

Pupil Premium Strategy Statement:

1. Summary information																							
School	Oasis Academy Nunsthorpe																						
Academic Year	2018/19	Total PP budget	£340,560	Date of most recent PP Review																			
Total number of pupils	444	Number of pupils eligible for PP	264	Date for next internal review of this strategy	January 2019																		
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																			
<p>To enable PP children to reach national targets and to narrow the gap.</p> <p>To enable gifted and talented PP children to be challenged appropriately.</p>	<p>Specialist curriculum interventions and resources in school.</p> <p>Subsidised support for curriculum enrichment programmes</p> <p>Resources for home – reading books</p>	<p>Strategies employed narrowed the in-school gap between disadvantaged and non-disadvantaged pupils from the previous year, at the same time as raising attainment for all:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="3">KS2 outcomes for disadvantaged children between 2016-2017 and 2017-2018</th> </tr> <tr> <th></th> <th>Attainment increased by</th> <th>In-house gap narrowed by</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>+13pp</td> <td>+16pp</td> </tr> <tr> <td>Writing</td> <td>+17pp</td> <td>+29pp</td> </tr> <tr> <td>Maths</td> <td>+12pp</td> <td>+15pp</td> </tr> <tr> <td>Combined</td> <td>+18pp</td> <td>+12pp</td> </tr> </tbody> </table>	KS2 outcomes for disadvantaged children between 2016-2017 and 2017-2018				Attainment increased by	In-house gap narrowed by	Reading	+13pp	+16pp	Writing	+17pp	+29pp	Maths	+12pp	+15pp	Combined	+18pp	+12pp	<p>PiXL Intervention approach will be continued with continued forensic analysis of the data to ensure impact in Y6, to be implemented in Y5 and Y2 by November, and to be implemented in Y3 and Y4 this year.</p> <p>Minimal gaps in school between Disadvantaged and Non-Disadvantaged children. All children in school below National.</p> <p>Current Disadvantaged data: current Y6 disadvantaged is 71% current Y2 disadvantaged is 55% current Y1 disadvantaged is 39% current EYFS disadvantaged is 7%</p> <p>SENCO monitors all SEN interventions against small steps document and intervention baselines. School SEN at 22.7% (National is 14.6%) with all SEN cycles at 26%</p> <p>60% of SEN children are also PP</p> <p>Some writing based interventions in Y5 have not had impact. After assessment, phonics interventions have</p>	<p>£75,000</p>	
KS2 outcomes for disadvantaged children between 2016-2017 and 2017-2018																							
	Attainment increased by	In-house gap narrowed by																					
Reading	+13pp	+16pp																					
Writing	+17pp	+29pp																					
Maths	+12pp	+15pp																					
Combined	+18pp	+12pp																					

		<table border="1"> <tr> <td colspan="3">KS1 outcomes for disadvantaged children between 2016-2017 and 2017-2018</td> </tr> <tr> <td></td> <td>Attainment increased by</td> <td>In-house gap narrowed by</td> </tr> <tr> <td>Reading</td> <td>+8pp</td> <td>+14pp</td> </tr> <tr> <td>Writing</td> <td>+5pp</td> <td>+5pp</td> </tr> <tr> <td>Maths</td> <td>+22pp</td> <td>+16pp</td> </tr> </table>	KS1 outcomes for disadvantaged children between 2016-2017 and 2017-2018				Attainment increased by	In-house gap narrowed by	Reading	+8pp	+14pp	Writing	+5pp	+5pp	Maths	+22pp	+16pp	<p>been put in place, as well as a story-based approach to writing to enhance creativity.</p> <p>G and T PP children: More Able writers days and More able Maths days have been hosted in school.</p> <p>Reading books given; some of our families have no books at home. This will be continued. At Christmas, PP children received 3 books, whereas non-PP children received 1 book.</p>	
KS1 outcomes for disadvantaged children between 2016-2017 and 2017-2018																			
	Attainment increased by	In-house gap narrowed by																	
Reading	+8pp	+14pp																	
Writing	+5pp	+5pp																	
Maths	+22pp	+16pp																	
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															
<p>To provide nurture and support for vulnerable children and their families.</p> <p>To close the gap and ensure equality in enrichment activity.</p>	<p>Pastoral Team to provide nurture for targeted vulnerable students (those experiencing DV, bereavement, neglect, and physical, emotional or other abuse in the home or community) and to co-ordinate professional services for children and families.</p>	<p>Learning Mentors and Pastoral team provide nurture and support. Nurture Groups for specified vulnerable children.</p> <p>Pastoral team co-ordinate professional service and support parents and families.</p> <p>Financial support provided for all trips/events/visits to PP children. Subsidies enabled all children to take part in all trips, thus ensuring equality for PP children in curriculum enrichment programmes. Also, without the subsidies, it is highly unlikely that the trips/visitors to school would take place at all.</p>	<p>Continue because vulnerable children are more likely to stay and be in school.</p> <p>Continue to provide family support and co-ordinate professional services.</p> <p>Continue to subsidise trips/event/visits for PP children.</p> <p>In school enrichment</p>	<p>£29,820</p> <p>£10,000</p> <p>£22,740</p>															
<p>To close the gap and ensure equality in enrichment activity.</p>	<p>To provide off-site visits, extra-curricular activities and holiday clubs, half-term, summer clubs, transport subsidies and coach trips for families to regional places of interest.</p>	<p>Successful uptake of holiday clubs/trips/half-term activities.</p> <p>After-school clubs</p>	<p>Continue with holiday clubs/trips/activities to places of local interest.</p> <p>Continue with After-school clubs</p>	<p>£1,000</p> <p>£2,000</p>															

3. Prior Year attainment		
Attainment for: 2017-2018 (pupils) Whole school	Pupils eligible for PP	Pupils not eligible for PP
Achieving expected standard or above in reading, writing and maths Y6	53%	70%
Achieving expected standard or above in reading Y6	58%	70%
Achieving expected standard or above in writing Y6	68%	70%
Achieving expected standard or above in maths Y6	61%	70%
Achieving expected standard or above in reading Y2	63%	62%
Achieving expected standard or above in writing Y2	49%	66%
Achieving expected standard or above in maths Y2	76%	79%
Achieving expected standard or above in phonics Y1	60%	74%
Achieving expected standard or above in GLD	40%	48%
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.	Writing – particular focus on Handwriting, Spelling and middle prior attainers	
B.	Pupil resilience	
C.	Ability to access greater depth learning	
External barriers		
D.	Parental neglect	
E.	A high number of children live or have lived within a domestic abuse household	

5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils achieve well	All children to make good progress from their start point, and where possible, meet expected standard for their year group.
B.	Continue to raise pupil self-esteem	Reduction in behavioural incidents for targeted PP children, weekly behaviour analysis reports. Behaviour for Learning to show impact on self-esteem.
C.	Continue to increase the percentage more able PP pupils achieve greater depth	PP pupils who achieved level 3 or a scaled 110 are expected to achieve greater depth

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?)
Diminish the difference between achievement and attainment of our disadvantaged and non-disadvantaged pupils, bringing them closer to national standards	Developing critique approach to learning throughout the school.	We know that our PP children have less stamina and resilience than others do. The critique approach will build children's self-awareness and resilience in the face of higher standards and expectations.	Work with key year groups. Use baseline data/ learning behaviour assessment Implement critique strategies Observe lessons Review data.	SLT & Middle leaders	Ongoing updates. Final review July 2019	£5000

	Improving the science provision in the classroom	Our pupils enter school with less usable vocabulary than in more affluent areas. We will use increased science lessons to increase the children's noun specific vocabulary. Our high levels of PP children across the school means that a whole	Science coordinator to monitor Curriculum lead to monitor work in books Assessment at year 2 and year 6	SLT & Middle leaders	Ongoing updates. Final review July 2019	£5000
	Moving selected teachers to outstanding practice	The teaching throughout the academy has moved largely from inadequate and RI to Good. Now we need to move teachers towards outstanding practice.	Lesson observations Data and Pupil progress meetings	SLT & Middle leaders	Ongoing updates. Final review July 2019	£10,000
	To create a culture of committed Behaviour for Learning	Our PP pupils behave well. Now we need to create committed, resilient, self-motivated learners https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/	Work with key year groups. Use baseline data/ learning behaviour assessment Implement critique strategies Observe lessons Review data.	Behaviour Manager	Ongoing updates. Final review July 2019	£10,000

	Improved provision for the teaching curriculum.	In schools in disadvantaged areas, there is a tendency to over-rely on maths and literacy to improve standards. We aim to deliver a computer curriculum that will add value to what the children can already do as digital natives. In doing this, we are preparing our children to enter a world better equipped with skills relevant to the world of employment.	CPD and Curriculum coordinator to monitor training and provision in class.	SLT & Middle leaders	Ongoing updates. Final review July 2019	£10,000
--	-------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------	----------------------	-----------------------------------------	---------

ii Targeted support

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?)
Diminish the difference between achievement & attainment of our disadvantaged and non-disadvantaged pupils, bringing them closer to national standards	<p><u>Targeting Cohort Needs</u></p> <p>ALT and ML analyse data at every collection point and address the most pressing needs for each cohort's PP children</p>	<p>Raising the attainment of PP readers in Y4 last year was successful due to the focus on the needs of a specific cohort. Y4 PP boy readers were low attaining and had no interest in reading, due to a shortage of relevant hi/low reading books. These were then chosen with the specific children's interests in mind</p>	<p>Middle Leaders will ensure that provision for reading, writing and maths takes into account the needs of each cohort and takes specific actions to diminish differences in outcomes</p>	ALT	Ongoing updates. Final review July 2019	£25,000
	<p><u>Increased Pastoral Support</u></p> <p>Recruitment of a Forest School Lead to improve the overall curriculum offer and also target PP pupils for extra support</p>	<p>Children enter our academy with low muscle tone and poor speech, language and listening skills due to a lack of outdoor play and a reliance on technology. We also aim to improve our students' mental health in order to help them focus and concentrate in the classroom</p>	<p>Selina Witts, Deputy, will oversee Forest School Provision. PP pupils who need extra support will be identified through Pupil Progress Meetings. The PP Champion will monitor outcomes</p>	ALT	Ongoing updates. Final review July 2019	£40,000

iii Whole school strategies

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?)
Diminish the difference between achievement and attainment of our disadvantaged and non-disadvantaged pupils, bringing them closer to national standards	<p><u>Complex Needs Register</u></p> <p>Tracking and support is individualised, aimed at breaking cycles and ensuring the needs of the whole child are met</p>	Many of our PP children have complex needs (recognised by HMI, September 2017) that form complicated barriers to learning. We want to make sure that our support is targeted to address the need of the whole child: working on one barrier to learning in isolation has not had sufficient impact in the past	Complex needs students will be identified by the overlap between PP, SEN, behavioural, pastoral, attendance and family needs. Support will be allocated by ALT and the impact tracked by PP Champion through triangulation	ALT	Ongoing updates. Final review July 2019	£20,000
	<p><u>Targeted Pupil Progress Meetings</u></p> <p>Pupil Progress Meetings will be attended by all members of staff who offer support to individual PP children, through the complex needs agenda. This means that immediate plans can be drawn up for relevant and timely intervention.</p>	Interventions in the past have been mostly reactive and have often addressed only one of many barriers. A 'team around the child' approach means that everybody involved in the support network for an individual will know and understand each other's roles and be able to offer immediate support.	Staff at Pupil Progress Meetings will make instant decisions regarding intervention, the impact of which will be monitored by the PP Champion	ALT	Ongoing updates. Final review July 2019	£40,000
	<p><u>Improved Curriculum Offer</u></p>	Our academy serves one of the most deprived areas in the country (HMI, September 2017) with high levels of domestic violence and anti-social behaviour. Many of our children are vulnerable to external pressures (grooming, criminality, family	Selina Witts, Deputy, will ensure that provision remains focused and is reflected in outcomes	ALT	Ongoing updates. Final review July 2019	£35,000

	<p>A new curriculum has been designed that is specifically focused on addressing the needs of pupils living in our community, and is intended to break cycles</p>	<p>feuds, low aspirations) and do not express themselves freely (particularly girls). Our curriculum includes:</p> <ul style="list-style-type: none"> • Forest School Provision to aid mental health and develop low muscle tone • Big Talk (Sex & Relationships from Nursery-Y6) to enable our pupils to keep themselves safe • Increased Science provision that widens pupils' experiences 				
					<p>TOTAL COST</p>	<p>£340,560</p>

7. Additional detail

The large majority of our pupils (60%) are in receipt of PP funding. These figures are higher further up in the school; the UFSM agenda means our parents do not always apply for PP funding until Y2. We target every new starter to the school with PP application forms, with Learning Mentor support to complete them.