



Exceptional Education at the Heart of the Community

Pupil Premium Strategy Statement:

1. Summary information					
School	Oasis Academy Henderson Avenue				
Academic Year	2018/19	Total PP budget	£340 735	Date of most recent PP Review	July 18
Total number of pupils	683	Number of pupils eligible for PP	258	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 terms of attainment achievement, social and emotional gains. For 2017-18 the impact was:

Attainment and achievement

- In Reception 62% disadvantaged children achieved a good level of development and all made very good progress from their starting points. This was an increase of +6% on the % disadvantaged children achieving GLD in 2017.
- In Year 1 81% of all children passed the Year 1 phonics screening check; there was no gap between the performance of disadvantaged or not disadvantaged children. This was an increase of +11% on the % disadvantaged children achieving the expected standard in 2017.
- By the end of Y2 83% disadvantaged children had achieved the phonics check.
- At KS1 the gap between the attainment of disadvantaged children at the expected standard and other pupils closed in Reading, with 78% achieving the expected standard. There was a slight gap (3%) in Writing (67% disadvantaged) and a 1% gap in maths (75% disadvantaged). Combined attainment in reading, writing and maths for disadvantaged children was 67%, which was above not disadvantaged (65%) and above national (?). More disadvantaged children achieved the expected level in reading (+15%), writing (+13%) and maths (+13%) than in 2017.
- At the end of KS2 80% disadvantaged children achieved the expected standard in maths. 60% achieved the expected standard in reading, writing and maths Combined, up +12% on 2017. The gap between disadvantaged and others has widened slightly in Reading and Writing, which is explained by the high number of PPG children in this cohort who were also SEND. Progress for disadvantaged children was above average in Writing and Maths but below in Reading. We aim to address this through the introduction of Accelerated Reader in years 5 and 6 from September 2018.

Social and Emotional

- The gap between the attendance of PP and non-PP pupils was
- Enrichment beyond the curriculum enabled all children to be able to access extra-curricular activities (breakfast club, before school fitness sessions, sports and music clubs, trips including residential visits in Years 4 and 6).
- Additional investment in music means that all KS2 children learn to play a range of musical instruments (Y3 recorders, Y4 samba percussion, Y5 ukeleles, Y6 Taiko drums) and have access to peripatetic music lessons.

- Children accessing pastoral support have been supported in forming positive attitudes to self, others and school and have been better able to access their learning as a result. There have been no permanent exclusions and fixed term exclusions are rare and well below national.
- 100% attendance at Y6 SATs breakfast club ensured a calm and relaxed start to each day and we saw increases in the % disadvantaged pupils achieving the expected standard in all subjects.

1. 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																		
Phonics T&L support in EYFS and Y1 for identified vulnerable groups.	Additional phonics groups (smaller group size allowing for more personalised support). Phonics booster sessions for pupils identified as falling behind.	F2: 21% PPG on track on entry, 17% all others Jul 18: 58% PPG on track / 75% all others. Y1: Sept 17: 8/28 PP children (29%) at 20+/- Nov increase to 17/32 = 53%/ July 2018: 81% PP at standard	Phonics booster sessions need to start more promptly (beginning of September) and to be more focused on key marginal pupils (those falling just below level for their age at end F2) – target PP group pupils at start Y1. This will mean that children are supported to reach the required level at an earlier stage in the year and will then require fewer booster sessions. Provision at EYFS is effective and pupils are making good progress from low starting points. Making an earlier start to phonics learning in F1 will ensure children have more secure basic phonic knowledge at start of F2 – start RWI in F1 in October 2019.																			
Improve oral language across Y5 classes	Philosophy for Children (pilot programme supported by N. Lincs LA) Weekly P4C sessions (Fridays)	July 2018 Y5 Teachers report significant improvement in children's oral expressive language. S&L: Y5 76% PP on track (increased +20% since Sept 17) compared to 77% all on track.	Pupil voice and teacher feedback show that there has been an improvement in children's expressive oral language and confidence. P4C is being rolled-out into all KS2 classes as part of the academy's 'Healthy Body, Healthy Mind' initiative on Friday afternoons.	£900 supply costs																		
Higher rates of progress across all key stages for pupils eligible for PP More able PP pupils make good progress and the difference is diminishing between PP pupils and all pupils nationally	Quality First Teaching Catch up afternoon TA support in every classroom Maths Mastery - Reception and Year 1 Termly tracking of PP outcomes by PP Champion Whole-school focus on OAHA learning skills (one each half term)	% PP pupils meeting GDS <table border="1"> <thead> <tr> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Y1 13%</td> <td>Y1 3%</td> <td>Y1 13%</td> </tr> <tr> <td>Y2 17%</td> <td>Y2 3%</td> <td>Y2 11%</td> </tr> <tr> <td>Y3 20%</td> <td>Y3 14%</td> <td>Y3 23%</td> </tr> <tr> <td>Y4 25%</td> <td>Y4 18%</td> <td>Y4 25%</td> </tr> <tr> <td>Y5 16%</td> <td>Y5 11%</td> <td>Y5 16%</td> </tr> </tbody> </table>	R	W	M	Y1 13%	Y1 3%	Y1 13%	Y2 17%	Y2 3%	Y2 11%	Y3 20%	Y3 14%	Y3 23%	Y4 25%	Y4 18%	Y4 25%	Y5 16%	Y5 11%	Y5 16%	Data shows PP pupils do less well in Writing – this is be a focus in 2018-19. Subject leaders are working with Chris Quigley to look at planning for depth and mastery across the curriculum (Sept 18), which we anticipate will improve quality of teacher planning and quality first teaching at the higher levels and result in higher levels of progress. % pupils working at higher levels in Maths in KS1 is lower than at KS2, but continued use of MM approach should increase the	Maths Mastery £3000
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Y1 13%	Y1 3%	Y1 13%																				
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	<p>Development of role of PP Champion to track PP pupils and ensure appropriate interventions are put in place with additional support staff deployed effectively (NFER research).</p> <p>Weekly Raising Aspirations group led by Physical and Well-Being Lead targeting MA disadvantaged pupils (boys).</p>	<table border="1"> <tr> <td>Y6 16%</td> <td>Y6 22%</td> <td>Y6 20%</td> </tr> </table>	Y6 16%	Y6 22%	Y6 20%	<p>numbers as it becomes embedded and throughout the school.</p> <p>PP Champion will track provision for MA, focussing on writing (all YGs) and particularly in the new Y2 and Y6 cohorts where data indicates fewer PP MA achieving at the higher levels.</p>										
Y6 16%	Y6 22%	Y6 20%														
<p>Raised attainment in Reading, Writing and Maths</p>	<p>Additional teacher in Y6 (2 terms) and Y5 (1 term) – 0.5 FTE</p> <p>Additional teacher in KS1 (0.3 FTE)</p> <p>Purchase PiXL Code programme for pupils with poor decoding and phonics skills at upper KS2</p> <p>Lexia purchased for phonics intervention in KS2</p> <p>Weekly release for core subject leaders for in-house monitoring and support</p> <p>Additional release (+1.0 FTE) for ALT for in-house monitoring and support</p> <p>Exceptional Teacher Programme to increase % teachers working at consistently outstanding level – quality first teaching</p>	<p>ARE of PP pupils</p> <table border="1"> <thead> <tr> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Y2 75%</td> <td>Y2 58%</td> <td>Y2 72%</td> </tr> <tr> <td>Y5 65%</td> <td>Y5 70%</td> <td>Y5 78%</td> </tr> <tr> <td>Y6 67%</td> <td>Y6 71%</td> <td>Y6 80%</td> </tr> </tbody> </table> <p>Lexia programme initiated Nov 17. 47 pupils have consistently accessed the programme since its installation at the end of October. O'track assessments show that all pupils accessing Lexia made at least 1 level progress on the programme. Testing showed that pupils have made an average of 13.9 months improvement in reading age. 76% made expected progress. Of the 24% who didn't, 5% were very close to expected. 65% children accessing Lexia achieved their class predicted target for Reading.</p>	R	W	M	Y2 75%	Y2 58%	Y2 72%	Y5 65%	Y5 70%	Y5 78%	Y6 67%	Y6 71%	Y6 80%	<p>Booster teaching in Y6 continues to prove a successful strategy in raising attainment of PP pupils. Moving this support to Y5 after SATs means that vulnerable PP pupils can be identified and supported before summer and groups are ready to start from September.</p> <p>Lexia has proved to be an effective intervention for pupils from Y2 – Y6 struggling with phonics and reading.</p> <p>End of KS1 and KS2 data shows increases in % PP pupils achieving ARE in all core subjects. Strong subject leadership, supported by professional development (Teaching Leaders), ensures a focus on the outcomes of disadvantaged children. As such, these strategies will continue into 2018-19, as despite the improvements there is a stubborn gap between the attainment of disadvantaged children and those not disadvantaged.</p>	£36582
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Y2 75%	Y2 58%	Y2 72%														
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2. 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>Improve oral language skills across all age groups.</p>	<p>Quality First Teaching using Tower Hamlets language structures</p> <p>Wellcomm introduced to replace the Language Links assessment package as changes to the</p>	<p>69/90 pupils assessed at age-related for language. Of the 21 identified for additional language support, 17 did not have English as their primary language. Of the 4 WBr not at age-related, 2 had been identified as SEND.</p>	<p>Baseline assessments show that increasing numbers of pupils entering the academy have poor oral language. This impacts higher up the school in difficulties with vocabulary and expressive language in reading and</p>	<p>£10939</p> <p>£160</p>

	<p>programme made it impractical to use in the academy. Wellcomm Language Assessment is being used to identified reception pupils who are below age related in language – once the full cohort has been assessed targeted pupils will receive a language intervention programme. These pupils will be reassessed at the end of the year to track progress made. Until the full cohort has been assessed interim language groups have been set up using EAL TA's to target NTE pupils in F1 and F2.</p> <p>Maths Mastery approach (spoken language emphasis)</p> <p>Talk for Writing</p>	<p>Maths outcomes in F2: 86% all at ELG,</p> <p>Maths outcomes in Y1: 71% PP pupils at ARE</p>	<p>writing. We need to continue this strategy in 2018-19.</p> <p>Observations of teaching and learning in Maths in the reception and Y1 classes have provided strong evidence that the emphasis on spoken language in the Maths Mastery programme is having a positive impact on pupil outcomes in Maths, their deeper understanding of taught concepts and their confidence when discussing their learning. The strategy will continue to be rolled out on a year by year basis.</p>																																																																
<p>Higher rates of progress across all key stages for pupils eligible for PP More able PP pupils make good progress and the difference is diminishing between PP pupils and all pupils nationally</p>	<p>Develop metacognition and self-regulation strategies that encourage pupils to plan, monitor and evaluate their learning (focus on the OAHA learning skills)</p> <p>Quality First Teaching</p> <p>Catch up afternoon TA support in every classroom</p> <p>Maths Mastery -Reception and Year 1 10-minute maths meetings introduced in all classes Y2 – Y5</p> <p>Half termly tracking of PP outcomes with RAPs for teachers</p> <p>Whole school focus on raising boys attainment</p> <p>Weekly Raising Aspirations group led by Physical and Well-Being Lead targeting MA disadvantaged pupils (boys).</p> <p>P4C sessions in Y5 classes.</p>	<p>% PP pupils meeting ARE:</p> <table border="1" data-bbox="936 708 1319 1034"> <thead> <tr> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Y1 84%</td> <td>Y1 58%</td> <td>Y1 71%</td> </tr> <tr> <td>Y2 78%</td> <td>Y2 67%</td> <td>Y2 75%</td> </tr> <tr> <td>Y3 77%</td> <td>Y3 71%</td> <td>Y3 71%</td> </tr> <tr> <td>Y4 64%</td> <td>Y4 61%</td> <td>Y4 64%</td> </tr> <tr> <td>Y5 65%</td> <td>Y5 70%</td> <td>Y5 78%</td> </tr> <tr> <td>Y6 67%</td> <td>Y6 71%</td> <td>Y6 80%</td> </tr> </tbody> </table> <p>More PP pupils achieved ARE in Maths in F2 and Y1</p> <p>Boys' attainment (% at ARE):</p> <table border="1" data-bbox="936 1165 1339 1468"> <thead> <tr> <th></th> <th colspan="2">R</th> <th colspan="2">W</th> <th colspan="2">M</th> </tr> <tr> <th></th> <th>PP</th> <th>NPP</th> <th>PP</th> <th>NPP</th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>68</td> <td>79</td> <td>64</td> <td>83</td> <td>76</td> <td>79</td> </tr> <tr> <td>5</td> <td>67</td> <td>83</td> <td>72</td> <td>80</td> <td>78</td> <td>94</td> </tr> <tr> <td>4</td> <td>71</td> <td>75</td> <td>57</td> <td>66</td> <td>71</td> <td>81</td> </tr> <tr> <td>3</td> <td>71</td> <td>75</td> <td>57</td> <td>66</td> <td>71</td> <td>81</td> </tr> </tbody> </table>	R	W	M	Y1 84%	Y1 58%	Y1 71%	Y2 78%	Y2 67%	Y2 75%	Y3 77%	Y3 71%	Y3 71%	Y4 64%	Y4 61%	Y4 64%	Y5 65%	Y5 70%	Y5 78%	Y6 67%	Y6 71%	Y6 80%		R		W		M			PP	NPP	PP	NPP	PP	NPP	6	68	79	64	83	76	79	5	67	83	72	80	78	94	4	71	75	57	66	71	81	3	71	75	57	66	71	81	<p>PP pupils do better in Maths than Literacy, where they do less well in Writing (Y1 – Y4) than in Reading. Although the majority of children read 4+ times a week at home, the quality of this support varies. We anticipate that the introduction of Accelerated Reader in Y5 and Y6 in September 18 will support disadvantaged pupils as it introduces a quizzing element which will appeal to boys and encourage more independent reading in school. In addition, we have visited OA Hobmoor, which has a similar intake to OAHA, where AR has proved to be an effective strategy in raising attainment in reading.</p> <p>Maths Mastery has had a positive impact on maths standards in EYFS and Y1.</p> <p>There is still a gap in the attainment of boys and girls – raising boys' attainment will continue as a priority in 18-19, with a focus on delivering an exciting and engaging curriculum with more contextual learning opportunities which appeal to boys.</p> <p>P4C proved effective as a strategy for developing boys' oral skills and their confidence in contributing to class</p>	<p>£56862</p>
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2	68	65	63	61	68	78												
1	79	76	53	71	68	85												
To improve language skills of EAL pupils on entry	<p>Early intervention EAL support to EYFS pupils: F2 – pupils being assessed using the Wellcomm Language Assessment to identify those pupils who are below age related for language. Booster language groups will then target those pupils who require additional support.</p> <p>Additional TA support EYFS – Y2 for pupils who fail to reach ARE at the end of the previous year.</p> <p>EALIP intervention support for targeted pupils</p>	<p>January 2018 F1 – booster groups set up delivered 3x week to targeted EAL pupils. Focus on vocabulary and speaking with those with little or no English on entry (EAL A/B) – 45 children July 18 - % at predicted target of above: R 78% W 76% M 82%</p> <p>Y1 EAL pupils: R 85% W 79% M 82%</p>	This intervention is working – to continue into 18-19.	£7055 £56862														
Increased PP family engagement with learning	<p>Family Learning Programme Workshops for parents RWM</p> <p>Rich and varied extra- curricular provision</p> <p>Target support from Family and Community Engagement Worker</p>	<p>19 families currently being supported by FCEW (15/19 RAG at R, 4/19 at A) for: Attendance – 11/19 children with improved attendance (av increase + 7.87%) Engagement – 50% supported parents have attended the Workshop Cafes this term. 50% also regularly attend weekly coffee mornings. Practical family support – clothing, parenting advice as required. Behaviour (family-based) support - 1 family progressed to G as home and school behaviour improved; 7/19 high level beh. need children reduced to 3/19 as parents engage with strategies. 3/19 families exited from FASST 2/19 families at risk of eviction now have eviction overturned.</p>	Early Help outcomes and Children’s Services referrals show an ever-increasing demand for this additional support with increasing numbers of families in crisis. Outcomes of the support provided by the FCEW show that this is a very effective strategy and will continue into 2018-19.	£36713														
To provide additional Literacy support and challenge for PP pupils in Y4 and Y5	<p>Premier Reading Stars reading support (PPG ARE)</p> <p>Study United sessions (PPG MA)</p>	<p>Y4 children 100% on-track for EXS (Dec 2017) Average SS = 98 Jul 18: 100% PP children have made</p>	Engagement levels are high and pupil outcomes improved. This is a cost-effective strategy which we will continue to use in 2018-19.	£500 £500														
To raise academic outcomes and develop resilience in vulnerable pupils in all key stages.	Social and emotional support group – pastoral provision (nurture, learning mentors) before and after school and at lunchtimes and timetabled sessions.	<p>Learning Mentor support on a 1:1 basis 81% PPG pupils. 100% accessing the curriculum for literacy & numeracy. Increased confidence and self esteem. Learning Mentor support (drop ins, time out etc) PPG are 65% of the 25 pupils supported.</p>	Demands for pastoral support to support vulnerable children to access teaching and learning have increased. The effectiveness of this support has been evidenced in positive behaviour for learning judgements in all external and internal monitoring throughout 2017-18. However, this can be reactive	£101303 £689														

Decrease number of F/T exclusions and reduce number of red-light incidents.	<p>PASS survey (all children) to identify barriers to learning and ensure appropriate support is put in place.</p> <p>Mental Health Champion and mental health training.</p>	<p>Specific pastoral and nurture sessions to support vulnerable pupils – 66% of the 29 pupils attending PPG. 100% pupils remaining in classroom accessing curriculum. Improvement in Boxall Profile scores.</p> <p>Improved behaviour for and attitudes to learning, positive impact on classroom environment reducing low-level disruption.</p> <p>84% of the 14 children with IBPs receiving additional behavioural support and resources PPG. No permanent or FTE for this group – only 1 internal isolation.</p> <p>Ensuring PPG pupils participate in the academy decision making process/pupil voice: 33% of buddies and 50% of Student council were PPG in 2017-18.</p>	support which is most effective on a short-term basis, so we have decided to target pastoral support, based on a pyramid of need model, and will be training pastoral staff in a number of specific interventions so that support is proactive and can be more closely matched to need in 2018-19.	£460
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3. Prior Year attainment		
Attainment for: 2017-2018 (pupils) Whole school	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (school/national Y6)</i>
EYFS GLD	62%	75%
Year 1 Phonics	81%	81%
KS1 RWM	<i>R 78% W 67% M 75%</i>	<i>R 74% W 70% M 76%</i>
KS2 % achieving expected standard or above in reading, writing and maths	60%	71%
KS2 % achieving expected standard or above in reading	67%	79%
KS2 % achieving expected standard or above in writing	71%	81%
KS2 % achieving expected standard or above in maths	80%	83%
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 (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Significantly low attainment on entry to Nursery and Reception	

B.	Poor oral language 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 (<i>issues which also require action outside school, such as low attendance rates</i>)		
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 	<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

	<ul style="list-style-type: none"> In-year assessment information 	<ul style="list-style-type: none"> Parental feedback data – target over 98% satisfaction
D.	<p>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.</p> <ul style="list-style-type: none"> Pastoral records CPOMs entries Exclusion/ behaviour analysis 	<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 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 	<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

	<ul style="list-style-type: none"> Analysing School Performance (ASP) In-year assessment information 	
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 **2018/19** **£340 735**

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?)
Through intervention, accelerate disadvantaged pupils' progress in RWM.	<p>Use of PiXL to support and accelerate learning with identified children from Y2 to Y6.</p> <p>Additional teacher in Y5/6 to deliver targeted interventions.</p> <p>Lexia programme for struggling readers.</p> <p>Continued training and support to up-skill TAs delivering phonics interventions (RWI)</p>	<p>PiXL has worked well in Y6 where the disadvantaged gaps have narrowed.</p> <p>There are now more PiXL materials available for year groups across KS2 and now also in KS1. These materials allow for well-targeted support.</p>	<p>Targets for 2018-19:</p> <p>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</p> <p>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</p> <p>Year 2 74% PP at EXS in R 71% PP at EXS in M 65% PP at EXS in W</p>	CC/JA	3 years+	<p>£3600</p> <p>£24760</p> <p>£4158</p> <p>£1500</p>

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	MM is the chosen OCL approach for maths teaching. Outcomes in Y1 (July 18) showed higher levels of mathematical understanding and more accurate use of mathematical vocabulary, evidenced by improved test outcomes (PUMA) at end Y1.	Maths targets Year 2 % at EXS in Maths: 78% all/ 71% PP/ 85% NPP Year 1 86% all/ 86% PP F2 88% all	HB	7 years+	£3780																								
Rapid progress gains in reading for all disadvantaged pupils – aiming for greater depth standards	Accelerated Reader Programme in Years 5 and 6. Bug Club Reading Comprehension scheme in Years 3 and 4. Purchase of additional reading materials – high quality and challenging texts at all levels.	Following visit to OA Hobmoor in February (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, particularly among boys and disadvantaged pupils. Introduction 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.	Reading targets for PP pupils: <table border="1" data-bbox="1016 440 1375 651"> <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></td> </tr> </tbody> </table> Targets are set using minimum expected grades as a guide, but with most recent attainment as the key indicator.		% EXS	% GDS	Y6	66	11	Y5	73	29	Y4	75	25	Y3	78	19	Y2	73	13	Y1	72	14	YR	77		EC/DT	3 years initially	(£6998 3 yrs subscription) £2333 p.a.(Yr1) £8000 £2040
	% EXS	% GDS																												
Y6	66	11																												
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Y2	73	13																												
Y1	72	14																												
YR	77																													

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?)
Improve oral language skills across all age groups.	Quality First Teaching Wellcomm (language programme) Tower Hamlets language structures	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)	Improved spoken language – all groups leading to better outcomes in all subjects	All teachers JSw/ JS	3 years+	£16644 £210

	U/P Leader to monitor quality of delivery of sessions and to analyse progress data each half term with f/up advice and support.	Study Utd 'Supporter to Reporter' programme had +ve impact on outcomes for AAR Y5 pupils.				
To raise academic outcomes and develop resilience in vulnerable pupils in all key stages.	PASS survey (all children) to identify barriers to learning and ensure appropriate support is put in place.	Effectiveness of previous targeted support (reduction in red light incidents, increased time in class accessing curriculum, social/emotional development).	Reduction in CPOMS entries (as compared with same period last year)	LSt/ JS	On-going	£1000
Decrease number of F/T exclusions and reduce number of red-light incidents.	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 1:1 support for vulnerable children on specifically tailored education programmes Mental Health Champion and mental health training for all teachers (Sept 18) Mind Mechanics programme from Sept 18 Explosive pupil training (Nov 18) Social and emotional support group – pastoral provision (nurture, learning mentors) before and after school and at lunchtimes and timetabled sessions. Counselling support for vulnerable PP children across the school.	Improved behaviour for and attitudes to learning, positive impact on classroom environment reducing low-level disruption. Procure service of a trained counsellor (½ day a week) to work with vulnerable pupils. 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.			Training time varies depending on length of course On-going year-on-year provision	£3435 (MM) £380 (Exp) £195 (Nurt) £7094 £4500 (farm) £750 £105242 £3000

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	Costs (Does this include non PP funding in addition?)
Middle leader focus on disadvantaged outcomes	Middle leaders to complete Teaching Leaders and PiXL middle leader development training programmes Teaching Fellows (AC) Teaching Leaders (PM, AS, SA)	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 in Y6 (Writing) KS2 (multiplication) Y1 (phonics)	CL	1 year	£4500
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 reduced to 8% Attendance for all groups at 96%	LS SJ	Weekly monitoring of attendance figures	£23401
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	January 2019	£1325 £1485 £27746
					TOTAL COST	£348914

8. Additional detail

- 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.
- 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. 37% of our pupils are classed as disadvantaged which is above the national average. Changes to the qualification criteria have resulted in a 6% drop in the numbers of families who now qualify (down from 43% in 2017-18), however, the levels of deprivation in the community are unchanged.
- 41% of our pupils are EAL which includes a significant number who are newly arrived to the UK.
- 14.1% 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 8 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.
- We also have increasing numbers of children with medical plans (110 children).

