



Exceptional Education at the Heart of the Community

Pupil Premium Strategy Statement:

1. Summary information

School	Oasis Academy Fir Vale				
Academic Year	2018-2019	Total PP budget	£279842	Date of most recent PP Review (External)	June 2016
Total number of pupils	364 Oct Census 18	Number of pupils eligible for PP	64.6%	Date for next internal review of this strategy	April 2019

2. Review of expenditure - desired outcomes

Previous Academic Year 2017-2018		Desired Impact	Actual Impact															
A.	Attainment for disadvantaged pupils is raised	Targets for Cohort: 25% Y6 combined 27% Y2 combined 48% Y1 phonics 43% GLD	Statutory Assessment data (2017/18): <table border="1" style="margin-left: 20px; border-collapse: collapse; width: 80%;"> <thead> <tr> <th>Measure</th> <th>Cohort</th> <th>Disadvantaged Pupils</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>25% (13)</td> <td>14% (7)</td> </tr> <tr> <td>Y1 Phonics</td> <td>20% (11)</td> <td>13% (7)</td> </tr> <tr> <td>Y2 combined</td> <td>19% (11)</td> <td>14% (8)</td> </tr> <tr> <td>Y6 combined</td> <td>3% (1)</td> <td>3% (1)</td> </tr> </tbody> </table>	Measure	Cohort	Disadvantaged Pupils	GLD	25% (13)	14% (7)	Y1 Phonics	20% (11)	13% (7)	Y2 combined	19% (11)	14% (8)	Y6 combined	3% (1)	3% (1)
Measure	Cohort	Disadvantaged Pupils																
GLD	25% (13)	14% (7)																
Y1 Phonics	20% (11)	13% (7)																
Y2 combined	19% (11)	14% (8)																
Y6 combined	3% (1)	3% (1)																
B.	Disadvantaged pupils make accelerated progress from their starting points (diminish differences)	At least 20% of low attaining disadvantaged children make accelerated progress to age related expectations in each year group																
C.	Disadvantaged children are engaged in school life, attend regularly and on time (diminish differences)	Cohort: 92% attendance 50% reduction in lates 50% reduction in behaviour incidents and exclusions	<ul style="list-style-type: none"> Attendance for disadvantaged children has increased from 85% in 2014-2015 to 92% The gap between attendance of PPG and non PPG has diminished from 2.6% to 1.5% PA for disadvantaged children has decreased from 61% in 2014-2015 to 29% There has been an overall 57% reduction in Fixed Term Exclusions and a 51% behaviour incidents from 2015-2016. Pastoral intervention has impacted on 79% of children accessing support improving their attendance, 82% showing a reduction in behaviour incidents and 79% in FTEs. 															

			<ul style="list-style-type: none"> 100% of children in receipt of pastoral intervention made progress from their starting points using the Emotional Wellbeing Scale. 	
D.	A+ disadvantaged learners achieve aspirational attainment targets	100% of high attaining disadvantaged children achieve exceeding, greater depth or mastery in all year groups		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>Attainment for disadvantaged pupils is raised</p> <p>Disadvantaged pupils make accelerated progress from their starting points</p> <p>A&B</p>	<p>Middle and Senior Leadership development programme</p> <p>PPG Leadership role</p> <p>Data analysis training for SLT</p> <p>Maths – use of Iris to embed mastery techniques</p> <p>Reading – use of Iris to embed talk for reading and use of questioning to develop inference</p> <p>Phonics– use of Iris to ensure all adults deliver RWI sessions consistently well</p>	<p>Initial attainment targets 2017-2018</p> <p>Actual Impact:</p> <p>Whole school mobility was 64% with 144 children joining school ‘in year’, overall 76% of new starters are new to English or in the stage of early acquisition.</p> <ul style="list-style-type: none"> On average, PP pupils across the have made an average of 8% (reading), 16% (writing) and 11% (maths). This an on increase on the previous year. On average, 48% (reading), 50% (writing) and 45% (maths) of PP across the academy have made expected progress. Pupils who are PP and SEND in 80% of the classes across the academy have made more progress in maths and reading than those not PP or SEND. On average, 37% (reading), 41% (writing) and 42% (maths) of PP and SEND across the academy have made expected progress. GLD, phonics screen and KS1 end of year outcomes a 	<p>NPQML/SL training Continue bespoke CPD next year</p> <p>PPG leadership – need to widen accountability so that all leaders and staff teams focus on PPG</p> <p>Iris - limited impact this year due to staff changes, where it has been used it supported self reflection and the sharing of good practice effectively. Direct 1:1 staff coaching has been effective in improving the quality of learning and teaching in both phonics and maths.</p> <p>Embed basic skills good practice next year with new staff Embed coaching programme and peer learning programme to continue to improve quality first teaching across the curriculum</p>	<p>See spend plan 17-18</p>

		<p>higher percentage of children in receipt of PPG achieved age related expectations compared to non PPG</p> <ul style="list-style-type: none"> Improved overall learning and teaching from 38% to 62% good or better Removal of special measures in Feb 2018 Leadership team graded as 'good' <p>See Data 2017-2018 report See Ofsted report February 2018 See Academy review report June 2018</p>		
<p>Disadvantaged pupils make accelerated progress from their starting points</p> <p>A+ disadvantaged learners achieve aspirational attainment targets</p> <p>B & D</p>	<p>Commando Joe character education – high quality PSHEC provision</p>	<p>Initial attainment targets 2017-2018</p> <p>Actual Impact:</p> <ul style="list-style-type: none"> Ofsted commented positively in Feb 2018: "The school's work to promote pupils' personal development and welfare is good." PSHEC and pastoral provision has resulted in an overall 57% reduction in Fixed Term Exclusions and a 51% behaviour incidents from 2015-2016. <p>See Ofsted report February 2018</p>	<p>Commando Joe</p> <p>Sessions promoted team work, resilience, communication and social skills such as turn taking. CoJo was also used as an intervention for identified children in Y6 to support with readiness for Y7.</p> <p>Ofsted commented positively in Feb 2018:</p> <p>Continue to embed high quality PSHEC</p>	<p>See spend plan 17-18</p>
<p>ii. Targeted support</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Disadvantaged pupils make accelerated progress from their starting points (diminish differences)</p> <p>B</p> <p>A+ disadvantaged learners achieve aspirational attainment targets</p> <p>D</p>	<p>Stories for talking refresher</p> <p>Speech and Language Therapy bought in service</p> <p>Learning support assessments</p> <p>Be-spoke induction and baseline assessment by EAL champion for children starting school in year</p> <p>Breakfast club & booster clubs, Hegarty Maths, Accelerated Reader</p> <p>Top up TA hours in every class Y3-6</p> <p>Sunshine provision room & bespoke interventions</p> <p>Targeted pastoral support and alternative provision</p>	<p>Children in receipt of PPG make accelerated progress from their starting points</p> <p>50% reduction in behaviour incidents and FTEs</p> <p>Impact:</p> <ul style="list-style-type: none"> • 36% of PP pupils met ARE in writing, up 4% on 2017. • PP pupils at the end of KS2 attained higher when compared to non-PP children. • The percentage of PP children, who had prior KS1 attainment and attained, had increased from the previous year. Reading – 55%, writing - 48% and maths – 45%. • 57% reduction in Fixed Term Exclusions and a 51% behaviour incidents from 2015-2016. • 100% of children in receipt of pastoral intervention made progress from their starting points using the Emotional Wellbeing Scale. <p>See Data 2017-2018 report See Ofsted report February 2018</p>	<p>Targeted intervention and staff training: Range of interventions delivered this year improved through staff training including LEAP and VIP refreshers, precision teaching training and Autism Awareness training.</p> <p>Continue next year – ensure all TAs are delivering quality precision teaching and LEAP sessions daily, maximise use of staff skills and expertise through flexible timetabling and provision mapping.</p> <p>Booster: Range of boosters delivered improved progress and attitudes to learning. Need to continue to set up and use accelerated reader across KS2.</p> <p>Continue to embed and develop next year, link to breakfast club, reading morning, stay and play sessions</p> <p>Be-spoke induction and baseline assessment: Over 140 children were admitted in year, due to the sporadic nature and volume at certain time periods of new starters a full EAL Champion assessment was not always manageable. Where it was possible this impacted on a smoother induction process, targeted TA support and accelerated progress from starting points.</p> <p>Timetable new starter induction so that baseline assessments and 6 week reviews are manageable.</p> <p>Pastoral intervention and alternative provision: Range of interventions delivered improved through staff training including Healthy Minds. Alternative provision impacted positively on behaviour and attitude to learning.</p> <p>Fully integrate pastoral provision to SEND offer and use Sheffield Support Grid to assess need and ensure timely and targeted intervention.</p>	<p>See spend plan 17-18</p>
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iii Whole school strategies

<p>Disadvantaged children are engaged in school life, attend regularly and on time</p> <p>C</p> <p>Disadvantaged pupils make accelerated</p>	<p>Motivational attendance and behaviour rewards and systems</p> <p>Strategic attendance home visits & home language support</p>	<p>Impact:</p> <ul style="list-style-type: none"> • For GLD, phonics screen and KS1 end of year outcomes a higher percentage of children in receipt of PPG achieved age related expectations compared to non PPG • Attendance for children in receipt of PPG has increased from 88% 16-17 to 91.8%. 	<p>Attendance Officer, Family Liaison Officer, SOL: Time invested 'on the ground' and the revised attendance rewards have impacted on a continued trend of improved attendance and reduced persistent absence. Some escalation meetings this year have taken place in the family home to avoid time wasted for no shows.</p> <p>Continue next year and ensure improved strategic joint working with other local agencies and the Local Authority to improve the escalation process.</p> <p>Extra curricular activities:</p>	<p>See spend plan 17-18</p>
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<p>progress from their starting points</p> <p>B</p> <p>Attainment for disadvantaged pupils is raised</p> <p>A</p>	<p>SOL targeted attendance support for escalations</p> <p>Music and sports activities, residential visit</p> <p>Parent partnerships –family learning courses, toddler group</p>	<ul style="list-style-type: none"> • The gap between attendance of PPG and non PPG has diminished from 2.6% to 1.5% • 100% of children in receipt of pastoral intervention made progress from their starting points using the Emotional Wellbeing Scale. • Targeted pastoral intervention has impacted on 79% of children accessing support improving their attendance, 82% showing a reduction in behaviour incidents and 79% in FTEs. <p>See Ofsted report Feb 2018 See Academy review report June 2018 See Attendance report 2017-2018 See school parliament reports See Parent View 2017-2018</p>	<p>Children have had opportunities again to access a range of additional activities including a residential to Whirlow Farm and music and computing clubs. This has continued to impact on children’s attendance and positive comments about school.</p> <p>Continue and extend next year</p> <p>Family activities: Parents have had opportunity to access a range of family learning activities across the year including CBeebies, stories, construction, cooking and ESOL. This has impacted on families having a better understanding of school life.</p> <p>Continue next year</p>	
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3. Attainment and progress		2016-2017	2017-2018	2016-2017	2017-2018
Y6	<i>PP</i>	<i>PP</i>	Non PP	Non PP	
% achieving expected standard or above combined	4%	3% (1)	6%	0%	
% achieving expected standard or above in reading	14%	3% (1)	0%	0%	
% achieving expected standard or above in writing	50%	36% (14)	22%	5% (2)	
% achieving expected standard or above in maths	21%	15% (6)	22%	0%	
Progress score for Reading	1.08	-0.5 (predicted)	-8.25	-3.0 (predicted)	
Progress score for Maths	1.78	1.6 (predicted)	-6.98	1.1 (predicted)	
Y2					
% achieving expected standard or above combined		12% (7)		7% (4)	
% achieving expected standard or above in reading	9%	14% (8)	9%	5% (3)	
% achieving expected standard or above in writing	9%	14% (8)	11%	7% (4)	
% achieving expected standard or above in maths	9%	15% (9)	17%	7% (4)	
Y1 phonics screen % achieving expected standard or above	29%	13% (7)	31%	7% (4)	
EYFS Good Level of Development	55%	14% (7)	25%	12% (6)	

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	Inadequate language for learning on entry to school – especially Nursery, Reception, Year 1
B	Language acquisition in English – high levels of in year mobility, number of children assessed as new to English on entry
C	Inconsistent schooling from Reception to Year 6 - low attainment on entry, gaps in learning
D	Reading – comprehension skills, inference
E	Maths – secure knowledge of place value
F	Inadequate learning and social skills on entry to school – sharing, turn taking, resilience, empathy, aspiration
G	Social and Emotional Needs - attachment difficulties, emotional regulation difficulties, conflict resolution difficulties
H	Low self confidence and self esteem – applying learning in different contexts independently (A+ disadvantaged learners)
I	Low numbers of children working at or above age related expectations within the Academy – peer learning, motivation (A+ disadvantaged learners)

External barriers

J	Transient community - high mobility (70% in year 2016-2017)
K	Prioritising education, aspirations, understanding of UK school expectations
L	Family desire, confidence and ability to communicate in English

5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Attainment for disadvantaged pupils is raised	Cohort: 21% Y6 combined 22% Y2 combined 49% Y1 phonics 20% GLD
B.	Disadvantaged pupils make accelerated progress from their starting points (diminish differences)	At least 20% of disadvantaged 'core' children make accelerated progress to age related expectations in each year group
C.	Disadvantaged children are engaged in school life, attend regularly and on time (diminish differences)	Cohort: 94% attendance 50% reduction in fixed term exclusions
D.	A+ disadvantaged learners achieve aspirational attainment targets	100% of high attaining disadvantaged children achieve exceeding, greater depth or mastery at the end of the academic year

6. Planned expenditure

Academic year 2018-2019

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 inc non PP funding in addition)
Addressing barriers: C, D, E, H	Middle and Senior Leadership professional development Data analysis training for SLT	<p>2017-2018 impacted on:</p> <ul style="list-style-type: none"> Removal of special measures Good judgement for leadership team <p>See Ofsted report February 2018</p>	<p>Desired outcome A&B</p> <p>Attainment for disadvantaged pupils is raised</p> <p>Disadvantaged pupils make accelerated progress from their starting points</p>	HR	Yearly	<p>£1500 Learners First subscription - NPQ</p> <p>£3780 20 days quality cover</p> <p>£3263 Iris subscription</p> <p>£2000 Training & subscriptions</p> <p>£2000 approx Be-spoke data tracker, updated to include key objectives</p>
	<p>Maths:</p> <ul style="list-style-type: none"> Continue to embed fluency and mastery NCETM maths mastery specialist programme TRG training groups Booster groups 	<p>Track record of improving the quality of learning and teaching and improvements in basic maths skills</p> <p>See PPG 2017-2018 impact</p> <p>EEF Mastery learning moderate impact +5</p>	<p>Desired outcome A&B</p> <p>Attainment for disadvantaged pupils is raised</p> <p>Disadvantaged pupils make accelerated progress from their starting points</p>	GC	Yearly	£4,397 Maths Leadership

	<p>Phonics and Reading:</p> <ul style="list-style-type: none"> Continue to embed think aloud sessions Continue to embed phonics quality first teaching English specialist consultant support – teaching cycle Booster groups 	<p>Track record of improving the quality of learning and teaching and improvements in basic skills See PPG 2017-2018 impact</p> <p>EEF reading comprehension strategies moderate impact +5</p> <p>EEF Phonics moderate impact +4</p>	<p>Desired outcome A&B</p> <p>Attainment for disadvantaged pupils is raised</p> <p>Disadvantaged pupils make accelerated progress from their starting points</p>	RH JT	Yearly	<p>£40,000 SLT Leadership of English</p> <p>£3600 Consultant support x half termly visits 16 days in total</p> <p>£4,397 KS1 Leadership</p>
Addressing barriers: I, H Confidence and resilience	Commando Joe character education – high quality PSHEC provision	<p>Evidence based track record of improving children's personal and social skills See Ofsted report February 2018</p> <p>EEF social and emotional learning moderate impact +4</p>	<p>Desired outcome B & D</p> <p>Disadvantaged pupils make accelerated progress from their starting points</p> <p>A+ disadvantaged learners achieve aspirational attainment targets</p>	HR	3 year subscription (currently year 2)	£1725 Commando Joe

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 inc non PP funding in addition)
Addressing barriers: A, B, C, D, E, F, G, H, I, K	<p>Intervention training for staff - closing the gap:</p> <ul style="list-style-type: none"> LEAP/VIP Precision teaching Social stories Boxall profiles Theraplay 5 point scale Peer mediation 	<p>Signposted as good practice in Sheffield – SEND Locality B</p> <p>EEF oral language interventions moderate impact +5</p>	<p>Desired outcome B, C & D</p> <p>Disadvantaged pupils make accelerated progress from their starting points (diminish differences)</p> <p>Disadvantaged children are engaged in school life, attend regularly and on time</p>	CW	Yearly	<p>£8107 Additional day per week SEND Leadership</p> <p>£2000 approx Staff training – Boxall profiles, Theraplay, 5 point scale</p>

			A+ disadvantaged learners achieve aspirational attainment targets			
	Speech and Language Therapy bought in service	Good practice observed in other local schools	See above	CW	Yearly	£8967 SALT
	SEND package – learning support assessments, additional expertise, training					£5750 Fusion % PPG £3737.50
	Be-spoke induction and baseline assessment by EAL champion for children starting school in year	Good practice observed in other local schools	See above	AF	Yearly	£3042 for the year
	Booster sessions Hegarty maths Accelerated Reader	Good practice observed in other Oasis schools Report from National Literacy Trust on impact of Accelerated Reader programme	See above	AF & GC	2 year subscription	£4503 Accelerated reader £1000 Hegarty Maths £26,211 Additional HLTA
	Closing the gap targeted intervention, support, challenge Top up TA hours Key Stage 2 1.15 - 3.15pm M-F term time	Track record of improving vocabulary and language See PPG 2016-2017	See above	CW	Yearly	£21,067
	Additional staffing for sunshine provision & bespoke high need intervention	Good practice observed in other Oasis schools	See above	CW	Yearly	£24084/year 1.5 staff %PPG £15895
	Targeted, time limited, measurable pastoral intervention linked to Sheffield SEND support grid	Significant reduction in fixed term exclusions over the last 2 years Alternative provision initiated with Sheffield LA EEF Behaviour interventions moderate impact +3	Reduction in FTEs	CW	Yearly	£37000 Pastoral, inc Counselling £6202 Alternative provision

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 inc non PP funding in addition)
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Addressing barriers: D, E, F, G, H, J, K, L	<p>Motivational attendance rewards</p> <p>Strategic attendance home visits & home language support – below 90% attendance</p> <p>SOL attendance support</p>	<p>Good practice observed in other Oasis schools</p> <p>Track record of improving attendance and diminishing the difference</p> <p>PPG spend plan 2017-2018</p>	<p>Desired outcome A, B, C,</p> <p>Disadvantaged children are engaged in school life, attend regularly and on time</p> <p>Disadvantaged pupils make accelerated progress from their starting points</p> <p>Attainment for disadvantaged pupils is raised</p> <p>Reduction in FTEs</p>	RHI	Yearly	<p>£4000</p> <p>Rewards</p> <p>Yearly=</p> <p>Monthly =</p> <p>Punctuality push</p> <p>half termly =</p> <p>£45040</p> <p>Attendance & Family Liaison Team</p> <p>£3264</p> <p>SOL</p>	
	<p>Motivational and aspirational activities and rewards</p> <p>Outdoor area development in KS1</p>	<p>Good practice observed in other local schools</p> <p>RSA 'Between the cracks' 2013 – need to minimise the impact of mobility on social relationships, readiness to learn/learning skills and low attainment</p>			RHn	Yearly	<p>£550</p> <p>Singing package</p> <p>£500</p> <p>Whirlow residential</p> <p>£4500</p> <p>Behaviour rewards- £500 x 3 per year for CARROT rewards</p> <p>£1000 x3 pop up shop</p> <p>£3000</p> <p>KS1 outdoor area</p> <p>£4,500</p> <p>Forest School area development</p>
	<p>Parent partnerships:</p> <ul style="list-style-type: none"> Family learning courses, including Save the Children project Community events 	<p>Good practice observed in schools</p> <p>EEF Early Years intervention moderate impact +5</p>			AF	Yearly	<p>£3042 staffing for the year</p> <p>Toddler group</p> <p>£721</p>

	• Toddler group	EEF parental involvement moderate impact +3				£1000 resources/events
					TOTAL COST £5331.50 contingency	£274510.50
8. Additional detail						
2016-2017 spend: 52% PPG		2017-2018 spend: 56% PPG		2018-2019 spend: 64.6% PPG		