

Exceptional Education at the Heart of the Community

Pupil Premium Strategy Statement:

| 1. Summary information | | | | | |
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| School | Oasis Academy Oldham | | | | |
| Academic Year | 2019/20 | Total PP budget | £638,605 | Date of most recent PP Review | 09/19 |
| Total number of pupils | 1447 | Number of pupils eligible for PP | 719 | Date for next internal review of this strategy (termly) | 22/10/2019 |
| 2. Review of expenditure | | | | | |
| Previous Academic Year | | 2018/2019 review of outcomes, impact and lessons learned | | | |
| i. Quality of teaching for all | | | | | |
| Desired outcome | Chosen action/approach | Impact: NB: all data compared to SISRA national collaboration data set 2019 | Lessons learned Will the strategy continue, be enhanced or be cancelled as a result of your evaluation? | Cost | |
| To improve the P8 and attainment of disadvantaged HPA students | All teaching staff to have a performance management target based on HPA - NPQSL project focus HPA Disadvantaged students - Progress reviews after each assessment point - Mock exam and data review - MST reviews - TIG Meetings - Parent and students survey outcomes - Intervention reviews | - HPA students improved by 0.73 since 2018 - 25 HPA PP students Average A8 grade = 5.09 (0.4 above national average for HPA PP) - 12% achieved 7-9 in E/M (0.5% above national average) - 24% achieved 7-9 in Maths (5.3% above national average) - 60% achieved 9-5 in E/M (17.6% above national average) - 64% achieved 9-5 in English (3% above national average) - 68% achieved 9-5 in Maths (19.5% above national average) | - Progress of HPA students has significantly improved since 2018 - The impact on our 2018/19 HPA PP students has been positive - The whole school focus of HPA PP students will continue throughout 2019/20 - Focus of PP cohort through NPQSL projects across 11 staff has benefited PP cohort and will continue | | |

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| | | <ul style="list-style-type: none"> - 88% achieved 9-4 in E/M (23% above national average) - 92% achieved 9-4 in English (15% above national average) - 96% achieved 9-4 in Maths (25.5% above national average) | | |
| To ensure disadvantaged student attendance is in line with national | <ul style="list-style-type: none"> - Weekly analysis of all groups - Weekly meeting for AVP lead on attendance with each Head of House - OCL KPI returns - MST reviews - TIG Meetings - Regular triangulation of attendance with local authority | <ul style="list-style-type: none"> - 2018-19 PP attendance = 90.59 - 2018-19 NPP attendance = 92.80 | <ul style="list-style-type: none"> - Changes in staffing /roles /responsibilities resulted in a new team leading on attendance during the academic year - The team leading attendance will do so throughout the 2019-20 year - The introduction of Heads of Year and a Pastoral year lead will result in a sharper focus on attendance by year group - MST and TIG reviews will continue to monitor attendance throughout the year | <p>£35,000</p> <ul style="list-style-type: none"> - Staffing of attendance team and pastoral support |
| To improve the overall progress of disadvantaged students | <ul style="list-style-type: none"> - increasing the % of good every day teaching - Expand cultural offer for students and range of learning opportunities outside of the classroom - Strengthen links to careers, FE and Universities. <p>This will be measured by:</p> <ul style="list-style-type: none"> - P8 targets - In year progress data using pre/post assessment curriculum model six times a year - Observation data and typicality spreadsheet - OCL reviews | <p>Since 2018</p> <ul style="list-style-type: none"> - PP P8 score increased by 0.11 - P8 Open bucket increased by 0.11 - P8 Ebacc score increased by 0.19 - P8 Maths score increased by 0.08 - P8 English score increased by 0.03 - 9-4 in E/M has regressed by 4% - 9-5 in E/M has regressed by 3% <p><i>This is due to 48 less PP students in 2019 cohort and 2019 PP cohort lower on entry by 0.4 compared with 2018 cohort</i></p> <ul style="list-style-type: none"> - Attendance of cultural offer initiatives at record high - More PP than NPP students attend extended cultural offer clubs - All Year 11 students completed three college taster days - University visits termly for Ks4 students | <ul style="list-style-type: none"> - Development of teaching and learning will continue to be a priority focus this academic year - A new Deputy Principal will rebrand and relaunch T&L development across the academy - Cultural Offer continues to be well attended and will expand its offer for 2019-20 - Assessment and data analysis documents will be refined this academic year to ensure useful classroom level data further informs T&L strategies - Careers development embedded into the curriculum offer for 2019-20 | <p>£12,000</p> <ul style="list-style-type: none"> - ECO offer - SISRA observe |

| 3. Prior Year Achievement | | |
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| Achievement for: 2018-2019 (pupils) Whole school | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (your school/national Y6)</i> |
| Progress 8 | -0.80 | -0.53 |
| Attainment 8 | 35.6 | 37.9 |
| % taking Ebacc | 39.4 | 44.5% |
| % achieving the Ebacc | 13.4% | 13.4% |
| Basics 4-9 | 41% | 53% |
| Basics 5-9 | 21% | 25% |
| Basics 7+ | 3.1% | 5% |
| 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. | Attendance, punctuality and persistent absence | |
| B. | Poor parental engagement with the academy leading to disengagement, poor behaviour and attendance | |
| C. | Improve the engagement of key students | |
| External barriers | | |
| D. | <ul style="list-style-type: none"> - Lack of aspiration from some family homes - Low levels of literacy and numeracy of students on entry and in year transfers | |
| 5. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | To diminish the difference against national indicators and eliminate in-academy variation for all groups | - Attendance, punctuality and PA will be in line with national |

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| B | To increase parental engagement across aspects of school life resulting in reduction in negative behaviour logs and increase in attendance | <ul style="list-style-type: none"> - <i>Increased attendance at all Parental events.</i> - <i>Reduction in NEET figure</i> - <i>Reduction in negative behaviour logs</i> |
| C. | To develop literacy and reading of students to bring all in line with national reading ages | <ul style="list-style-type: none"> - Increased rates of progress in reading - Increase in students accessing Higher exam papers - Increase in attainment and progress |

6. Planned expenditure

Academic **2019/20**

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?) |
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| To provide online revision tools to support home/after school learning | Purchase of GCSE POD, Tassomai, Quizlett, Pixl Apps, Maintain subscriptions to school improvement networks | <ul style="list-style-type: none"> - Promotion of home learning in an easy accessible way - Weekly competitions to engage students will maintain momentum | <ul style="list-style-type: none"> - Increased engagement with home learning - Teacher can track and reward students efforts | Dep Leads Alt links | On going | £55,237 |
| Development of curriculum to contain education of whole student across 5 years | New positions for teaching staff <ul style="list-style-type: none"> - Careers Lead - Literacy Lead - Study Skills Lead Development of resources for taught lessons as part of curricular offer | <ul style="list-style-type: none"> - Development of whole student is the key to our curriculum intent - Embedding vital life/learning skills across 5 year curriculum will support student development, learning and aspirations | <ul style="list-style-type: none"> - Increased understanding of world of work and links to education - Increased understanding of opportunities post 16 - Stronger links to universities - Development of revision techniques to aid learning - Development of literacy skills | TLr holders ALT Teaching teams | On going | IT upgrades and resources £13,000 |
| To provide independent home learning materials | Purchase of revision guides, knowledge organisers and printed revision materials | <ul style="list-style-type: none"> - Not all students have access to revision materials or online revision areas | No gaps in performance of most subject for any groups of students | Dep Leads Yr 11 team | On going | £14,000 |

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| To support low levels of literacy and raise literacy standards within all subjects | CPD to support development of student vocabulary, student writing, quality of spoken language and sustain improvements in reading as well as developing classroom practice across the curriculum. | <ul style="list-style-type: none"> - Students arriving with below reading expected ages - Students failing to access harder exam questions due to poor literacy | <ul style="list-style-type: none"> - Increase in quality of literacy based activities across all year groups - Reading ages improve faster than expected reading ages - Staff and resource library | Lit Leads Lit teachers | | £7,000 |
| Development of Teaching and learning in all classrooms | <ul style="list-style-type: none"> - Develop and embed the OAO way - WLT to QA T&L through new tracking processes - Academy focused CPD on areas of development - Development of coaching model for all staff - Performance Management | <ul style="list-style-type: none"> - Improve quality of T&L - Personalized CPD which translates directly into improved teacher practice | <ul style="list-style-type: none"> - No gaps in performance across subjects for all learners | ALL | On going | £45,000 |
| Development of data led seating plans | <ul style="list-style-type: none"> - Purchase of class charts - Training on use - QA of use | <ul style="list-style-type: none"> - Improved T&L practice through data rich seating plans | <ul style="list-style-type: none"> - Improved quality of T&L across all subjects | All | On going | £4000 |
| To ensure students have equipment ready for learning | <ul style="list-style-type: none"> - Stock purchase of school non negotiables (shoes, bags, pencil cases, pencil case equipment, PE kits) - Form tutors/pastoral team to provide for any student with issues | <ul style="list-style-type: none"> - Removal of any barriers to learning | <ul style="list-style-type: none"> - Improved rates of progress for most vulnerable students - Reduction in lost learning time - Reduction in punitive sanctions | Pastoral team Form tutors | On going | £8,000 |
| To ensure all students have opportunity to participate in all aspects of school life | <ul style="list-style-type: none"> - Identification and tracking of PP v NPP for attendance to visits and trips - Additional hardship funding grant available for each trip visit | <ul style="list-style-type: none"> - Removal of financial barriers to school experiences for PP students | <ul style="list-style-type: none"> - Even balance of PP and NPP for all trips and visits | Trip leaders HOY Pastoral team | On going | £15,000 |

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| Aspiring Middle and Senior Leader training courses | Key aspiring middle leaders to complete NPQSL. Projects to focus on strategies to improve attainment | Number of key competent middle leaders, NPQSL CPD will give each a clear focus for 12 months to deliver specialist projects | Upskill Middle Leaders through personalised CPD, development of staff body in key parts of ADP | AS WLT | On going | £23,000 |
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| ii Targeted support | | | | | | |
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| 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?) |
| Most at risk students able to access mainstream learning through alternative provision pathways | <ul style="list-style-type: none"> - Personalized pathways for most vulnerable students - Staffing of Bridge area for closer one to one support - Staffing of Gateway provision | <ul style="list-style-type: none"> - To ensure most vulnerable can attend as many mainstream lessons as possible - Inclusive whole school responsibility of all staff to educate and care for all our students | <ul style="list-style-type: none"> - Increased attendance - Increased rates of progress - Increased engagement in learning | Gate way Bridg e Past oral HOD s ALT | On going | £14,500 |
| Bought in provision to support most vulnerable students | <ul style="list-style-type: none"> - Place to Be - Manchester City training award - Pixl Build UP | <ul style="list-style-type: none"> - Utilising most effective resources to ensure students remain engaged in learning and are | <ul style="list-style-type: none"> - Increased attendance - Increased rates of progress - Increased engagement in learning | Gate way Bridg e Past oral HOD s ALT | On going | £128,264 |
| To raise attainment and progress in EBACC subjects | <ul style="list-style-type: none"> - Equip middle leaders with tools and strategies to raise achievement - Weekly focus in LM meetings - Part of performance Managments | <ul style="list-style-type: none"> - PP performance in Bucket two is weakest overall compared to other areas | <ul style="list-style-type: none"> - Increased rates of progress - Increased engagement in learning in ebacc - No gaps in achievement | SS VGE | On going | £6,000 |

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| To ensure students participate in all aspects of the curriculum | - Subsidies for ingredients for food in technology | - Ensure all students free to choose food as an option by removing cost barrier | - Increased rate of Food tech take up at options for PP students | SK | On going | £10,000 |
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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?) |
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| Continue to make attendance part of all roles and responsibilities to achieve national average | - Purchase of SOL tracker - Enhancement of Attendance Team - Strengthen links with Attendance team and new HOY/Pastoral Teams | - Strong link between attainment and attendance, | - Increased attendance - Increased rates of progress - Increased engagement in learning | Atten team HOY Past oral | On going | £18,000 |
| To ensure all students are able to continue to attend the academy each day and visits/trips | - Transport subsidies for students who are disadvantaged and in need | - Strong link between attainment and attendance, | - Increased attendance - Increased rates of progress - Increased engagement in learning | Atten team HOY Past oral | On going | £21,408 |
| To improve punctuality and engagement in lessons | - Staffing and management of breakfast club | - Some students not ready to learn P1 due to hunger | - Improved attendance - Improved punctuality - Improved progress | TH | On going | £42,000 |

| | | | | | TOTAL COST | |
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| 7. Additional detail | | | | | | |
| A slush fund of XXXXX has been left in case of additional small requests or fluctuation of costs for planned activities | | | | | | |

- Google PP dfe spreadsheet – gives national costs per centre
- January 2019 census data will drive 2019-20 PP figures
- All new starters to complete PP paperwork during admission processes
- Extra teacher of English from PP fund – support and J Beattie focus on literacy
- Pastoral Support Officer (new role)
- CPD Budget – 50% of to come from PP pot
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