

Exceptional Education at the Heart of the Community

Pupil Premium Strategy Statement:

1. Summary information					
School	Oasis Academy Pinewood				
Academic Year	2018-19	Total PP budget	£142,560	Date of most recent PP Review	May 2018
Total number of pupils	296	Number of pupils eligible for PP	108	Date for next internal review of this strategy (termly)	November 2018
2. Review of expenditure					
Previous Academic Year	2017/2018				
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					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Evaluation/Will this strategy be continued
To build problem solving and reasoning skills in all children but with a special focus on DA pupils	Subscription to Commando Joes	Pupil's problem solving and reasoning skills need to be developing in order to promote independence in thought and learning. CJs is proven to be successful in improving these as well as in character education	Track progress on CJ's assessment system termly	SG	Yes, further training delivered. Assessment tracking not in place yet

To close the gap in DA pupils and other pupils oracy skills and to do the same with reading and writing	Talk for writing CPD for all TAs and teachers and resources to support	This had huge impact in the Principal's previous school in vocabulary and grammar development as well as in KS1/2 writing results after implementation. This will also promote engagement in boys as they	Analysis of reading and writing data	SG	Gaps closing in Rec, Y1, 3, 4 and 6. Year two still has a significant gap in reading and writing attainment but this could be due to the small cohort of disadvantaged pupils
Improved fitness and wellbeing of DA pupils	"Funtrition" programme and staff CPD	Many of our pupils have low levels of fitness, are very picky eaters and lead sedentary lifestyles. With the rise in obesity and diabetes promoting a healthy lifestyle for all of our children is vital but more so for our DA pupils	Fitness tests pre and post programme	NS	Assessments report an improvement

ii Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	

Diminished gap between DA pupils in Y6 and others	Subscription to PIXL club Deputy Principal to run booster groups 3 x per week	Very effective in 2016-17 in raising achievement overall in Y6 (DA pupils who did not meet expected bar one were also categorised as SEND) 75% at expected this year 32% in 2015-16	Analysis of PIXL data	JL	Very successful there was no difference in KS2 outcomes between disadvantaged and non-disadvantaged pupils
Attendance of DA pupils to improve to 2017-18 target	Provision of free breakfast club to identified DA pupils Principal to complete home visits on all DA pupils absent with less than 95% attendance Subscription to SOL attendance support package	All three strategies proved successful last year DA PA figure was 17.9% in 2016-17 and in 2015-16 it was 21.7%. This year the focus group is male DA pupils.	Regular review	JE	Attendance was at 94.8% at the end of the year. The culture is changing and these approaches will be adapted for 2018-19
Pastoral support for families and 1:1/group work on overcoming social and emotional challenges	Post of family support worker (am)	Over the past two years, this post has proven to have a positive impact on vulnerable families and their relationship with the school. The post holder provides practical and emotional support for families and children.	Fortnightly PIXL meetings to track progress	SG	Continue strategy
Ensuring DA pupils have access to cultural capital	Subsidising trips and visits for DA pupils who are excluded due to financial circumstances	Our DA pupils need real life experiences to be able to write about and discuss	Track case studies of pupils with trip subsidy	SP	Continue strategy
All children are able to fulfil uniform expectations	Uniform subsidies	Ensure pupils are not excluded from our uniform policy and can come to school.	LB to monitor the correct use of uniform bought	LB	Continue strategy

All pupils able to complete homework	Provision of stationery packs for children who do not have access at home Homework club run by DP	This will ensure that pupils have the right equipment to complete homework.	After packs are given out, homework is completed. Ensure that there is a significant uptake of DA pupils at club (at least 75%)	JL	The homework club took place with a different staff member. Very few disadvantaged pupils missed out on the rewards
Targeted DA pupils to improve their oracy skills in order to fully access curriculum offer. To improve resourcing for English	DA pupils who are below age related expectations on "Language Link and speech link" assessment to receive targeted S&L support Update schemes of work including resourcing in English	This resource carefully tracks progress and most of our children who have significant S&L difficulties are DA. This will ensure they are carefully identified and receive the right intervention from the S&L TAs.	At least expected progress in S&L sessions	JL	Most children making good progress and this strategy will continue
Targeted DA pupils to develop the social and emotional skills to be able to fully access curriculum offer and to lessen their risk of FTE	Nurture provision to be able to teach children the skills they need to return to their classrooms full time (and to lower their risk of exclusions). Staffed by pupil and family support worker and TS in the afternoons	FTEs have decreased since Easter in all children including disadvantaged. Staff report that children are completing more work in the mornings and making better progress since this provision started (this can be seen in books)	DA pupils accessing provision to be making at least expected progress.	JL	Achieved in all subjects apart from writing (Y6)
Higher achieving DA pupils to be given extra opportunities to be challenged in their learning	3x higher achieving children in writing and maths to attend workshops for higher achieving pupils at Scott's Academy	The children who went on these last year could be seen to be applying their learning in their books. It motivated them greatly to write for a purpose/run maths investigations.	Identified pupils to be at exceeding	KF	Achieved this will continue
To provide specialist support for teachers and families to ensure SEN children make good academic and social progress	SENCO Provision	Children with SEN make good progress in comparison to their non SEN peers.	In many year groups SEN progress is strong. The ADP will reflect actions for improving the progress in the classes where SEN progress was less strong.	JL	Will continue

To provide specialist interventions for PP children who need accelerated progress.	TA Provision	Children accessing interventions catch up with their peers (e.g. phonics and key words)	We will continue with this strategy and also include specialist interventions for year 3 children who did not pass the year 2 phonics screening in year 2.		Will continue
Ensure Y6 pupils have a positive start to the day during and before SATs and a nutritious breakfast so they are able to do their best in the tests	Breakfast	Children will report that this had impact on their wellbeing during the period of SATs	Questioning pupils	SG	This strategy was successful, children were on time, no gap in attainment between DA/non DA pupils in KS2 SATs
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
Ability to forensically scrutinise and analyse data in order to target DA pupils who are not making expected or accelerated progress	Target Tracker	This proved successful last year in analysing data and identifying underperforming groups and individuals (including DA pupils). Therefore this will be carried over.	Ensure staff meet data deadlines and plan successful interventions. This will be quality assured in pupil progress meetings termly/half termly with a focus on DA pupils.	JE	Successful, will continue
Parents/carers of DA pupils to attend school events to promote engagement and participation in their children's learning	Provide incentives for parents/carers to come to workshops and open days	The best uptakes of any parental workshops we have had were when there were cream cakes available or a raffle ticket for every attendee. We therefore will continue providing incentives	Track attendance of parents/carers of DA pupils (at least 50%)	JE	This figure improve but was not at 50% this will continue as a long term strategy
Internal and FTE to remain low and on a par	To use exciting reward trips and activities to promote and reward positive behaviour choices	Stakeholders believe this impacts positively on behaviour for learning and attendance. Ofsted rated outstanding for this area. DA children	Behaviour review 3 x per year.	JL	Higher rate of FTE for disadvantaged pupils this strategy will be combined with other

with non-disadvantaged peers		also need access to the cultural capital offered by doing this.			
To provide therapeutic support for children who have been through trauma	Play therapist (TCT)	To improve emotional wellbeing in targeted pupils		JE	Continue

3. Prior Year attainment

Attainment for: 2017-2018 (pupils) Whole school	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths Y6	60%	62%
% achieving expected standard or above in reading Y6	75%	76%
% achieving expected standard or above in writing Y6	80%	79%
% achieving expected standard or above in maths Y6	90%	93%
% achieving expected standard or above in reading Y2	56%	77%
% achieving expected standard or above in writing Y2	44%	73%
% achieving expected standard or above in maths Y2	78%	70%
% achieving expected standard or above in phonics Y1	82%	91%
% achieving expected standard or above in GLD	71%	83%

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.	Disadvantaged children may not receive the same amount of feedback in their homes as non-disadvantaged pupils impacting significantly on their learning
B.	Disadvantaged children may not be exposed to the same number of words especially in the early years in their home environment as non-disadvantaged pupils impacting significantly on their learning
C.	Disadvantaged children may not have the same exposure to cultural capital as their non-disadvantaged peers impacting significantly on their learning and aspirations

External barriers						
D.	The attendance of disadvantaged pupils in O A Pinewood is significantly lower than their non-disadvantaged peers, particularly with boys					
E.	Disadvantaged children may have barriers to their learning such as poverty, housing problems, parents/carers with substance or alcohol abuse or other social problems					
F.	Low aspirations for disadvantaged pupils may be present due to family focus being on other issues					
5. Desired outcomes						
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>		
A.	Disadvantaged pupils will receive significantly more feedback on their learning than their non-disadvantaged peers			This will be observed in learning walks by ALT		
B.	Identified disadvantaged pupils in EYFS and Y1 will catch up with their peers in their spoken language by KS2 entry			Identified pupils will successfully complete the NELI intervention Pupils will be identified by language link for S&L interventions		
C.	Disadvantaged pupils will receive opportunities at school to ensure full access to trips and visits			No disadvantaged pupil will be excluded from a trip/visit due to being unable to pay for it		
D.	Gaps in attainment and progress will be closed or remain closed in all subjects across the academy particularly in reading and writing			Progress and attainment data will show gaps are closing or closed		
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?)

<p>To ensure that teachers have access to high quality training, in particular to develop and improve their subject knowledge across the curriculum</p>	<p>Subscription to HES CPD package one</p> <p>Work alongside other good/outstanding provisions including Oasis Academies</p> <p>Use of online subject knowledge training videos to be shared in staff meetings</p> <p>Maths lead to provide Maths Mastery subject knowledge training</p>	<p>Staff report that training has impacted on their practice</p>	<p>Quality of teaching at the end of the academic year will be 100% good or better across the academy</p>	<p>JE</p>	<p>1 year</p>	<p>£3834</p>
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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?)
Reduction of FTE of disadvantaged pupils across the academy	<p>Embedding of a restorative practice approach across the academy</p> <p>Use of pupil family support worker to support vulnerable pupils and their families with behaviour and parenting</p>	<p>This approach has been shown through research to improve whole school behaviour and promote a positive school culture</p> <p>This post is vital in developing relationships and engagement with hard to reach families</p>	FTE will decrease to a maximum of 10 sessions per term	JE	Indefinite	£300
To improve the spoken language and communication of disadvantaged pupils	<p>Further training in Talk4Writing for KS2 English lead</p> <p>Use of 2 specialist speech and language TAs to deliver speech and language programmes for pupils</p>	Our children come into nursery or reception with low levels of oracy. This is particularly apparent with disadvantaged pupils (see C and L outcomes)	<p>Staff will report an improvement in pupils vocabulary and grammatical structure</p> <p>The gap in attainment of disadvantaged vs non-disadvantaged pupils' writing will close by year 5</p>	JB	3 years	<p>£250</p> <p>£15,451 (proportion of salary)</p>
To ensure that our disadvantaged SEND needs are met and that children make good progress	SENDCO provision	A large proportion of SEND support pupils are in receipt of the PP grant	<p>Children's SEND learning/health and welfare needs are met</p> <p>Children make good progress and report that they are happy and settled at school in pupil survey</p>	JL	Indefinite	£26798 (proportion of salary)

<p>To ensure that higher achieving disadvantaged pupils reach exceeding in GLD, Y2 and Y6 end of year assessments</p>	<p>Identify pupils Plan interventions in pupil progress meetings Deliver interventions Staff training on differentiation – ensure appropriate challenge in book looks and learning walks</p> <p>Higher achieving disadvantaged pupils to attend workshops for higher achievers</p>	<p>This approach worked last year</p>	<p>Looking at prior attainment, all disadvantaged pupils identified as HPA will achieve exceeding</p>	<p>JE</p>	<p>1 year</p>	<p>NA</p> <p>£1000</p>
<p>Improved engagement of families of disadvantaged pupils in children's learning</p>	<p>Pupil and family support worker to support disengaged and vulnerable families</p> <p>Greater range of social events available to engage families and build relationships</p>	<p>Previous success in engaging vulnerable families</p> <p>Response to feedback from families who requested more social events after PTA survey</p>	<p>More pupils complete homework (measured by whether pupils attend reward)</p> <p>More parents/carers of disadvantaged pupils to attend parental workshops</p>	<p>LC</p>	<p>1 year</p>	<p>£21,600</p>
<p>Disadvantaged pupils are coming to school without breakfast or without a nutritious breakfast and are therefore unable to learn</p> <p>Y6 SATs breakfasts for all (including mock SATs)</p>	<p>Fully funded breakfast club provision for identified pupils (x15)</p>	<p>Research shows that many disadvantaged pupils come to school without breakfast. Having a healthy breakfast improves concentration and well being</p>	<p>Pupils attending breakfast club will be more settled and ready to learn at the start of the day</p>	<p>LC</p>	<p>1 year</p>	<p>£2629.06- Salaries</p>
<p>Some disadvantaged pupils are not attending school in the correct uniform and are therefore losing the opportunity to attend whole school rewards and feel</p>	<p>Funding available for identified pupils</p>	<p>Disadvantaged pupils may come to school in incorrect uniform</p>	<p>Children who are unable to afford correct uniform may be supported by the academy to follow the uniform policy</p>	<p>ZB</p>	<p>1 year</p>	<p>£1000</p>

excluded from school						
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 include non PP funding in addition?)
To improve whole school attendance to 96% and that of disadvantaged pupils to 94.5%	<p>Use SOL attendance programme</p> <p>Use of Havering EWO to focus on attendance of disadvantaged families particularly those who are persistently absent</p> <p>Introduction of attendance specific reward system</p>	<p>Other Oasis academies report great success using this strategy</p> <p>Good links with other local schools (when new Havering families join us with existing attendance issues)</p> <p>This gives greater emphasis on attendance as it is separate from whole school rewards</p>	<p>Whole school attendance will be at 96% and PA at 9%</p> <p>Disadvantaged pupils at 94.5%</p>	JE	2 years	<p>£2500</p> <p>£2601</p>
To ensure that gaps in attainment and progress for DA pupils (particularly boys) close and that these pupils are fully engaged in their learning	<p>Use of Commando Joe's character curriculum</p> <p>To provide specialist interventions for PP children who need accelerated progress.</p>	<p>Other schools that use this curriculum report greater engagement and an improvement in behaviour for learning</p> <p>Use of TAs to deliver pre and post teaching to children who are not making expected progress in a lesson</p>	For there to be less than an 8% gap in the percentage of pupils at expected standard in attainment for disadvantage pupils vs non disadvantaged pupils in EYFS-Y4 and for the gap to be closed in Y5 and 6	<p>SG</p> <p>Phase leaders</p>	3 years	£40,000
To provide a range of books that will engage all readers, particularly disadvantaged	English leader to order new accelerated reader books	Children report that there are not enough books and that there isn't a wide enough range of reading material		JB and AR	5 years	£1000
To ensure that our disadvantaged pupils	Use of PIXL	In 2017-18 in Y6 the programme was instrumental	There will be no gap in attainment between Y5	SG	3 years	£3120

achieve as well as our non-disadvantaged pupils in years 5 and 6		in ensuring that there was little or no gap between the DA and non DA pupils attainment	and 6 disadvantaged and non-disadvantaged pupils			Staffing £5000
Improve the general knowledge of disadvantaged pupils by teaching to gaps in children's knowledge	Development of curriculum led by curriculum lead to include identified gaps (eg. Capital cities, music knowledge, body parts and functions, local history etc)	These gaps have been identified by staff	Children will perform better in quizzes over time	Subject leaders	5 years	NA
To improve maths learning and teaching across the academy through the implementation of Maths Mastery	Maths lead to lead implementation Monitoring and evaluation by MML	Greater emphasis on teaching correct grammatical structure and specific vocabulary will improve the disadvantaged pupils' speaking and listening	Teachers will report and it will be evident in learning that pupil's mathematical and wider vocabulary and use of grammatical structure	SP	5 years	£6775
To improve parental subject knowledge and further embed the academy's ethos by offering training in a range of curriculum subjects.	To provide parental training across the academy. To provide basic resource packs for parents to support home learning where necessary	This has been identified as an issue from parent/carer feedback and teachers' feedback	Parents/carers will be better equipped to support learning at home which will result in improved achievement of disadvantaged pupils	Subject leaders	5 years	NA
Remove barriers to learning for identified disadvantaged pupils - emotional and/ or behavioural issues	YCT play therapy provision for identified pupils Pupil and family support worker support Further development of nurture space to include outdoor area Embedding of restorative practice across the academy Use of Havering behaviour support services where necessary	Good behaviour for learning promotes more successful learning	Our most vulnerable disadvantaged pupils will feel safe and secure at school. They will settle more quickly into their learning and make better progress	JL	2 years Indefinitely 1 year 1 year	£1483.50 Already included £500 Already included £1500
Use of whole school rewards to engage and motivate disadvantaged pupils	3 x yearly superstar reward trips	Pupil feedback shows that these rewards are something that pupils work towards. High percentage of disadvantaged				£1500

		pupils are successful in achieving the reward				
					TOTAL COST	£142,566

7. Additional detail

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