

# Exceptional Education at the Heart of the Community

## Pupil Premium Strategy Statement:

1. Summary information					
School	Oasis Academy Oldham				
Academic Year	2018/19	Total PP budget	£719,950	Date of most recent PP Review	09/18
Total number of pupils	1440	Number of pupils eligible for PP	770	Date for next internal review of this strategy (termly)	01/19
2. Review of expenditure					
Previous Academic Year	2017/2018				
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Impact:	Lessons learned Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?	Cost	
<p><b>Summer 2018 outcomes for all PP students are almost equal to those of non-disadvantaged students at the academy (All pupils target: P8 0. PP Target at least -0.1)</b></p> <p>Teaching and learning is judged to be good or better in all areas of the Academy at next OFSTED – improved progress and provision for PP</p>	<p>All teaching staff to engage in planned weekly CPD sessions to drive standards and improve the overall quality of teaching and learning. The basis of this will be to follow the interventions and approaches detailed by Doug Lemov in Teach like a Champion which will provide</p>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>- PP Progress 8 score in Maths increased by 0.17</li> <li>- PP MAPs and LAPS P8 in Maths increased by 2/3<sup>rd</sup> grade</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>- PP boys increased P8 by 0.21</li> <li>- Pp MAP increase by 0.13</li> <li>- PP LAP increased by ¾ grade</li> <li>- PP MAP Boys increased by over half a grade</li> <li>- PP LAP boys increased by 2/3<sup>rd</sup> grade</li> <li>- PP LAP girls increased by over a full grade</li> </ul> <p><b>Basics 9-4</b></p> <ul style="list-style-type: none"> <li>- PP Girls increase of basics by 5%</li> <li>- PP MAP and LAP increased by 2% and 5%</li> <li>- PP MAP boys increased by 10%</li> <li>- PP LAP boys increased by 8%</li> </ul>	<p>Outcomes for all students have fallen in 2018. A less able cohort of young people have not met expected and target outcomes.</p> <p>The predictions staff made in April, for students were in line with what they achieved in June. This demonstrates staff knowledge of student's attainment and progress in the final months of courses, reviewing the engagement in revision delivery/attendance/productivity of all lessons/interventions.</p> <p>The targeting of disadvantaged students for Saturday School and one to one tuition has delivered he desired outcome. These strategies will no longer continue</p>	<p>£70,000</p> <ul style="list-style-type: none"> <li>- Sat School</li> <li>- 1:1</li> <li>- Residential</li> <li>- Off-site study days</li> </ul> <p><b>50 % of DP salary</b> <b>£42,000</b></p> <p><b>AP Ks3 and Ks4 Progress leads 50% of salary</b></p> <p><b>£69,000</b></p>	

cohort central part of this	better QFT for PP cohort.	<p><b>Basics 9-5</b></p> <ul style="list-style-type: none"> <li>- PP increased by 2%</li> <li>- PP Girls by 4%</li> <li>- PP MAP increased by 5%</li> <li>- PP LAP increased by 6%</li> <li>- PP MAP boys increased by 7%</li> <li>- PP MAP girls increased by 6%</li> <li>- PP LAP boys increased by 10%</li> </ul> <p><b>Key subjects</b></p> <ul style="list-style-type: none"> <li>- PP 9-4 in Science increased by 9%</li> <li>- PP 9-4 in MFL increased by 15%</li> <li>- PP 9-4 in Humanities increased by 5%</li> </ul>	<p>in this current format. Intervention now to be targeted at learning gaps specifically and to be timebound with impact measured and staff and students accountable for these.</p> <p>CPD in the year ahead is enhanced with differentiated programmes for staff at different levels of experience/expertise and need.</p> <p>Strong leadership in English now in place and an increase in curriculum time for core subjects will yield greater progress moving forward. We are currently advertising for high quality teachers of English x2 which will focus on smaller groups to close gaps.</p> <p>Open bucket subjects in first year with final examination assessment and no coursework/controlled assessments have under-achieved.</p> <p>Principal and Yr 11 ALT lead to complete Post Examination meetings to gain feedback and learning from subjects, teachers and leaders. Complete in Oct 18.</p> <p>ii</p>	<p><b>£25,000</b></p> <ul style="list-style-type: none"> <li>- Scholar stream</li> <li>- Challenge trips</li> <li>- University trips</li> </ul> <p><b>£56,000</b></p> <ul style="list-style-type: none"> <li>- Positive steps</li> <li>- Mentoring programme</li> <li>- Young Enterprise</li> <li>- STEM challenge</li> </ul> <p><b>£24,000</b></p> <ul style="list-style-type: none"> <li>- Attendance software, training and attendance officer salary</li> </ul> <p><b>£434,000</b></p> <ul style="list-style-type: none"> <li>- Head of House system</li> <li>- Additional teachers in each core</li> <li>- ALT leads on attendance and behaviour</li> <li>- Bridge and AP provision</li> </ul>
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3. Prior Year Achievement		
Achievement for: 2017-2018 ( pupils) Whole school	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school/national Y6)
Progress 8	-0.89	-0.35

<b>Attainment 8</b>	<b>35.48</b>	<b>38.81</b>
<b>% A* - C (9-5) English and Maths</b>	<b>27%</b>	<b>31%</b>
<b>% taking Ebacc</b>	<b>19%</b>	<b>20%</b>
<b>% achieving Ebacc</b>	<b>8%</b>	<b>6%</b>
<b>Basics 4-9</b>	<b>47%</b>	<b>56%</b>
<b>Basics 5-9</b>	<b>27%</b>	<b>31%</b>
<b>Basics 6+</b>		

#### 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

<b>A.</b>	<b>Aspirations of disadvantaged students, (particularly mid-high ability)</b>
<b>B.</b>	<b>Some sub groups have low parental engagement with the academy leading to disengagement, poor behaviour and attendance</b>
<b>C.</b>	<b>Often have a lack of contextual understanding due to limited cultural experiences which can often limit higher grades</b>

##### External barriers

<b>D.</b>	<b>Attendance</b>
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#### 5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To improve the P8 and attainment of disadvantaged HPA students <ul style="list-style-type: none"> <li>- All teaching staff to have a performance management target based on HPA</li> <li>- NPQSL project focus HPA Disadvantaged students</li> <li>- Progress reviews after each assessment point</li> <li>- Mock exam and data review</li> <li>- MST reviews</li> <li>- TIG Meetings</li> <li>- Parent and students survey outcomes</li> <li>- Intervention reviews</li> </ul>	<ul style="list-style-type: none"> <li>- Attainment of HPA to be in line with national</li> <li>- New system to share data of subgroups at each assessment point</li> <li>- Improvement in T&amp;L and planning for ability groups through planning portfolios</li> <li>- Reduction in NEET figure</li> <li>- Increase in students accessing A-Level's post 16 and attending a broader range of academic post 16 institutions</li> </ul>

	- Additional learning opportunities outside of classroom to raise aspirations and cultural capital	
<b>B.</b>	To ensure disadvantaged student attendance is in line with national. This will be measured by; <ul style="list-style-type: none"> <li>- Weekly analysis of all groups</li> <li>- Weekly meeting for AVP lead on attendance with each Head of House</li> <li>- OCL KPI returns</li> <li>- MST reviews</li> <li>- TIG Meetings</li> <li>- Regular triangulation of attendance with local authority</li> </ul>	Three year improving trend is sustained and the 2018-19 target for overall attendance is met for PP students and Non PP students alike <ul style="list-style-type: none"> <li>- All sub groups to be at national levels of attendance</li> </ul>
<b>C.</b>	To improve the overall progress of disadvantaged students through increasing the % of good every day teaching and offering students a range of learning opportunities outside of the classroom, linked to careers, FE and Universities. This will be measured by: <ul style="list-style-type: none"> <li>- P8 targets</li> <li>- In year progress data using pre/post assessment curriculum model six times a year</li> <li>- Observation data and typicality spreadsheet</li> <li>- OCL reviews</li> </ul>	<ul style="list-style-type: none"> <li>- Appointment of Ks3 and Ks4 data progress leads to lead change</li> <li>- Increase of good every day teaching in learning walks, book scrutiny and observations</li> <li>- Efficient use of data after each assessment point</li> <li>- Evidence of planning for sub groups in all planning portfolios</li> <li>- P8 and A8 outcomes at each assessment point</li> <li>- Reduction in NEET figure</li> <li>- Broader range of learning opportunities offered to students term by term</li> <li>- Attendance to Extended Cultural Offer to increase particularly for PP</li> </ul>

## 6. Planned expenditure

Academic year      **2018/19**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i Quality of teaching for all

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP funding in addition?)
To ensure quality first teaching in all subjects throughout the academy in preparation for improved 2019 P8 outcomes	Differentiated CPD for teachers.	A positive start to CPD in 2017-18, but lost focus through the year due to increasing range of projects/interventions being delivered	Teaching typicality demonstrates increased numbers of 'good teaching.	PMC	12 months	50 % of DP salary £42,000
	Greater accountability of leaders responsible for T&L and CPD to ensure targeted and	Impact of all T&L strategies not explicitly evident in 2018 outcomes.	All staff using and accountable to/or powerful actions steps termly and identified by T&L team and HO	PMC	On-going. Review termly	

	<p>quality outcomes for all staff and measured impact in student progress throughout.</p> <p>Appraisal targets direct expected targets met for all learners performance, in all classes/years' Appraisal target setting completed – Oct 18.</p> <p>Key aspiring middle leaders to complete NPQSL. Projects to focus on strategies to improve attainment</p> <p>Stronger leadership and accountability systems in place for most vulnerable students</p>	<p>Appraisal process commenced in 17-18, Review process took place during leadership challenges; limited and vague overall accountability and progress for staff throughout 17-18</p> <p>Number of key competent middle leaders, NPQSL CPD will give each a clear focus for 12 months to deliver specialist projects</p> <p>Alternative provision moving back to OAO main site Sept 18. Timetable, staffing and quality of courses and student experiences to be in line with OAO main building whenever possible</p>	<p>Raise attainment and increase staff productivity</p> <p>Upskill Middle Leaders through personalised CPD, development of staff body in key parts of ADP</p> <p>Increase attendance and academy engagement of most vulnerable students</p>	<p>DG/AMC</p> <p>PMC</p> <p>MB</p>	<p>12 months, 3 reviews per year</p> <p>12 months, reviewed termly</p> <p>On-going. Review weekly in first instance</p>	<p>50 % of Associate Principal £53,000</p> <p>50 % of course costs £25,000</p> <p>50 % of DP salary £42,000</p>
<p>Improve outcomes for high prior attaining students and close gap</p>	<p>DP lead for progress to work closely with NPQSL colleague leading on Yr 11 HPA</p> <p>DP lead for progress to work closely with AP colleague leading on Year 7 -10 HPA</p> <p>DP lead for assessment ensure KS3 and Ks4 progress leads are using data to clearly identify</p>	<p>Year 11 PP HPA students' progress has regressed by almost a grade since 2017.</p> <p>In Year HAP progress is positive however not yet at national for outcomes</p> <p>Basics 5+ for PP students has increased by 2% overall, but regressed for HPA by 11%</p>	<p>Outcomes for all groups closer to P8 Zero.</p> <p>HPA students to be showing faster rates of progress at each as assessment point</p>	<p>CL MH</p> <p>CL CT</p> <p>CL VGE CH</p>	<p>Ongoing- weekly reviews in LM meetings</p> <p>Ongoing- weekly reviews in LM meetings</p>	<p>AP Ks3 and Ks4 Progress leads 50% of salary £69,000</p>

	HPA student progress in all classrooms and planning portfolios				Ongoing- weekly reviews in LM meetings	
	Introduction of 7+ Clubs in Core at KS3					
<b>ii Targeted support</b>						
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?)
Provision of learning for most vulnerable groups of students	<p>Develop The Bridge Provision for most vulnerable and Pex 'at risk' student. Clear pathway of entry, intervention/support/exit back into mainstream</p> <p>Develop Alternative Provision for most vulnerable and Pex 'at risk' students. Clear pathway of entry, intervention/support/exit back into mainstream</p> <p>Plan and deliver a high quality curriculum for learners in all key stages to ensure students make expected rates of progress and return to mainstream education</p> <p>Develop links with the local further education provision to provide</p>	Attainment for Bridge and AP students in 2018 was below expectation	<p>Both AP and Bridge have clear, long term and short term provision in place for students</p> <p>Students make successful and sustainable return to mainstream education</p> <p>Larger presence of offsite course providers and FE</p>	<p>MB DF</p> <p>MB AM</p> <p>DF/ZH</p>	<p>On going. Review weekly during first term, dropping to half termly</p> <p>On going. Review weekly during first term, dropping to half termly</p>	<p>Pastoral staffing cost</p> <p>£279,000</p> <p>50% of AP/Bridge staffing costs</p> <p>£62,500</p>

	<p>bespoke education for vulnerable students.</p> <p>Develop the culture and ethos of the academy to encourage students to become the best versions of themselves.</p>	NEET figure continues to reduce each year however, still above national	<p>colleges as part of Ks4 Bridge/AP diet</p> <p>Students demonstrate the 9 habits more throughout their daily lives</p>	AM		
PP students to attend targeted P6 intervention	Programme of enrichment and extended opportunities targeted at PP students to raise their participation.	Students often lack cultural experiences, which in turn means that learning can be decontextualized. Enriching visits will aid their learning and wider understanding.	Students show better attitudes to learning, improve their attainment and attitude to themselves and the academy. 70% of PP students to participate in extended academy activities	CL/CT	Half termly	
To ensure students participate in all curriculum areas and improve their achievement	Subsidies for ingredients and materials in technology	To ensure PP students have no barriers in accessing the curriculum	Continued participation in course and understanding of healthy lifestyle choices through curriculum delivery	JEM/CL	Half termly	
<b>Issue identified</b>	<b>Action to be taken</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Intended outcome</b>	<b>Staff lead</b>	<b>Expected life span of strategy (months/Years)</b>	<b>Costs (Does this include non PP funding in addition?)</b>
Attendance not yet at national	<p>Improve systems to track and respond to attendance to increase figures to national</p> <p>Establish and embed the 9 habits in order to develop character and culture of the academy and therefore make</p>	<ul style="list-style-type: none"> <li>- Attendance below national</li> <li>- Culture of rewards, ethos, team and house systems</li> </ul>	<ul style="list-style-type: none"> <li>- Increase student attendance to national</li> <li>- Culture of rewards, support and 9 habits to be all pervasive by July 2019</li> </ul>	<p>RS</p> <p>AM/DF</p>	<p>Daily/weekly</p> <p>On-going, review against kpi's termly</p>	<p>SOL Consultancy costs</p> <p>£4,000</p> <p>Dedicated ALT lead salary</p> <p>£85,000</p>

	<p>school more appealing and inclusive for our young people</p> <p>Improve staff absence rate to reduce the number of cover teachers required and therefore make the learning experience more positive throughout the year</p>	<p>exist but not embedded explicitly enough</p> <p>- Staff absence higher than averages. Review of systems and return to work processes required</p>	Reduction in staff absence	DK	On going	<p>Attendance office salary</p> <p>£26,000</p> <p>Support staff x2 salary</p> <p>£42,000</p>
					<b>TOTAL COST</b>	<b>£729,500</b>

**7. Additional detail**