



Exceptional Education at the Heart of the Community

Pupil premium strategy statement:

1. Summary information					
School	Oasis Academy Longmeadow				
Academic Year	2017/18	Total PP budget	£79,080	Date of most recent PP Review	Sept 2017
Total number of pupils	161	Number of pupils eligible for PP	57	Date for next internal review of this strategy	Sept 2018

2. 2016-17 outcomes for PP students		
Attainment for: 2016-2017	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school/national Y6)
GLD	25%	73%
Phonics	36%	82%
KS1 (RWM)	R 44% W 33% M 33%	R 30% W 30% M 30%
KS2 (RWM)	29%	50%
KS2 GPS	29%	50%

3. Review of expenditure	
Previous Academic Year	2016-17
	As highlighted in our Ofsted inspection, provision for disadvantaged children was inadequate in 2016-17. A full review was conducted in October 2017 and the planned expenditure below reflects the findings of this review.

4. Further barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>Could include poor oral language skills, poor attendance or behaviour, low social esteem,</i>	
A.	Attendance – covered by Pastoral Lead
B.	Poor language skills and vocabulary – addressed through Reading Strategy
C.	Access to cultural experiences – supported a range of trips and residential camps

5. Planned expenditure						
Academic year	2017/18					
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. Improving Classroom Pedagogy						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Success Criteria	Cost	Review date?
Improved scores in Reading at KS1 and KS2	<ul style="list-style-type: none"> Reading Strategy – clarity around how to teach reading. TA support for 30 minutes every day in every class 	Reading results are low	Monitoring of comprehension work / guided reading done in class Drop-ins during Reading slot Termly tests improvements Led by HA	Test scores will improve termly in each class	£9,555	Nov 17 Jan 18 Mar 18

Improved scores in mathematics at KS1 and KS2	<ul style="list-style-type: none"> Clear approach to the teaching of mathematics (Maths Mastery in Reception and Year 1) and White Rose elsewhere in the academy 	Need for sound foundations in early years Clear progression from fluency to reasoning in other years	New planning format Regular CPD Monitoring through book looks and lesson drop-ins Led by HA	Improved test scores	£1,505	Nov 17 Jan 18 Mar 18
Improved scores in both GPS and writing in KS1 and KS2	<ul style="list-style-type: none"> Reading Strategy – clarity around how to teach learning Dedicated GPS time in all KS2 classrooms 	Teachers address misconceptions and the specific things students do not understand. They are able to plan for individuals and groups effectively	Analysis of QLAs and monitoring of MTPs Lesson observation Book scrutiny Led by HA	Improvement in test scores for both maths and reading in all year groups	See above	Nov 17 Jan 18 Mar 18
All lessons taught are good or better	<ul style="list-style-type: none"> CPD mapped around identified priorities – guided reading, agreed approach to teaching reading, writing and maths. 	Need for clear understanding by all teachers on how to teach reading, writing and maths effectively. Results across the academy are too low	Learning walks Led by HA and AN	75%+ lessons are good or better	£3,000	Nov 17 Jan 18 Mar 18

ii. Targeted Support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Success Criteria	Cost	Review date?
Year 6 reading, writing and maths targets are reached	<ul style="list-style-type: none"> Pixl membership and resources Booster groups Y6 TA to support Bought in tutoring support Reading 	Pixl resources have been proven to be successful in the past	Entry and exit criteria Observations Led by HA and AN	Targeted students make progress in test scores termly	£2,500 £16,341	Nov 17 Jan 18 Mar 18
Improvement in test scores for PP students in all year groups	<ul style="list-style-type: none"> TAs in every class to allow for booster groups 	Short-term interventions led by class TAs have more impact than support by TA in class	Entry and exit criteria Observations Led by HA and AN	Targeted students make progress in test scores termly	£9,555	Nov 17 Jan 18 Mar 18
Improvement in behaviour and learning for a small minority of SEND and PP students	<ul style="list-style-type: none"> Nurture room in morning where students will follow a personalised and adapted curriculum 	Small group not able to access learning and impacting the learning of others	Learning walks Review of the curriculum provision Led by LH	Improved behaviour and learning Re-engagement in mainstream provision when ready	£12,285	Nov 17 Jan 18 Mar 18

iii. Whole school strategies						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Success Criteria	Cost	Review date?
Improve outcomes in reading	New reading strategy	Students need to be taught how to read and make inferences more explicitly and they need to read much more widely at home	Observations Scrutiny of comprehension tasks Monitoring of reading records Led by HA	Improvement in test scores across academy in every year group	See above	Nov 17 Jan 18 Mar 18
Widen students' vocabulary	Access to good quality texts in all year groups	Students' language is poor and this will significantly increase their vocabulary which will impact both their scores in reading and the quality of their writing	Book scrutiny Reading test scores Led by HA	Improvement in test scores across academy in every year group	£128	Nov 17 Jan 18 Mar 18
Improvement in attendance	Robust application of our attendance strategy to include support from SOL and rewards	Students entitled to pupil premium in Year 6 in particular have poor attendance	Daily checks and weekly meetings with attendance lead Termly KPI Led by CS	Attendance of targeted students and groups will move to green	£2,400 SOL	Termly
Consistent application of academy approaches	Use of teacher for PPA cover	Students are more settle with member of staff they know. Teacher receives all CPD.	Learning walks Behaviour data on SIMS Led by HA	No disruption to learning during PPA cover.	Paid for through school budget	Termly
Students eligible for pupil premium grant participate in all trips and residential activities	Subsidies for all trips and residential	Students eligible for pupil premium grant are given access to all opportunities and extend their range of experiences beyond the classroom.	Overview of trips and visits by year group. Book scrutinies Led by HA and AN	Increase in life experiences and richness of writing	£1,750	Termly

Support vulnerable children and their families	Use of pastoral lead to develop positive links between home and school and ensure that relevant support is in place for all vulnerable children and their families	Clear link established between poor attendance, safeguarding concerns and poor outcomes	Weekly meetings between pastoral lead and senior leaders Led by HA, AN and CS	Improved attendance Safeguarding protocols secure Level of support offered to families	£31,061	Nov 17 Jan 18 Mar 18
					£79,080	Total cost

6. Additional detail

In some classes many students eligible for the pupil premium grant also have special educational needs. Their progress is also monitored by the SENCO and specific support which is additional to and different from that received through quality first teaching is also given either to individuals or in groups if appropriate. The provision is summarised on the academy provision map. Where students have EHCPs and receive funding, students have their own provision maps.