

## Exceptional Education at the Heart of the Community

### Pupil Premium Strategy Statement:

1. Summary information					
School	Oasis Academy Coulsdon				
Academic Year	2018/2019	Total PP budget	£250,327	Date of most recent PP Review	Sept 2018
Total number of pupils	852	Number of pupils eligible for PP	283	Date for next internal review of this strategy (termly)	
2. Review of expenditure					
Previous Academic Year	2017/2018 Total PP received £239,813 for 256 eligible students				
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	
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	<p>Staff more aware of their moral purpose in closing the PP gap.</p> <p>Teachers better equipped to alter their teaching style to meet the needs of students. This was raised through weekly key student focus emails</p> <p>Mentors quickly notified of absent PP students through daily email from attendance officer. This allowed quicker follow up from mentors and family leaders</p>	<p>The profile was raised and teachers are well aware of the profile of PP outcomes. Key students were predicted a progress 8 score of -1.8 and the final progress 8 score was -0.2.</p> <p>The focus will now be on practical, classroom based, solutions at closing the gap for all PP students not just key ones</p>	£4500	
Improve T&L	Monitoring of staff through various methods, lead teachers and	Observations showed staff were more aware of their PP students but inter-teacher variance was evident when achievement for all shadowed PP students.	Improving T&L is the main focus for 2018/19. A new approach to improving T&L, in the form of professional learning logs is being implemented in order to address this. The approach is centred around stronger	£5000	

	achievement for all intervention methods		pedagogical development and allows more opportunity for subject specific professional development. T&L can therefore specifically target underachieving students.	
Improved tracking of student progress	SISRA, progress meetings, line management, book scrutiny, learning walks and reviews will all have as a stop agenda point	Tracking meetings were effective at creating bespoke action plans that involved pastoral and subject lead input.  Weekly PP book scrutiny was a powerful way to feedback to staff and track student progress.  Agenda points for PP raised the profile and opened discussions on bespoke intervention during weekly meetings	Tracking meetings have a place in academy life but the most powerful tracking came more frequently. Weekly agendas will be sent out centrally by ALT to include PP on them and weekly LM meetings will also include middle leaders carrying out book looks with their line manager.  Family leaders to have structured conversations once a term with hardest to reach families.	£8000
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> <b>Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?</b>	<b>Cost</b>
Year 7 and 8 students with low reading ages to achieve chronological age	Whole-school literacy intervention	52% of year 7 PP students joined us with a reading age at or above their chronological age. By the end of the year this rose to 66%.  Year 8 undertook mentor time reading.	Lexia programme to continue with year 7. More work needs to be done on raising the profile of reading age with students across the academy.  For those below reading age but above the lexia reading group, mentors will prioritise them for reading in mentor sessions and they will be put forward for paired reading.  Mentor time reading will be extended to year 9.	£20000
KS4 intervention sessions	Half-term, Saturdays and after school session. Students will be targeted based on performance	KS4 intervention was well attended by all groups of pupils.	KS4 intervention will continue but with more emphasis on pushing out hardest to reach to attend. Messages will be sent home as a reminder of the interventions available.	£15000

Students have a greater understanding of career options	Careers advice (1:1 meetings with advisor)	Careers advice prioritised with PP students	Every PP pupil will receive 2x careers meetings this year. This will allow better tracking of college places and applications so we can support an intervene earlier.	£9000
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 20 per year)	Prep ran from January to the end of the year. In total 39 students cumulatively attended across the year. 21 of which made progress in at least one subject and returned back to expected progress	Prep will begin in September to allow for earlier intervention. It will also be expanded to 3 days a week as opposed to 2 to allow more students to attend.	£6000
Improve progress of students in maths	Using form time to undertake numeracy activities as part of a regular mentor program	Maths performed above national average but non PP outperformed PP by 10.4% in 7+ grades and 28.1% in 5+ grades	Bespoke mathematics intervention for year 11 to start from September. Years 10 and 11 have 8 Maths classes this year so as to reduce class sizes and allow for more feedback.	£20000
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.	Improved attendance for these students.	Inclusion team to undergo emotion training and carry out a case study on KS3 students to support them with handling their emotions.	£70000
Improved student attendance	Mini-bus for students who live further away and/or have an issue with punctuality	PP attendance was 93.08% and non PP 96.6% with a gap of -3.5%. This gap has narrowed on the previous year (-4.4%)	Mini bus will continue with the students that need it. More work with AFA and pastoral routines needs to be developed to reduce the PP gap. The attendance officer will continue to email out daily absentee list so mentors and family leads can call home and provide immediate feedback	£7500
Enrichment	Music tuition: Funding to support PP students who demonstrate an aptitude and interest in the subject area.	Funding supported those that showed interest and aptitude.	More extra curricular activities will run for KS4 students.	£1500

Improved well-being	Uniform: Financial support offered to individuals who require it.	Students that needed assistance with purchasing of school uniform and equipment will be subsidised by the academy	This will continue	£1800
Raise aspiration	Inspirational talks: Speakers from various careers to raise aspirations and broaden students understanding of post-16 paths.	88% went on to sixth forms or sixth form colleges.	This will continue with scheduled speakers from NHS and universities	£1000
<b>lii Whole School strategies</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> <b>Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?</b>	<b>Cost</b>
Increased understanding of key subject concepts	Knowledge organisers: regular testing of core subjects	From term 2 onwards, every student received a hard copy of the knowledge organiser booklet and had access to an electronic copy which was updated at the end of each block.	To increase understanding of key subject concepts, regular testing now needs embedding as practice across the academy.  The knowledge organisers are also being used to aid students catching up with work missed when absent.	£9000
Access to collaborative thinking, resources and the opportunity to network with other schools with similar intakes	PiXL membership	Senior and middle leaders attended PiXL conferences for their area of responsibility.  Resources and ideas shared at these conferences directly shaped subject planning and classroom teaching.	PiXL membership will continue. New leaders will be given access to PiXL huddle.	£5000
Greater attainment outcomes for most vulnerable	Timetabling to ensure experienced staff work with the most vulnerable attainment groups	Improved outcomes in core subjects	Continue – greater focus on KS3	£2000
Greater parental/guardian engagement	Achievement for all scheme: Targeted training methods which outline	Whole school training from the AFA raised the profile of PP.	Structured conversations are going to happen once a term between a member of staff, the student and their parent.	£40000

	methods which lead to greater parental/guardian engagement	A key group of year 9 and 10 students were identified for monitoring and structured conversations.  Principles applied to key year 11 students who predominantly achieved positive outcomes from their GCSEs	Parental workshops to run more frequently this year on key topics that support the student.	
Student well-being	Breakfast club: PP students to receive a free breakfast each morning	48% of students using the breakfast club increased their attendance on the previous academic year.	Emotion training to be given to ITAs and inclusion team who will then carry out case study research on targeted KS3 PP students.	£6500
Greater PP inclusion	Enrichment curriculum: Activities/trips: 35% of all students undertaking enrichment curriculum must be PP students	35% of all students undertaking enrichment curriculum must be PP students	This will continue but with greater monitoring from the trip coordinator so records are kept of which PP students are attending trips and taking part in extra-curricular activities.	£8200

### 3. Prior Year Achievement

<b>Achievement for: 2017-2018 ( pupils) Whole school</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
<b>Progress 8</b>	<b>-0.304</b>	<b>0.347</b>
<b>Attainment 8</b>	<b>38.03</b>	<b>49.92</b>
<b>% A* - C (9-5) English and Maths</b>	<b>29.4%</b>	<b>56.8%</b>
<b>% taking Ebacc</b>	<b>41.2%</b>	<b>56.8%</b>
<b>% achieving Ebacc</b>	<b>7.8% (Stnd) 3.9% (strong pass)</b>	<b>29.5% (Stnd) 19.3% (strong pass)</b>
<b>Basics 4-9</b>	<b>45.1%</b>	<b>71.6%</b>

<b>Basics 5-9</b>		<b>29.4%</b>	<b>56.8%</b>
<b>Basics 7+</b>		<b>11.8%</b>	<b>22.7%</b>
<b>4. Barriers to future attainment (for pupils eligible for PP, including high ability)</b> Please refer to the EEF documents Teaching and Learning Toolkit, Families of schools database and Evaluation Tool and also the Pupil Premium Awards website.			
<b>In-school barriers</b>			
<b>A.</b>	<b>Quality of teaching and learning</b>		
<b>B.</b>	<b>Attendance</b>		
<b>C.</b>	<b>Parental engagement</b>		
<b>External barriers</b>			
<b>D.</b>	<b>Improving school-home relationships with our hardest to reach families</b>		
<b>5. Desired outcomes</b>			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	
<b>A.</b>	<b>Raise consistency of teaching and learning across the academy with a clear focus that no student is left behind.</b>	<b>95% of lessons being good or outstanding</b>	
<b>B.</b>	<b>PP vs non PP gap was -3.5 in attendance last year</b>	<b>Narrowing the PP vs non PP gap to within 1%</b>	
<b>C.</b>	<b>Create a routine for parental engagement through timetabled workshops and family leader rota for structured conversations</b>	<b>Attendance to parental workshops and frequency of structured conversations with key students</b>	

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**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?)
Improve T&L	Routines for recap and knowledge recall opportunities for feedback during lessons PP focus throughout focus on those staff who need coaching and improving	Quality teaching first approach to support Pp students. Improving T&L is the main focus for 2018/19. A new approach to improving T&L, in the form of professional learning logs is being implemented in order to address this. The approach is centred around stronger pedagogical development and allows more opportunity for subject specific professional develop	Close PP gap so 95% of lessons are be good or outstanding	RD	3 years	£4000
Teacher feedback	Staff to focus on using oasis 10 tasks as an opportunity to provide regular, in class feedback to PP students.  Training on Oasis 10 tasks. Dedicated twilight time for creating Oasis 10 tasks for SoW.	Research shows effective feedback to be low cost and high impact (+8 months). Improving the consistency and quality of in class feedback will provide all our PP students will regular feedback.	Books look evidence that PP students are receiving regular Oasis 10 feedback and this translating into improved outcomes	RD	2 years	£6000

	<b>Staff framework for how to run Oasis 10 tasks.</b>					
<b>ii Targeted support</b>						
<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>
Improved tracking of student progress	<b>Weekly agendas distributed to include PP actions and discussion points which are to be discussed with staff in all weekly LM meetings.</b>	<b>EEF research, DFE 2013 paper.</b>  <b>Rationale: forensic tracking and monitoring will ensure no student is left behind</b>	<b>Effective tracking and early intervention from middle leadership</b>	<b>CG/JvG</b>	<b>2 years</b>	<b>£10000</b>
Year 7 and 8 students with low reading ages to achieve chronological age	Lexia programme to continue with year 7.  Mentor time learning walks of reading sessions  Structured intervention support for year 8	<b>Lexia programme improved chronological ages of students. Last year 52% of year 7 PP students joined with a reading age at or above their chronological age. This rose to 66% by the end of the year.</b>  <b>Observations have identified mentor time reading as an area for teacher development.</b>	<b>Raise the number of students achieving at least their chronological age or reducing the gap towards it by the end of the year.</b>	<b>FLs</b>	<b>1 year</b>	<b>£22000</b>

		<p>Year 8 literacy intervention in previous years was not built around literacy pedagogy on developing reading ability.</p> <p>EEF - Reading and comprehension strategies have low cost and high impact (+6 months)</p>				
KS4 intervention sessions	<p>Department MERs used to identify those for subject intervention</p> <p>KS4 support for PP students through breakfast study area and after school study room</p>	<p>Weekly LM meetings which discuss key students on the MER make this more effective at intervening and making actions bespoke</p> <p>Student voice has asked for quiet study areas.</p>	<p>Reduce PP attainment gap in GCSE results.</p> <p>Year 11 intervention attendance to be recorded centrally as well as club attendance so monitoring can take place</p>	CG/JC	1 year	£20000
Students have a greater understanding of career options	1:1 careers advice	<p>DfE guidelines</p> <p>Rationale: A greater understanding of career paths will lead to a greater sense of purpose and drive within school</p>	<p>All year 10 PP students to have work experience placements</p> <p>All year 11 PP students to have been given 1:1 careers meeting.</p>	SB/JC	1 year	£10000
Improve outcomes for students who fall below target grades	Prep project to expand and develop. Prep will run throughout the year and be 3 days a week.	<p>Observations of outstanding schools, EEF research</p> <p>Rationale: Further study time will increase attainment and develop independent study skills.</p> <p>Prep offers centralised intervention support for students in younger years while subject departments often</p>	Targeted students to return back to expected progress in their subject areas.	JvG	3 years	£10000

		focus their resources on year 11 outcomes				
Improve progress of students in maths	<p>Using form time to undertake numeracy activities as part of a regular mentor program for year 7-10</p> <p>Year 11 weekly booklets to be completed in mentoring time.</p>	<p>EEF research, pilot schemes within school.</p> <p>Rationale: Greater exposure to core maths skills will lead to improved outcomes in year 7-10. Bespoke activities for year 11 will improve outcomes through more frequent practice.</p>	Improved student outcomes in Mathematics	JB	1 year	£22000
Support student well-being	AFA to provide emotion training for LSAs and behavioural team. This will target KS3 students	<p>EEF research, moderate impact (+4 months) and moderate cost. The training provided by the AFA can be embedded within the academy like structured conversations are.</p> <p>More behaviour incidences occur in year 8 and 9 Pp students. Emotion training from year 7 should reduce these incidences</p>	Equip staff and students with the skills to reduce frequency of behaviour incidences with PP students.	GE/KB	3+ years	£20000
Improved student attendance	Mini bus for students who live further away and/or have an issue with punctuality.	<p>Effective strategy in previous years.</p> <p>Rationale: If students are in school in time, they avoid consequences, are happier, feel supported and are more likely to learn to a better standard</p>	Narrowing of PP vs non-PP attendance gap	MP	2+ years	£9000
Enrichment	<p>Music tuition: Funding to support PP students who demonstrate an aptitude and interest in subject area.</p> <p>Closer monitoring of club attendance.</p>	<p>DfE 2013: Evaluation of PP paper</p> <p>Rationale: Students should be able to flourish in areas they are clearly talented/gifted within but lack the financial ability to improve</p> <p>Rationale for closer monitoring: Historically registers have been taken</p>	Raised attendance records of PP students to enrichment activities	JvG/ER	1 year	£6000

		of enrichment attendance but richer data can help evaluate the impact of activities on PP students				
Improved well-being	<b>Uniform and equipment: financial support offered to individuals who require it.</b>	<b>Sutton Trust 2015 paper. The Pupil premium next steps</b>  <b>Rationale: Students who feel part of the school community and equipped, ready for learning.</b>	<b>Reduced sanctions for inadequate equipment and incorrect uniform.</b>	JvG	5+ years	£12000
Raise aspiration	<b>University outreach programmes and Reeds/Reedham link</b>	<b>UCL outreach programmes to run specifically for PP pupils.</b>  <b>Reeds/reedham trust to offer holiday tuition for select group of year 11 students.</b>  <b>Rationale: one to one tuition has high impact according to EEF (+5months).</b>	<b>Students more aware of university opportunities.</b>	JvG	1 year	£2000
<b>iii Whole school strategies</b>						
<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>
Increased understanding of key subject concepts	Personal organisers to make knowledge organiser tasks simpler.  Regular interleaving and low stakes testing to become part of T&L routines	<b>Observations of schools who have embedded similar policy</b>  <b>Rationale: Regular low stakes testing increases knowledge retention and develops independent study skills throughout the academy.</b>	<b>Increased level of baseline subject knowledge across departments</b>	JvG	3 years	£10000

Access to collaborative thinking, resources and the opportunity to network with other schools with similar intakes	PiXL membership	<p><b>Observations of similar schools</b></p> <p><b>Rationale: The ability to network and remain up-to-date on school policy is vital to ensure we are proactive in our approach.</b></p>	Improved planning and resources for middle leaders	CG	1 year	£6000
Greater parental/guardian engagement	<p>Structured conversation with targeted pupil and their parents once per term.</p> <p>Parental workshops to run more frequently this year on key topics that support the student</p>	<p><b>EEF moderate impact (+3 months) and cost.</b></p> <p><b>Approach will target parental skills and empower parents in supporting their child.</b></p> <p><b>The structured conversation meetings are intentionally flexible in location and timing so as to increase the chance of parental engagement</b></p>	<p>Provide more information for parents on supporting children in secondary education</p> <p>To provide bespoke support for the targeted students.</p>	JvG & FLs	1 year	£45000
Student well-being	Emotion training to be given to ITAs and inclusion team who will then carry out case study research on targeted KS3 PP students.	<p><b>EEF research</b></p> <p><b>Rationale: Equipping staff with the skills to help students handle their emotions will support students in controlling their actions and improving the quality of learning.</b></p>	Reduced behaviour incidences in KS3 students selected for case study.	JvG/GE	1 year	£5000
Work missed when absent	New system to be trialled to support students in catching up with work when absent	<p><b>Observations from other schools</b></p> <p><b>Rationale: When absence does happen, learning is missed. The academy needs a system and procedure to ensure we are supporting students in catching up on missed learning. Making students catch up with work might act as a deterrent for some absences.</b></p>	Reduced correlation between school absence and academic performance. Improved attendance overall	JvG and FLs	1 year	£10000
Greater PP inclusion	Enrichment curriculum: activities/trips: 35% of all students undertaking enrichment curriculum must be PP students	<p><b>EEF research</b></p> <p><b>Rationale: Feeling a greater sense of achievement and inclusion leads to positive focus within school</b></p>	Greater attendance of enrichment activities	JB	1 year	£10000



CVQO	Charity that offers vocational opportunities for young people	<b>CVQO have worked with the academy before and had a positive impact on confidence and aspirations of young people</b>	<b>Raised confidence and aspirations of selected group</b>	KK	1 year	<b>£1500</b>
Young Enterprise	PP students to be put forward for Croydon young enterprise	<b>Previous success with young enterprise.</b>	<b>Select group of students given opportunity to develop skills and knowledge for working life</b>	JC	1 year	<b>£1500</b>
					<b>TOTAL COST</b>	<b>£242000</b>

**7. Additional detail**

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