



Pupil premium strategy statement:

1. Summary information					
School	Oasis Academy Coulsdon				
Academic Year	2017/18	Total PP budget	£272,854	Date of most recent PP Review	2017
Total number of pupils	806	Number of pupils eligible for PP	268 (not including new year 7)	Date for next internal review of this strategy	November 2017
2. 2015-16 outcomes for PP students					
Attainment for: 2016-2017	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (your school/national Y6)</i>		
Progress 8 =	-0.08		0.36		
% A*- C (9-5) English and Maths	23.3%		52.4%		
% taking Ebacc	50%		58.3%		
% achieving Ebacc	10%		29.8%		

3. Review of expenditure

Previous Academic Year

i.

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Students achieve in line with targets	1:1 Academic mentoring	At least 50% of targeted students to improve performance in August in comparison to Christmas mocks	Focussed intervention with key students required. Intervention would also be more effective if a unit of work helped to structure the nature of the course.	75000
Underperforming students in core areas (English, Maths and Science) meet target grade in summer GCSE results	Core subject intervention	Targeted students to perform in-line with targets	Smaller groups of no more than ten required. Sessions more effective when feedback, rather than simply the delivery of learning provided.	50000
KS3 students who have a reading age below their chronological age reach their age by end of the school year	Reading and Lexia programme	Majority of students who undertake the intervention to match their reading age and chronological age.	Lexia (and the other attached reading initiatives) needed to be given more regularly in conjunction with their English lessons in order to quicken the time it takes to achieve parity with other students.	1000
All students to have better access to MFL learning resources due to the purchase of an on-line platform.	Kerboodle - MFL	More resources available to pupils to ensure increased level of output in all MFL homework	Staff must insist that students are using this regularly and are quickly ensuring students have access to this facility.	1000

Literacy levels match at least chronological age	Library lessons for KS3 pupils	Create a reading culture within the school whilst also improving the reading age of the students in years seven and eight.	Wider staff body to help facilitate culture. Identification of key individuals will help to accelerate student literacy levels.	1000
To narrow the gap in homework completion between PP and non-pp students	Homework Club	No gap between PP and non-PP students in regards to homework completion	This initiative was undertaken on a 'drop-in' basis. Students who regularly did not complete homework should have undertaken compulsory attendance through their Family Leader.	1000
To improve the attendance of PP pupils by 5% through whole school attendance strategies.	Various attendance strategies such as school mini-bus	No gap between PP and non-PP attendance	Monitoring by form tutors are integral to the progress of attendance. School bus is a successful initiative which will continue into the next academic year.	9000
Increased participation in whole school events. Enhance pupils' engagement and enjoyment.	House events and programmes.	PP students feel a more integrated part of the school 'family'. Confidence and achievement profile of PP students is raised.	Administrative policy must be embedded and enforced if this is to occur in a deliberate fashion	11,000

Increased engagement and cultural capital of disadvantaged pupils	Music tuition	Students who express an interest have access to music tuition to improve their musical ability	Identification of students who would warrant music tuition needs to be undertaken quicker	1000
All pupils to feel equal. Reduce anxiety about disadvantage	Uniform assistance	No student feels stigma based on their uniform and are able to feel an equal part of the school body.	The manner in which this is advertised to students and parents/guardians needs to be considered.	1000
Increase access to education through the loaning of resources	Laptop loans to pupils and revision guides for GCSE subjects	All students are given an equal chance to access educational resources both at school and at home	Form tutors need to play a key role in the identification of eligible students	4000
Equal access to information regarding various courses and professions	Careers guidance	PP students are able to gain insight into wider employment opportunities in order to heighten expectation.	Targeting PP and disadvantaged students before other groups allows the necessary time to be given to the students	8500

4. Further barriers to future attainment (for pupils eligible for PP, including high ability)

Could include poor oral language skills, poor attendance or behaviour, low social esteem,

A.	Low Literacy Levels
B.	Attendance

C.	Parental engagement
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5. Planned expenditure

Academic year	2017/18
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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. Improving Classroom Pedagogy

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Success Criteria	Staff lead	Review date?
CPD time utilised to raise profile of PP outcomes	CPD time to be utilised to raise importance of closing the pp GAP as well as highlighting key students during briefings who are	AFA research. DFE guidelines Rationale: Staff need to have a comprehensive understanding for the need to 'close the gap' if they are to commit	Record or attendance Staff surveys, line management feedback Student progress	Attainment gap for PP compared to non-PP closes (particularly yr11)	MGU	Dec 2017
Improve T&L	Monitoring of staff through various methods, lead teachers, Achievement for All intervention methods	DFE guidelines, EEF research, observations of outstanding schools. Rationale: Improved quality of T&L will in turn lead to better attainment outcomes	Reviews of T&L, student surveys,	Attainment gap for PP compared to non-PP closes	MP	Dec 2017
Improved tracking of student progress	SISRA, progress meetings, line management, book scrutiny, learning walks and reviews will all have PP as a top agenda point	EEF research, DFE 2013 paper. Rationale: Forensic tracking and monitoring will ensure no students are left behind	Line management meetings, data reviews, learning walks	Improved attainment of key students within each year group	CG/MG	Dec 2017

ii. Targeted Support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Success Criteria	Staff lead	Review date?
Year 7 and 8 students with low reading ages to achieve chronological age	Whole- School Literacy intervention	Observations of other schools EEF Rationale: To ensure students achieve chronological reading age as soon as possible	Observation of sessions Feedback surveys	Students achieve chronological reading age	MGU	Dec 2017

KS4 intervention sessions	Half-term, Saturdays and after school sessions. Students will be targeted based on performance	Exam results Rationale: Additional time with students who have been identified as requiring support will ensure greater outcomes.	Attendance records Line-management meetings	Students achieve target grade	CG	Dec 2017
Improved progress of students	Monitoring of students: Meeting fortnightly, PP male students who lack engagement who are not behavioural issues are to meet with a member of staff to monitor quality of work produced and reward students for positive outcomes	AFA research, OFSTED framework, EEF research Rationale: Ensuring students take control and understand their performance will lead to greater outcomes.	Observations of meetings, record of attendance, attainment data, staff surveys	Improved attainment data for identified students	CG/MG	Dec 2017
Students have a greater understanding career options	Careers advice (1:1 meetings with advisor)	DFE guidelines Rationale: A greater understanding of career paths will lead to a greater sense of purpose and drive within school	Line management of TM	More students attending university. All year 10 students have work experience	TM	Feb2018
Improve outcomes for students who fall below target grades	Prep sessions: students from all years are to work after school in a silent study room to complete work assigned by staff (maximum of 20 per year)	Observation of outstanding schools, EEF research. Rationale: Further study time will increase attainment and help develop students' independent study skills	Record of attendance, attainment data	Increased attainment progress for students who are selected for prep sessions.	JVG	Dec 2017
Improve progress of students in maths	Using form time to undertake numeracy activities as part of a regular mentor program	EEF research, pilot schemes within school. Rationale: Greater exposure to core maths skills will lead to greater outcomes	Tracking spreadsheets, learning walks, student surveys	Student feedback highlights increased confidence in maths, attainment data.	PT	Dec 2017
Support student well-being	Inclusion team: Two members of staff assigned with supporting the well-being and attendance of students. The team also offer counselling and	DFE research, various well-being charity research outcomes. Rationale: Student well-being is a priority; if students feel happy and safe they are more likely to learn.	Student surveys, line-management, meetings with students/parents/guardians	Reduced truancy levels in comparison to previous academic year	LM	Dec 2017

Improved student attendance	Mini-bus for students who live further away and/or have an issue with punctuality	In-house Pilot findings Rationale: If students are in school in time they are happier, feel supported and are more likely to learn to a better standard	Attendance records	Punctuality of students who use the mini-bus to increase	AC	Half termly
Enrichment	Music tuition: Funding to support PP students who demonstrate an aptitude and interest in the subject area.	DFE 2013: Evaluation of PP paper Rationale: Students should be able to flourish in areas they are clearly talented/gifted within but lack the financial ability to improve	Attendance records	Students who are selected attend regularly and begin to complete grading examinations	AD	Termly
Improved well-being	Uniform: Financial support offered to individuals who require it.	Sutton Trust 2015 paper: The Pupil Premium Next Steps Rationale: Students who feel part of the school community are far more likely to act as part of a community	Student and staff surveys. Parental/guardian feedback	All identified students who require support with uniform are given it.	MG	Half termly
Raise aspiration	Inspirational talks: Speakers from various careers to discuss their journey in order to raise aspirations and broaden students understanding of past-16 paths	DFE 2013: Evaluation of PP paper Rationale: improved awareness of Post-16 options will lead to greater focus on personal progress	Pupil panels and student surveys	More students attend university	MG	Termly

iii. Whole School strategies

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Success Criteria	Staff lead	Review date?
Increased understanding of key subject concepts	Knowledge Organisers: regular testing of core subject concepts	Observations of schools who have embedded similar policy Rationale: Regular understanding of key knowledge will improve revision skills, increase the coverage of content in lessons and attainment of students	Lesson observations, training, student and staff surveys	Attainment increased Students have improved independent study skills	JVG	Half termly

Access to collaborative thinking, resources and the opportunity to network with other schools with similar intakes	PiXL membership	Observations of similar schools, Rationale: The ability to network and remain up-to-date on school policy is vital to ensure we are not left behind	Record of attendance Learning walks	School policy is in-line with latest guidelines. Academy utilises PiXL initiatives within school	AB	Jan 2018
Greater attainment outcomes for most vulnerable	Timetabling to ensure experienced staff work with the most vulnerable attainment groups	EEF research Rationale: More experienced staff have a greater understanding, and potential relationship, with key students	Learning walks Attainment data	Attainment outcomes for most vulnerable increase further than previous year	CG	Termly
Greater parental/guardian engagement	Achievement for All scheme: Targeted training methods which outline methods which will lead to greater parental/guardian engagement	Achievement for All findings Rational: Greater parental engagement leads to increased support of student progress.	Record of attendance Parental surveys	Improved attendance of parents at parents' evening. Greater attendance of meetings	MG	Termly
Student well-being	Breakfast Club: PP students to receive a free breakfast each morning	EEF research Rationale: Students who have eaten healthier are far more likely to maintain focus	Record of attendance Student surveys	Increased ATL scores	MG	Half termly
Greater PP inclusion	Enrichment curriculum: Activities/trips: 35% of all students undertaking enrichment curriculum must be PP students	EEF research Rationale: Feeling a greater sense of achievement and inclusion leads to positive focus within school	Record of attendance	At least 35% of all initiatives must include PP students		Half termly

6. Additional detail

