressing well' ✓ 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 2018 • In-year assessment information • 2018 Annalysing School Performance 	<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 2019 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 OAB are 'safe, happy and progressing well'

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 2018 • In-year assessment information • 2018 Analysing School Performance 	<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 2018 (or in 2014/15 those at L2A/3 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 needed ✓ Attendance for the children is at least in line with national average at 96% (meeting the EOY Oasis target)
G.	<p>Embed effective learning habits for disadvantaged pupils</p> <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.	<p>Greater parental engagement to support disadvantaged children</p> <ul style="list-style-type: none"> • Provision of Family Support Worker to work with targeted families • Provision of after school club for targeted families • 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

5. Planned expenditure

Academic year	2018/19	Total PP budget 2018/19	£128,500
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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	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.	<p>The PiXL intervention had a positive outcome on 2018 results</p> <p>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.</p> <p>PP in Year 6 is 63%</p> <p>PP in Year 5 is 57%</p> <p>We will disseminate the PiXL approaches more widely across the academy</p>	<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) 	JN/CW	£20,000
To further basic skills of the younger children to meet / exceed EOY expectations.	<p>Trained teaching assistant provision extended to enable specific interventions inside/outside of the school day for identified disadvantaged pupils.</p> <p>To embed Forest Schools in EYFS</p> <p>To develop the Technology ELG</p>	<p>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.</p> <p>Forest Schools evidence indicates improved outcomes for all children especially the disadvantaged</p> <p>EYFS moderation indicated need for wider technology access in EYFS</p>	<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	£15,000
To improve maths across the academy through the implementation of Maths Mastery	Maths Mastery is being implemented across the academy	<p>Byron researched MM and implemented this approach 3 years ago. It is now mandated by OCL.</p> <p>The mastery approach is taken to teaching maths so that there is a firm grounding in the basic skills</p>	<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	£3,500

To improve subject knowledge of teaching staff through training and development	Staff training internal and external will be underpinned by a audit of skills, subject knowledge and the ADP.	Lesson observation, assessment information and book scrutiny showed improvements in teaching quality. Consequently, pupils, including the disadvantaged most able now benefit from teaching that is typically good or better.	<ul style="list-style-type: none"> An individual teacher CPD program. Staff survey. Monitoring impact of teaching on learning over time (lesson observations, book looks, learning walks and half termly summative assessment) 	CW/SS /JN	£6,000
To develop a love of reading through increased provision of trained reading professionals.	Purchase reading support from Beanstalk.	To give a structured introduction to reading. To develop and embed this love of reading within our academy for key disadvantage pupils.	<ul style="list-style-type: none"> Monitored by RV. Academic data. 	SS	£1,000

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	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	Evidence has indicated that a fluid approach to targeted intervention has a n 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 	CW/JN	£20,000
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 	SS	£6,000

ii. 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	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	This allocation of fund enabled professional observations, assessments and reports to be completed in a timely and meticulous way, enabling faster response in 2017/18 and we are continuing with this approached in 2018/19	<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) 	SS	£15,500

To improve parental subject knowledge and further embed the academy's ethos by offering training in a range of curriculum subjects.	To provide parental training across the academy. To provide basic resource packs for parents to support home learning	Training will continue in 2018/19 upskilled parents in phonics, mathematical written calculations, SATs meetings. Accelerated progress needs to continue and parental support at home contributes to this.	<ul style="list-style-type: none"> List of workshops Ofsted parent view 	SLT	£2,000
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	In 2017/18 attendance was 96.2% overall. Gap between PP children and none PP children was 1.5% Clear procedures and processes are in place for this to continue in 2018/19 and for attendance to be above National.	<ul style="list-style-type: none"> OCL KPI return Fortnightly meeting notes with EWO Weekly meeting with the attendance officer. Pupil, staff and parent surveys RD & MST reviews 	CW/S S/TH	£7,000
To ensure that targeted families feel supported and have the opportunity to engage with the academy	Procurement of a Family Support Worker to support families with attendance and other family issues	Families can be reluctant to engage with 'school' staff and a FSW can provide invaluable support to vulnerable families. An after school club with a meal provides an opportunity for families to come together in an informal environment.	<ul style="list-style-type: none"> Attendance at targeted after school club Reduced absence for targeted children 	SS	£6,500
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.	To enhance the Academy's curriculum offer through: steel pans, music, theatre groups, Enabling Enterprise, IPC, Prince William Award, Shakespeare in Schools, Edible Playgrounds	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	<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 	SLT	£15,000
Remove barriers to learning for identified disadvantaged pupils - emotional and/or behavioural issues	OAB to provide specific interventions for disadvantaged pupils and most-able disadvantaged pupils Involvement in Place2Be Mental Health Champions programme	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.	<ul style="list-style-type: none"> Vulnerable check list Behaviour log data Termly report from the counsellor Internal data 	SS	£3,000

<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>Byron children have the opportunity to attend a range of educational visits throughout the year including a residential in Year 5/6</p> <p>The vast majority of clubs are free enabling disadvantaged children to attend and has allowed us to target disadvantaged children</p>	<ul style="list-style-type: none"> Record of visits. Internal data. 	<p>SF</p>	<p>£7,000</p>
<p>To ensure equal access to a clean, good condition OAB uniform – in line with the academy policy and home/school agreement</p>	<p>To provide uniform to those that need it. This goes some way towards masking some of the inequalities that exist and can enhance self-esteem.</p> <p>This has a direct positive impact on the individual's capacity to access learning and to achieve.</p>	<p>Disadvantaged pupils are provided with school uniform when there is need due to the PP fund allocation.</p> <p>Due to this, equalities were addressed; each pupil was able to wear the OAB uniform with pride, in line with our policy and to meet the requirements set out in our home school agreement.</p>	<ul style="list-style-type: none"> Liaise with class teachers, learning mentor and admin staff. Pupil, staff and parent surveys Monitoring impact of teaching on learning attitudes RD & MST reviews 	<p>CW/M F/TH/ SS</p>	<p>£500</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>In 2017/18 there was 100% attendance for breakfast. Pupil feedback was that they felt calm and relaxed.</p> <p>High adult ratio allowed us to focus on supporting vulnerable and disadvantage pupils. This provision will be continued in 2017/18</p>	<ul style="list-style-type: none"> Attendance record Pupil voice 	<p>SB</p>	<p>£500</p>

