



Exceptional Education at the Heart of the Community

Pupil Premium Strategy Statement:

1. Summary information					
Academy Primary	Oasis Academy Henderson Avenue				
Academic Year	2019/20	Primary PP allocation £ Secondary PP allocation £		Date of most recent PP Review	April 2019
Total number of pupils in academy	668	Number of pupils eligible for PP % of pupils eligible for PP	207 31%	Date for next internal review of this strategy (termly)	December 19
		No.KS1 PP pupils No.KS2 PP pupils	57 150		
2. Review of expenditure					
Previous Academic Year	2018/19				
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	
Targets for 2018-19: Year 6 68% PP at EXS in RWM 64% PP at EXS in R 66% PP at EXS in M 68% PP at EXS in W Year 5 70% PP at EXS in RWM 70% PP at EXS in R 73% PP at EXS in M 70% PP at EXS in W	Use of PiXL to support and accelerate learning with identified children from Y2 to Y6. Additional teacher in Y5/6 to deliver targeted interventions. Lexia programme for struggling readers.	Year 6 41% PP at EXS in RWM – below target 41% PP at EXS in R – below target 64% PP at EXS in M – 2% (1 child) below 74% PP at EXS in W - above Year 5 42% PP at EXS in RWM 58% PP at EXS in R 56% PP at EXS in M 60% PP at EXS in W	Y6 Drop in Reading outcomes affected RWM figure. In-year test data showed that 8 children (20%) who did not achieve EXS in the May test were at the standard in March and as 4 of these (10%) achieved EXS in M, this would have raised the RWM combined figure for disadvantaged by 10%. Y5 17% gap between disadv and not disadv in R, M and Wr. APS for disadv children is below for all 3 areas. Teachers have identified gaps through QLA on the headstart tests and the gaps are used as teaching points and as a new focus in lessons. From Sept 19 the disadvantaged group will be the primary focus in Year 6. Teachers have identified	£34018	

<p>Year 2 74% PP at EXS in R 71% PP at EXS in M 65% PP at EXS in W</p>	<p>Continued training and support to up-skill TAs delivering phonics interventions (RWI)</p>	<p>Year 2 73% PP at EXS in R 60% PP at EXS in M 43% PP at EXS in W</p> <p>F2 Phonics 54% PPG on track all others 65%. 1:1 interventions in place. TAs trained in 1:1 intervention by RWI consultant and ongoing support from Phase leader and RWI leader</p> <p>Year 1 Phonics 70% PPG at phonics standard, 86% NPP. TAs trained in 1:1 interventions.</p> <p>Phase leaders, RWI leader and TAs leading 1:1 intervention. Phase leader monitors and assesses children regularly who are receiving interventions.</p> <p>Lexia 84% pupils achieved 6mths minimum improvement in reading age when assessed using the Salford reading test.</p>	<p>specific children who need targeted support using PIXL therapies and specific interventions so the booster/ PIXL approach will continue.</p> <p>Y2 Gap between PP and NPP has been cut to 2% in R. 14% gap in M 25% gap in W</p> <p>Targeted interventions will continue for R and M. There will be additional professional development for teachers to improve outcomes in Writing from September 2019.</p> <p>Phonics strategy to continue from 2018-19 – 30 mins daily phonics lessons with additional targeted interventions prioritising PP pupils in F2 and Y1.</p>																																																	
<p>Maths targets Year 2 % at EXS in Maths: 78% all/ 71% PP/ 85% NPP Year 1 86% all/ 86% PP F2 88% all</p>	<p>Phased roll-out of Maths Mastery across the academy: EYFS/Y1 2017-18 Y2 2018-19</p>	<p>Year 2 60% PP at EXS in M/ 81% NPP Year 1 76% all / 64% PPG/ 82% NPP/ at EXS in Maths (Head Start test June 19). 6/10 PP children who were below are SEND. F2 80% all/ 73% PP/ 82% NPP at GLD in Number 81% all/ 73% PP/ 84% NPP at GLD in SSM</p>	<p>Year1 & 2 After each round of testing, staff carry out QLAs to identify specific areas where there are gaps in children's learning. They then address these gaps in daily maths meetings. This is also tailored to individual classes.</p> <p>Both Year 1 and 2 run mathematics interventions with groups of children who are working below the expected standard to narrow the gap in their learning.</p> <p>Maths Mastery to continue into 2019/20. Targets are ambitious – need to review target-setting strategy.</p>	<p>£3780</p>																																																
<p>Reading targets for PP pupils:</p> <table border="1" data-bbox="129 1273 385 1503"> <thead> <tr> <th></th> <th>% EXS</th> <th>% GDS</th> </tr> </thead> <tbody> <tr> <td>Y6</td> <td>66</td> <td>11</td> </tr> <tr> <td>Y5</td> <td>73</td> <td>29</td> </tr> <tr> <td>Y4</td> <td>75</td> <td>25</td> </tr> <tr> <td>Y3</td> <td>78</td> <td>19</td> </tr> <tr> <td>Y2</td> <td>73</td> <td>13</td> </tr> <tr> <td>Y1</td> <td>72</td> <td>14</td> </tr> <tr> <td>YR</td> <td>77</td> <td>20</td> </tr> </tbody> </table>		% EXS	% GDS	Y6	66	11	Y5	73	29	Y4	75	25	Y3	78	19	Y2	73	13	Y1	72	14	YR	77	20	<p>Accelerated Reader Programme in Years 5 and 6.</p> <p>Bug Club Reading Comprehension scheme in Years 3 and 4.</p> <p>Purchase of additional reading</p>	<table border="1" data-bbox="689 1241 1070 1426"> <thead> <tr> <th>PPG</th> <th>% EXS</th> <th>% GDS</th> </tr> </thead> <tbody> <tr> <td>Y6</td> <td>41</td> <td>8</td> </tr> <tr> <td>Y5</td> <td>58</td> <td>16</td> </tr> <tr> <td>Y4</td> <td>58</td> <td>18</td> </tr> <tr> <td>Y3</td> <td>63</td> <td>47</td> </tr> <tr> <td>Y2</td> <td>73</td> <td>17</td> </tr> <tr> <td>Y1</td> <td>68</td> <td>32</td> </tr> <tr> <td>YR</td> <td>70</td> <td>35</td> </tr> </tbody> </table>	PPG	% EXS	% GDS	Y6	41	8	Y5	58	16	Y4	58	18	Y3	63	47	Y2	73	17	Y1	68	32	YR	70	35	<p>Accelerated Reader programme in years 5 and 6 saw an average progress of +10.4 months reading age from baseline assessment. In year 2 we need to check more carefully that children are reading at the upper end of their confidence level, in order to make sure that they are reading suitably challenging texts.</p> <p>Accelerated Reader to be extended into Y4 to promote independent reading and comprehension from Sept 19 and ensure children are at a higher standard at the start of Y5.</p>	<p>£12373</p>
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Targets are set using minimum expected grades as a guide, but with most recent attainment as the key indicator.	materials – high quality and challenging texts at all levels. Home access to Bug Club in F2		Focus on vocabulary development – analysis shows this is where children in all YGs struggle, and particularly disadvantaged pupils.	
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
Improved spoken language – all groups leading to better outcomes in all subjects	Quality First Teaching Wellcomm (language programme) Tower Hamlets language structures Maths Mastery approach (spoken language emphasis) Talk for Writing	F2 children tested; 17 identified for support (5 PPG) 2 of these receiving 1:1 S&L support (3 x 20 min sessions weekly) Remaining children receive small group support 2 x weekly. F2 children making good progress in Speaking 1.04 steps NPP /0.96 PP from baseline to end of autumn F2 making good progress in maths. PP children making more progress than All. NPP 0.95/PP 1.04 from baseline to end of autumn. Wellcomm – All pupils made progress only 2/17 pupils did not achieve age related when reassessed, both of which had significant SEND.	End of autumn 2018 F2 -Higher % of PP children on track for GLD compared to all. ALL-51% PP 61.5% F1 -5% gap in Nursery between PP children and All children. PP 45% ALL 50%. TA2 returning from maternity leave will be focussed on raising attainment for the PP children in F1 Children are doing well in the current Reception in CLL. 76% of ALL children are on track overall in CLL. 85% of PP children are on track overall in CLL at end of autumn 2018. In 2017-2018 PP ch made more progress from starting points in Speaking, Reading and Number. PP ch made less progress in writing than NPP	£16854
Targeted pupils (EAL As and Bs) reach their class target levels for R and W.	Early intervention EAL support to EYFS pupils Additional TA support EYFS – Y3 for pupils who fail to reach ARE at the end of the previous year. EALIP/ Racing to English intervention support for targeted pupils	EAL support in F1 (25 pupils including 6 disadvantaged) – 5/6 made progress (internal tracking for Sp, Listening and Understanding) in line with peers Racing to English & EALIP for 5 Y1 – started autumn term. All pupils made progress in WRM At least 50% of pupils y1-6 who were assessed as having no English or at early acquisition stage made age related expected progress in R/W/M.	SALT TA3 specialist to provide language support to identified F1 pupils weekly. Racing to English to be used again for Y1 EAL pupils autumn 2.	£64750
Positive feedback from families and other agencies.	Family Learning Programme Workshops for parents RWM	Core group of vulnerable families identified through Early Help. Impact of family problems seen in children's overall attainment. For supported pupils we have seen improved attendance, greatly improved behaviour leading to more time spent in	To increase the number of parents attending Coffee mornings, they will be run in conjunction with the on site Children's Centre. Family and Community Engagement Worker taking lead on these (had been passed to Hub lead and moved out of Children's Centre, but new distance from	£39274

<p>Rising attainment for pupils from targeted families.</p> <p>Children's improved understanding of the links between learning outcomes and employment leads to improved academic outcomes (targets achieved).</p>	<p>Rich and varied extra-curricular provision</p> <p>Coffee mornings supported by local family workers</p> <p>Targeted pupil support daily from pastoral manager</p> <p>Yes Programme/ P4C/ resilience sessions on Friday afternoons (all classes)</p>	<p>class. In addition, parents now show greater willingness to engage positively with the academy.</p> <p>Feedback from families and other agencies has been 100% positive.</p> <p>Family and Engagement worker has also had meetings with new families to promote a positive start to school life – this has been useful in flagging up areas where additional support may be required.</p> <p>Limited number of parents attending coffee mornings with an average of 5 per session. Cohort attending was fairly static for the duration of the year.</p> <p>Yes Programme has been used by all KS2 classes during Friday afternoon Healthy Body Healthy Mind sessions – increasing awareness of employment opportunities available.</p>	<p>academy meant fewer parents attending). This will allow effective relationships with new parents whose children are attending F1 so that long term relationships are developed. The coffee mornings have been refocused to meet our families' needs in a more simplified but purposeful format. A programme of drop-in speakers will be developed in partnership with Children's Centre to ensure that issues that affect our families are addressed. FCEW is looking at strategies to increase attendance in 2019-20.</p>	
<p>Pupils in target groups reach their end-of-year targets in R and W</p>	<p>Premier Reading Stars reading support (PPG ARE)</p> <p>Study United sessions (PPG MA)</p> <p>U/P Leader to monitor quality of delivery of sessions and to analyse progress data each half term with f/up advice and support.</p>		<p>Reading Stars program commenced January 30th 2019. Pupil voice showed overwhelmingly positive qualitative data from all children involved and their attitudes to reading.</p>	<p>£1200</p>
<p>Reduction in CPOMS entries (as compared with same period last year)</p>	<p>PASS survey (all children) to identify barriers to learning and ensure appropriate support is put in place.</p> <p>Pyramid of Need in place identifying most vulnerable, at risk pupils and intervention/ support strategies to be provided by trained members of pastoral</p>	<p>8 staff now Mental Health First Aid trained.</p> <p>Student Counsellor started summer 2019 – 3 pupils identified for support</p> <p>All TA2, TA3 and teachers mental Health awareness training completed</p> <p>Mind Mechanics (63% of 5 cohorts PPG)</p> <p>88% of pupils increased emotional and social assessments, 12% (1 pupil) remained the same. Average increase in scores +12. Improvement in showing feelings, asking for help, positive relationships, self-worth and calming)</p>	<p>Additional 1 planned for the next round of training in autumn 2019. Identification of pupils' needs has improved leading to quicker access to intervention/support/outside agency involvement</p> <p>Additional themed training planned for new academic year 19/20</p> <p>Student Counsellor to continue 2019/20</p> <p>The pass survey will continue for 2019/2020 as it has proved effective in highlighting pupil's concerns and has been used as one of the factors in allocating Learning mentor and SEMH support.</p>	<p>£125596</p>

	<p>team: Mind Mechanics, Explosive Pupil, nurture, social/emotional support group</p> <p>1:1 support for vulnerable children on specifically tailored education programmes</p> <p>Mental Health Champion and mental health training for all teachers (Sept 18)</p> <p>Mind Mechanics programme from Sept 18</p> <p>Explosive pupil training (Nov 18)</p> <p>Social and emotional support group – pastoral provision (nurture, learning mentors) before and after school and at lunchtimes and timetabled sessions.</p> <p>Counselling support for vulnerable PP children across the school.</p>	<p>Participation in Student voice (50% PPG) Outcomes of previous Poverty Proofing training implemented.</p> <p>Learning Mentor: 20 Focused pupils 1:1 65% PPG In class check ins – 100% access to the literacy and numeracy curriculum, minimal disruption to teaching and learning.</p> <p>Lunch Bunch (66 pupils/66% PP) Children who attend are encouraged to play with their peers to promote social skills. Reduction in red light incidents involving targeted pupils</p> <p>KS2 SEMH sessions - 24 children attending (82% PP)</p> <p>95% made progress in social and emotional understanding/development/ 90% of children had a 42%+ increase on average of emotional literacy understanding/ 87% showed a decrease in CPOMS behaviour incidents / 100% developed positive relationships and support system for the classroom</p> <p>KS1 SEMH sessions - 24 children attending (80% PP)</p> <p>100% of children made progress in social and emotional understanding & development/ 80% showed a decrease in CPOMS behaviour incidents / 100% developed positive relationships and support system for the classroom</p> <p>Foundation SEMH sessions - 18 children attending (67% PP)</p> <p>100% made progress in social and emotional understanding/development/ 100% developed positive relationships and support system for the classroom/ Improvement in Self Esteem/confidence, building and maintaining positive relationships with adults and peers', mental health and well-being.</p> <p>Chill Skills - 16 Children (75% PP) chosen based on CPOMS incidents logged/liaison with parents due to home behaviour</p> <p>88% of children dramatically reduced CPOMS incidents logged for negative behaviours/ Positive feedback from class teachers/parents that the sessions are impacting on them and supporting</p>	<p>Student Council format to be revised. Remit updated to include input into policies.</p> <p>SEMH interventions have been adapted in order to deliver a more personalised approach. Sessions will be tailored to the individuals needs and with a more intense programme to be effective in making a longer lasting change. From 2019/20, groups will contain children of mixed ages in order to promote positive relationships across the school.</p> <p>SEMH support for pupils in the classroom will increase to ensure appropriate access to the curriculum.</p> <p>Planning has been adapted so that nurture principles, the 9 habits and a growth mind set are modelled and embedded in the programme.</p> <p>Lunch bunch has proved effective in supporting pupil behaviours as evidenced comparing CPOMs data. Groups will run for half of the lunchtime session so that Learning mentors can take a more active approach by supervising pupils on the playground for 45 minutes. This will support re-integration of pupils into outside lunchtimes.</p> <p>A Pyramid of Need will be created for the beginning of the academic year and will be reviewed half- termly at SEMH meetings. Each year group has been provided with a vulnerable list of pupils (highlighting past and current concerns/provision) so that class teachers and phase leaders can track and monitor class-based interventions.</p>	
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		<p>their positive choices/ Developments of positive/trusted relationships with 100% of pupils</p> <p>Worry Warriors (44% PP):75% of children made average of 2 points increase in their capability to manage their anxiety in a positive way. 1 child made no progress, but was already well within the 'normal' range before the course started (MT)</p> <p>Friendship Group (50% PP): the number of lunch/breaktime incidents has reduced. More positive interaction between pupils, reduction in parental complaints.</p> <p>1:1 (7 pupils 57%PP): self esteem and confidence improved, reduction in anxiety, more positive interaction with adults and peers.</p> <p>Explosive Pupil Programme: 24 pupils (Yrs 3-6) (accessed the intervention. 100% of pupils made progress in areas of behaviour and attitudes and 80% of teachers reported an improvement in classroom behaviour. 20% of class teachers reported no significant improvement but none reported a decline.</p>	<p>Friendship Groups will continue as and when necessary, these will run if there are identified groups of pupils experiencing friendship issues.</p> <p>Explosive Pupil Programme has proved successful and will be repeated during the year. Rather than being run as a 'stand alone' intervention, it will be incorporated into a wider programme and will be aimed at older pupils (Year 4+) as year 3 pupils were less successful in accessing the programme.</p> <p>Due to a key member of staff leaving, additional external training and resources are being provided for the Worry Warriors during Autumn 2019 so that the intervention can be re-launched.</p>	
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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
Improved academic outcomes for PP pupils in Y6 (Writing) KS2 (multiplication) Y1 (phonics)	<p>Middle leaders to complete Teaching Leaders and PiXL middle leader development training programmes</p> <p>Teaching Fellows (AC) Teaching Leaders (PM, AS, SA)</p>	<p>Y6 writing: 78% cohort at EXS and above (increase of 2% on previous year). 74% disadvantaged at EXS and above.</p> <p>Multiplication: Times Tables Rock Stars well established across KS2. Arithmetic scores (Headstart) reflect more secure knowledge of tables: Y5 77% all/ 65% PP Y4 53% all/ 55% PP Y3 77% all/ 71% PP</p> <p>66% Y4 scored 20+ in 2019 multiplication test pilot. 47% PP pupils scored 20+/ 81% NPP</p>	<p>Change of teacher in summer term Y4 may have had impact on Y4 results.</p> <p>Middle leaders judged good in Ofsted inspection Nov 18 and all Oasis MST reviews.</p>	£7425

Persistent absence for all groups reduced to 8% Attendance for all groups at 96%	New Families' and Attendance Officer in post Sept 18 Weekly meetings between AO and DHT Pastoral. Weekly monitoring of PA figures (DHT)	Overall attendance: 95.84% PA reduced to 8.4% in 2018/2019 PP attendance 95.38% which is 0.31% higher than 2017/2018. This is 0.88% higher than the national average for PP sub group. Gap between PP V NPP has been reduced to 0.77%	Strategy has proved successful (targets met), so will continue unchanged into 19-20.	£23401
Outcomes of musical examinations, participation in festivals	Residential trip subsidies Other subsidised trips Clubs and activities including musical tuition and drum therapy sessions.	Provision of subsidy ensures disadvantaged children continue to access extra curricular activities.	This aspect of our provision is vital in giving disadvantaged pupils the same opportunities as not disadvantaged and will therefore continue.	£30556

3. Prior Year achievement

Achievement for: 2018/19	National		Pupils eligible for PP Academy		Pupils not eligible for PP Academy	
	All	National	PP Academy	National	PP Academy	National
% achieving EXP or above in RWM combined KS2	45		41		48	
% achieving HS in RWM combined KS2	2		0		4	
Progress score combined KS1 – KS2						
% achieving EXP or above in reading KS2	48		41		54	
% achieving HS in reading KS2	8		3		13	
Progress score reading KS1-2	-3.4		-5		-2	
% achieving EXP or above in writing KS2	78		74		81	
% achieving HS in writing KS2	13		5		19	
Progress score writing KS1 - 2	1.1		0.1		2.1	
% achieving EXP or above in maths KS2	72		64		79	

% achieving HS in maths KS2	9		3		15	
Progress score maths KS1 – 2	-1.2		-2.9		0.3	
% achieving EXP or above in reading, writing and maths Y2	53		37		62	
% achieving GD in reading, writing and maths Y2	10		9		14	
% achieving EXP or above in reading Y2	74		73		74	
% achieving GD in reading Y2	24		17		28	
% achieving EXP or above in writing Y2	59		43		67	
% achieving GD in writing Y2	16		3		22	
% achieving EXP or above in maths Y2	73		60		79	
% achieving GD in maths Y2	22		13		26	
% achieving expected standard in phonics Y1	81		70		86	
% achieving GLD EYFS	70		65		71	
% exceeding GLD EYFS	3		0		3	
% Attendance						
% PA						
% FT Exclusion						
% 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.	Significantly low attainment on entry to Nursery and Reception
B.	Poor oral language skills impacting on reading and general literacy skills
C.	Lack of ambition and aspiration
D.	Without good systems in place many pupils would display challenging behaviour/lack of motivation for learning

E.	Attendance rates for pupils eligible for PP are 95.04% (below the target for all children of 96%)
F.	Closing the gap in Reading, Writing, Maths and GPS
G.	Fewer disadvantaged children achieve greater depth/ exceeding

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

H.	High levels of social and economic deprivation
I.	Low ambition and aspiration
J.	Lack of written and spoken language in the home
K.	Lack of routine (sleep, food, homework)

5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Provide high quality learning opportunities for children in F1 and F2	<ul style="list-style-type: none"> • % children achieving GLD is at national levels • The gap between disadvantaged and other pupils is closed
B. J.	Improve oral language skills for pupils eligible for PP in Nursery and Reception <ul style="list-style-type: none"> • Intervention programme (speech and language) progress data • ELG for CLL attainment tracking and progress in F1 and F2 • Higher quality spoken interactions following Tower Hamlets Language Programme 	<ul style="list-style-type: none"> • Pupils eligible for PP in Reception and Nursery make rapid progress by the end of the year so that 70% of pupils eligible for PP achieve GLD • % attaining CLL ELG is at national average (with no gap for disadvantaged children) • Children with lower starting points (EYFS on entry) can speak with confidence in full sentences • Greater involvement of parents and carers in the process (through Stay and Share sessions) and able to support learning at home
C. I.	Children make expected and better attainment and talk with enthusiasm about their academic future. Higher levels of engagement with extra-curricular activities. Increased amount of daily physical activity/ improved health and well-being. <ul style="list-style-type: none"> • Pupil views • Academic data • Academic targets for 2018-19 • In-year assessment information 	<ul style="list-style-type: none"> • Children talk about their future with enthusiasm • Enrichment opportunities (Children's University, visits, musical tuition) are taken up by disadvantaged children • Children are motivated to reach their academic and personal targets • There is good engagement during Aspirations Week – children develop more informed understanding of the world of work • Leaders' monitoring information evidences good or better progress in all lessons for all pupils, including disadvantaged • Regular PP attendance at Morning Fitness and Breakfast Club • Every child accessing one hour of high-quality daily physical activity • Educational visits subsidies – equality of opportunity for all • Parental feedback data – target over 98% satisfaction
D.	Reduce incidents of challenging behaviour and improve motivation for learning/ learning habits through provision of focused, targeted support for vulnerable children and the provision of 1:1 timetables where necessary.	<ul style="list-style-type: none"> • Reduction in incidents for all targeted pupils (Mind Mechanics, Explosive Pupil, nurture groups, Lunch Bunch) – positive attitudes to self, others and learning evident • Resilience and well-being lessons– all KS2 PP achieve targets • Fewer internal isolations

	<ul style="list-style-type: none"> • Pastoral records • CPOMs entries • Exclusion/ behaviour analysis 	<ul style="list-style-type: none"> • Number of fixed-term exclusions remains low, with 0% permanent exclusions sustained.
E.	<p>Improved support (Families and Attendance Officer) to families and children supports increased attendance rates for pupils eligible for PPG and reduced PA rates. Continued participation in Teeth Team project means improved dental health and fewer absences for dental appointments.</p> <ul style="list-style-type: none"> • Weekly attendance and PA data analysis • Increase in numbers of children attending reward events 	<ul style="list-style-type: none"> • Reduction in the number of persistent absentees among pupils eligible for PP to 8% or below. • Overall PP attendance improves to 96% • Reduction in number of absences for medical/dental appointments
F.	<p>Closing the gap in Reading, Writing and GPS. Raising standards in Reading and Writing through introduction of improved reading programmes and increased opportunities for purposeful writing provided through academy's new curriculum (Sept 2018).</p> <ul style="list-style-type: none"> • Monitoring pupil outcomes (books, pupil voice) by leaders • QLA by teachers to ensure precision-teaching to address gaps 	<ul style="list-style-type: none"> • Accelerated progress in Reading so that national expectations are met and exceeded by end of academic year. • Reduction in gap between disadvantaged and non-disadvantaged pupils.
G.	<p>More disadvantaged children achieve greater depth/ exceeding. More able disadvantaged pupils make accelerated progress and more achieve at the higher levels.</p> <ul style="list-style-type: none"> • Accelerated rates of progress across all KS for pupils eligible for PP • Academic targets for higher achieving pupils • In-year assessment information • Academic data – analysis of test/ assessment outcomes • Analysing School Performance (ASP) • In-year assessment information 	<ul style="list-style-type: none"> • All most able disadvantaged children (defined as those at GDS or just below as measured by scaled scores) reach their full potential by the end of KS2 – see academic targets for greater depth • Leaders' monitoring of outcomes (books, test data, learning walks) evidences good or better progress in lessons for most able disadvantaged pupils
H. K.	<p>Increase PP family engagement with learning by providing support of Family and Community Engagement Worker to work with targeted families and developing closer links between Hub and school.</p> <ul style="list-style-type: none"> • Monthly Pastoral/Hub meetings • Regular updates of Hub Tracker (RAG rating) • Family outcomes star tool measuring effectiveness of Hub work • Pupil and parent survey outcomes • Inclusion leader and Hub leader termly reports to Academy Council 	<ul style="list-style-type: none"> • Family support programme • Attendance at curriculum events / admit meetings / parents' evenings • Levels of after school activity involvement increase • Reduction in behaviour incidents/ absences caused by factors outside school • Families are tracked and supported at key points

6. Planned expenditure

Academic year	2019 / 20	PP allocation £324720.00
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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																														
Intended outcome	Chosen action / approach Expected length of strategy	What is the evidence and rationale <i>(Reference EEF and other sources of evidence)</i>	How will you ensure it is implemented well?	Staff lead	Expected length of strategy When will this be reviewed? <i>Notes from review (add in different colour text)</i>	Costs <i>(Does this include non PP funding in addition?)</i>																								
Through intervention, accelerate disadvantaged pupils' progress in RWM.	Use of PiXL to support and accelerate learning with identified children from Y2 to Y6, with focus on disadvantaged WBr boys. Additional teacher in Y5/6 to deliver targeted interventions. Lexia programme for struggling readers. Continued training and support to up-skill TAs delivering phonics interventions (RWI)	PiXL has worked well in Y6 where the disadvantaged gaps have narrowed. There are now more PiXL materials available for year groups across KS2 and now also in KS1. These materials allow for well-targeted support.	Targets for 2018-19: Year 6 65% PP at EXS in RWM 65% PP at EXS in R 70% PP at EXS in M 70% PP at EXS in W Year 5 70% PP at EXS in RWM 70% PP at EXS in R 73% PP at EXS in M 70% PP at EXS in W Year 2 63% PP at EXS in R 67% PP at EXS in M 63% PP at EXS in W	CC/JA	3 years+	£3600 £26484 £1500																								
To improve maths outcomes across EYFS and KS1 through roll-out of Maths Mastery.	Phased roll-out of Maths Mastery across the academy: EYFS/Y1 2017-18 Y2 2018-19 Y3 2019-20	MM is the chosen OCL approach for maths teaching. <i>The focus on reasoning and oral explanation supports disadvantaged children better in their learning.</i>	Maths targets Year 2 % at EXS in Maths: 76% all/ 67% PP/ 81% NPP Year 1 78% all/ 74% PP F2 80% all/ 75% PP	HB	7 years+ (currently year 3 of roll-out)	£4500																								
Rapid progress gains in reading for all disadvantaged pupils – aiming for greater depth standards	Accelerated Reader Programme in Years 5 and 6 – and extended to Y4 in Sept 2019. Focus on disadvantaged WBr boys to encourage suitably challenging book choice, reading frequency, improvement in weekly test scores.	Following visit to OA Hobmoor (where AR is now embedded and excellent reading SATs outcomes are evident), leaders felt this proven approach would work well with our older pupils by ensuring a closer match between reading age/ability and texts and additional incentive of online book quizzes to increase levels of reading,	Reading targets for PP pupils: <table border="1" data-bbox="996 1228 1276 1460"> <thead> <tr> <th></th> <th>% EXS</th> <th>% GDS</th> </tr> </thead> <tbody> <tr> <td>Y6</td> <td>65</td> <td>16</td> </tr> <tr> <td>Y5</td> <td>65</td> <td>20</td> </tr> <tr> <td>Y4</td> <td>70</td> <td>20</td> </tr> <tr> <td>Y3</td> <td>74</td> <td>24</td> </tr> <tr> <td>Y2</td> <td>63</td> <td>20</td> </tr> <tr> <td>Y1</td> <td>69</td> <td>30</td> </tr> <tr> <td>YR</td> <td></td> <td></td> </tr> </tbody> </table>		% EXS	% GDS	Y6	65	16	Y5	65	20	Y4	70	20	Y3	74	24	Y2	63	20	Y1	69	30	YR			EC/DT	3 years initially (currently year 2)	(£6998 3 yrs subscription) £2333 p.a. (Y2) plus £1166 (Y4 subscription) £5000
	% EXS	% GDS																												
Y6	65	16																												
Y5	65	20																												
Y4	70	20																												
Y3	74	24																												
Y2	63	20																												
Y1	69	30																												
YR																														

	<p>Bug Club Reading Comprehension scheme in Years 3 and 4.</p> <p>Purchase of additional reading materials – high quality and challenging texts at all levels.</p>	<p>particularly among boys and disadvantaged pupils</p> <p>Use of Bug Club scheme will ensure a consistent standard of planning for reading by class teachers lower KS2 (Y3 and Y4) and an increased level of challenge, which will improve overall quality of T&L of Reading and improve standards.</p>	<p>Targets are set using minimum expected grades as a guide, but with most recent attainment as the key indicator.</p> <p>SLT and Literacy Leaders to monitor rigour and provision to PP pupils in both use of Bug Club and AR.</p>			£3000
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ii Targeted support

Intended outcome	Chosen action / approach	What is the evidence and rationale <i>(Reference EEF and other sources of evidence)</i>	How will you ensure it is implemented well?	Staff lead	Expected length of strategy When will this be reviewed? <i>Notes from review (add in different colour text)</i>	Costs <i>(Does this include non PP funding in addition?)</i>
Improve oral language skills across all age groups	<p>Quality First Teaching</p> <p>Wellcomm (language programme)</p> <p>Tower Hamlets language structures</p> <p>Maths Mastery approach (spoken language emphasis)</p> <p>Talk for Writing</p>	<p>Some pupils need targeted support to catch up. Targeted support for speech and language effective as they are delivered by a well trained and experienced practitioner (NFER research – developing staff effectively).</p>	<p>Regular (termly) evaluation of S&L outcomes (Wellcome) – AP (Inclusion) and EYFS lead.</p> <p>Monitoring of quality first teaching developing spoken language through regular drop-ins by core SLs and SLT.</p> <p>Pupil voice.</p>	All teachers JSw/ JS	3 years+	£17084 £350
To improve language skills of EAL pupils on entry	<p>Early intervention EAL support to EYFS pupils</p> <p>Additional TA support for pupils who fail to reach ARE at the end of the previous year.</p>	<p>Baseline data for EAL/PP pupils shows that these children perform linguistically at levels below non-EAL pupils.</p> <p>On entry all EAL/PP pupils are below ARE in C&L and not on track for GLD.</p>	<p>Targeted pupils (EAL As and Bs) reach their class target levels for R and W, monitored by AP (Inclusion).</p>	JSw	2 years	£7388 (from Nursery PPG) £14272

<p>To raise academic outcomes and develop resilience in vulnerable pupils in all key stages.</p> <p>Decrease number of F/T exclusions and reduce number of red-light incidents.</p>	<p>PASS survey (all children) to identify barriers to learning and ensure appropriate support is put in place.</p> <p>Pyramid of Need in place identifying most vulnerable, at risk pupils and intervention/ support strategies to be provided by trained members of pastoral team: Mind Mechanics, Explosive Pupil, nurture, social/emotional support group</p> <p>1:1 support for vulnerable children on specifically tailored education programmes</p> <p>Mental Health Champion and mental health training for all teachers (Sept 18)</p> <p>Mind Mechanics programme from Sept 18</p> <p>Explosive pupil training (Nov 18)</p> <p>Social and emotional support group – pastoral provision (nurture, learning mentors) before and after school and at lunchtimes and timetabled sessions.</p> <p>Counselling support for vulnerable PP children across the school.</p>	<p>Effectiveness of previous targeted support (reduction in red light incidents, increased time in class accessing curriculum, social/emotional development).</p> <p>Improved behaviour for and attitudes to learning, positive impact on classroom environment reducing low-level disruption.</p> <p>Procure service of a trained counsellor (½ day a week) to work with vulnerable pupils.</p> <p>The allocation of support matched to need by trained personnel, along with regular observations, assessments and reports completed in a timely and meticulous way, will provide better quality support (in the absence of timely CAHMS provision) and support our teachers in meeting the needs of these pupils in the classroom, with the accompanying improvements in academic outcomes.</p>	<p>Reduction in the number of PP children receiving red lights compared to 2018/19.</p> <p>Reduction in the number of PP children receiving lunchtime detentions compared to 2018/2019.</p> <p>Termly monitoring of CPOMS.</p> <p>Drop-ins by academy leaders.</p>	<p>LSt/ JS</p>	<p>On-going</p> <p>Training time varies depending on length of course</p> <p>On-going year-on-year provision</p>	<p>£1440</p> <p>£750</p> <p>£107239</p> <p>£3000</p>

iii Whole school strategies

Intended outcome	Chosen action and approach	What is the evidence and rationale <i>(Reference EEF and other sources of evidence)</i>	How will you ensure it is implemented well?	Staff lead	Expected length of strategy When will this be reviewed? <i>Notes from review (add in different colour text)</i>	Costs <i>(Does this include non PP funding in addition?)</i>
Middle leader focus on disadvantaged outcomes	Middle leaders (7) to participate in ML Observation and SL Training programme with J. Davies	Middle leaders need to know how to focus on disadvantaged groups (data, provision) in order to effectively support colleagues in improving outcomes for these children.	Improved academic outcomes for PP pupils. Will continue focus on developing skills of this group, rolling out to all foundation subject leaders from Sept 19, with Middle Leader Observation and Subject Leadership training with J. Davies in 2019-20, in order to refine leaders' focus on disadvantaged outcomes. All middle leaders will have a PM target which focuses specifically on raising attainment of SEN learners in their subject (eg: Y5 PP in multiplication).	CL	1 year	£7425
Improved attendance for all pupils, including disadvantaged so that academy attendance is in line with national average (96%).	New Families' and Attendance Officer in post Sept 18 Weekly meetings between AO and DHT Pastoral. Weekly monitoring of PA figures (DHT)	Persistent absence remains unacceptably high (15%) – time needed for home visits to challenge and support families where PA is a factor.	Persistent absence for all groups remains at 8% Attendance for all groups at 96%	LS SJ	Weekly monitoring of attendance figures	£24920
To ensure that PP pupils have equal access to wider curriculum opportunities.	Residential trip subsidies Other subsidised trips Clubs and activities including musical tuition and drum therapy sessions.	If there is no subsidy the cost of activities is prohibitive and many PP pupils do not attend. 2017 93% Y6 PP pupils attended the Whitby residential (73% NPP).	Outcomes of musical examinations, participation in festivals.	SW CL		£1325 £1485 £30828
					TOTAL COST	£325057

7. Additional detail (include contextual information)

- To provide our pupils with the best possible education we have invested in a large pastoral team consisting of Inclusion leader, Families and Attendance Officer, Family and Community Engagement Worker, 2 nurture leaders and 2 learning mentors. The Inclusion leader is a member of the Academy Leadership Team.
- The principal – Cath Lloyd - is the nominated pupil premium champion.
- Daryl Southern is the nominated Academy Council link for pupil premium pupils.
- The academy is in one of the most deprived areas in Scunthorpe and in the top 30% most deprived areas nationally. 43% of our pupils are classed as disadvantaged which is well above the national average.
- 36% of our pupils are EAL which includes a significant number who are newly arrived to the UK.
- 13.9% of pupils have SEN support, a third of whom have been identified as having a speech, language and communication need which requires external support. In the last 18 months we have admitted 8 pupils with significant autistic difficulties and there are currently a further 3 children on the diagnostic pathway. The largest number of children on the SEN register are there for social, emotional and mental health problems as well as having additional needs for learning.