



Exceptional Education at the Heart of the Community

School Motto: We help each other to be our best.
Pupil Premium Strategy Statement

1. Summary information					
School	Oasis Academy Johanna				
Academic Year	2018/19	Total PP budget	£1320 x 79 = £104,280	Date of most recent PP Review	Sep 19
Total number of pupils	204	Number of pupils eligible for PP	79	Date for next internal review of this strategy (termly)	Jan 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*
Pupils to be exposed to rich vocabulary and have planned opportunities to use this in oral language and writing	Invest in a language rich curriculum	Cornerstones curriculum provides language rich learning environment Children read quality texts related to topics Lessons begin with language shared, displayed and explained	Amendments to topics made to ensure full national curriculum is covered at each key stage. Curriculum leader has collated medium terms plans to produce a document which ensures all subjects and objectives are covered	TLR for Curriculum Leader
Pupils to sustain progress throughout KS1 and KS2	Two staff to lead a resilience project across the whole school	Whole school understanding of the benefits of having an 'open mind set' KS2 children aware of brain functions and impact of 'mind over matter' Progress measures	Need to be more explicit when praising pupils Boards need to be referred to during lessons	TLR x 2 for lead teachers
Enhance the 'cultural capital' of disadvantaged pupils	Introduce MX Band to one class	Pupils performed at Royal Festival Hall Talent discovered which would not have otherwise been discovered	Continue next year	MX band and Ukulele tutor fees

	Continue ukulele lessons and introduce tuition			
Enhance the 'cultural capital' of disadvantaged pupils	Offer financial support so all year six children are able to go away on our residential trip to Arethusa.	Financial issues did not prevent any child from attending residential trip. Pupils benefited from the opportunities that a residential offers – independence, self-growth, risk taking, outdoor learning, and specific activities not on offer through school (sailing, rock climbing, archery)	Encourage patents to start payment plans earlier in the year.	Arethusa subsidy

ii. Targeted support

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?	Cost*
Close gap between PP and Non PP achieving expected standard at each year group – with particular focus on more able PP	Continue small group and individual interventions across the school. Specialist language support one day a week.	No gap in Y1 phonics and in any subject at end of KS1 7% gap EYFS –less than previous Gaps in end of KS2 reduced – Writing 7% Reading 4% Maths 3% No gap in GPS	Small group support more effective than individual tuition Splitting Y6 for maths made impact on attainment 'borderline' pupils.	Support teacher 1 day per week 2 X TA group support SENCO and AP group support

External barriers

D.	Parental confidence and ability to support with homework, particularly reading (vocabulary) and maths
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5. Desired outcomes

A	Pupils to make rapid progress, particularly in EYFS	Quality first teaching Good transition models into school and between nursery and reception Clear assessment systems used to inform teaching and identify where additional support is needed
B	Pupils to sustain progress in to and through KS2	Quality first teaching Good transition models between EYFS and KS1 and KS1 to KS2 Clear assessment systems used to inform teaching and identify where additional support is needed
C	Pupils exposed to wide range of vocabulary	Language rich lessons Quality books and resources

D	Parents to improve own skills, and know where to get support	Range of opportunities offered to parents Attendance at events, meetings and workshops Signposting to local support
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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?)
Ensure that the curriculum is exciting, engaging and makes full use of the school's location.	Plan visits to: Religious buildings, Oasis Farm, Royal Festival Hall, Rambert Ballet and other world class arts providers	World class opportunities on our doorstep. Link to topics making learning across the curriculum concrete and fun Build vocabulary and provide aspiration for future carers and interests.	Highly motivated learners Abstract learning becomes concrete	AP	On a term by term basis as funding can be found	Curriculum leader TLR Subsidy for paid trips Full cost of Oasis Farm
An ethos of high expectations and attainment for all pupils.	CPD for all staff as to what this looks like in each classroom. Reinforced through appraisal and monitoring.	Proven highly effective strategy for raising attainment of all.	All pupils achieve above national average at all assessment points unless a specific need is identified and being addressed through IEP / EHCP	AP	Culture of learning and success is embedded	CPD literature to support Growth Mindset

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?)

<p>All PP pupils to achieve as highly as their peers, with a particular focus on higher achieving PP, to maintain their trajectory in line with peers.</p>	<p>CPD for all staff as to what this looks like in each classroom. Reinforced through appraisal and monitoring.</p>	<p>100% buy in from staff through sharing evidence based strategies – Education Endowment Fund Growth Mindset Reading strategies Mega cognition</p>	<p>Achieve expected standard Phonics - disadvantaged 100% / non 90% End of KS1 – disadvantaged 100%/ non 88% End of KS2 – disadvantaged 75% / non 75%</p> <p>Exceed expected standard End of KS1 – disadvantaged 29%/ all 30% End of KS2 – disadvantaged 30% / non 9%</p>	<p>EP AP</p>	<p>Ongoing</p>	<p>Support teacher 1 day per week</p> <p>2 X TA group support</p> <p>SENCO and AP group support</p>
<p>Enhance the 'cultural capital' of disadvantaged pupils</p>	<p>Invite PP pupils to selected clubs and extra-curricular activities for no cost</p> <p>Offer financial support so all year six children are able to go away on our residential trip to Arethusa.</p>	<p>Moving matters coach – capoeira club for PP children</p> <p>No child excluded from the opportunities that a residential offers – independence, self-growth, risk taking, outdoor learning, and specific activities not on offer through school (sailing, rock climbing, archery)</p>	<p>Financial issues do not prevent any child from extracurricular opportunities</p>	<p>EP AP</p>	<p>Ongoing</p>	<p>Moving Matters coach paid for with Sports Premium</p> <p>Subsidy for paid trips</p> <p>Full cost of Oasis Farm</p>
<p>Close gap between PP and Non PP achieving expected standard at each year group – with particular focus on more able PP</p>	<p>Continue small group and individual interventions across the school.</p> <p>Specialist language support one day a week.</p>	<p>Misconceptions able to be picked up Gaps can be filled in small group setting Observations show this intervention is beneficial for nurturing and progress.</p>	<p>Reviews after each half termly assessment period</p> <p>Staff to update timetables half termly</p>	<p>EP AP</p>	<p>Ongoing</p>	<p>2 X TA group support</p> <p>SENCO and AP group support</p>

iii Whole school strategies

Issues 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?)
Not all parents have the confidence or ability to support their children's learning	<p>Chaplain to signpost parents to internal and external supports including -</p> <p>School led phonics, reading, maths, anti-bullying workshops</p> <p>Hub connections with Morley College and local ESOL classes</p>	Chaplain has already developed a relationship with families through Parent Voice, Class Reps, events and working alongside families with need	Parent have more confidence in own ability and can therefore support and encourage own children to achieve highly	Chaplain AP	Ongoing	Chaplain salary
PP children do not always maintain trajectory from EYFS to KS2	<p>Termly pupil progress meetings to identify trends, target support</p> <p>Implement strategies e.g. Staff prioritise disadvantaged pupils when marking.</p>	<p>Maintain focus on achievement of disadvantaged</p> <p>More care will be given when teachers are fresh.</p>	Better quality of feedback for disadvantaged pupils as seen in work scrutinies	AP	Ongoing until met	SENCO / AP out of class to conduct meetings
100% staff focus on disadvantaged	Use their achievement as an element of staff appraisal	Staff will prioritise the most disadvantaged pupils if linked to their own progression.	Targets as above	AP	Ongoing	

***Individual costs not specified as some relate to staff salaries.
All monies accounted for by finance team**