

**1. Summary information**

<b>Academy</b>	<b>Oasis Academy Don Valley</b>				
<b>Academic Year</b>	<b>2018/19</b>	<b>Total PP budget</b>	<b>£192,570</b>	<b>Date of most recent PP Review</b>	June 2018
<b>Total number of pupils</b>	<b>413</b>	<b>Number of pupils eligible for PP</b>	<b>181</b>	<b>Date for next internal review of this strategy (termly)</b>	December 2018

**2. Review of expenditure**

<b>Previous Academic Year</b>	2017/2018
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**i. Quality of teaching for all**

Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost																																																							
To ensure children eligible for PP make good progress and the difference between PP and all pupils nationally remains low	<ol style="list-style-type: none"> <li>1. Introduction of maths mastery – reception and Y1</li> <li>2. Introduction of Pupil Premium Champion to take clear accountability for the progress of children eligible for PP</li> <li>3. Every class to have TA support to take responsibility for support and progress of identified groups</li> <li>4. Introduction to athletics to support home learning</li> </ol>	<ul style="list-style-type: none"> <li>• Across most of measures, the attainment of disadvantaged children compares positively to that of all other children nationally</li> <li>• In several measures disadvantaged children significantly out perform all other children not only in the Academy but all other children nationally</li> </ul> <table border="1" data-bbox="913 1042 1393 1417"> <thead> <tr> <th colspan="5">Attainment Closing the Gap</th> </tr> <tr> <th></th> <th>All</th> <th>Dis</th> <th>Oth</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td><b>ELG</b></td> <td>79</td> <td>74</td> <td>82</td> <td>-8</td> </tr> <tr> <td>Phonics Y1</td> <td>80</td> <td>86</td> <td>77</td> <td>9</td> </tr> <tr> <td>Reading Y2</td> <td>71</td> <td>75</td> <td>68</td> <td>7</td> </tr> <tr> <td>Writing Y2</td> <td>71</td> <td>71</td> <td>71</td> <td>0</td> </tr> <tr> <td>Maths Y2</td> <td>76</td> <td>79</td> <td>74</td> <td>5</td> </tr> <tr> <td>Reading Y6</td> <td>82</td> <td>88</td> <td>78</td> <td>10</td> </tr> <tr> <td>Writing Y6</td> <td>76</td> <td>88</td> <td>89</td> <td>-1</td> </tr> <tr> <td>Maths Y6</td> <td>88</td> <td>88</td> <td>67</td> <td>21</td> </tr> <tr> <td>R,W,M Y6</td> <td>71</td> <td>75</td> <td>67</td> <td>8</td> </tr> </tbody> </table>	Attainment Closing the Gap						All	Dis	Oth	Diff	<b>ELG</b>	79	74	82	-8	Phonics Y1	80	86	77	9	Reading Y2	71	75	68	7	Writing Y2	71	71	71	0	Maths Y2	76	79	74	5	Reading Y6	82	88	78	10	Writing Y6	76	88	89	-1	Maths Y6	88	88	67	21	R,W,M Y6	71	75	67	8	<ul style="list-style-type: none"> <li>• Through focused pupil progress meetings children were identified on a half termly basis for focused intervention where it was clear that children were not making levels of expected progress or that progress for identified children was slowing</li> <li>• These meetings were followed up with regular dialogue between ALT, class teachers and the staff delivering interventions to ensure that all interventions are having the desired impact on Children’s progress</li> <li>• Intervention was of a high quality delivered by a variety of classroom support assistants and HLTAs, this was bespoke in design to meet individual children and groups of children’s needs</li> </ul>	<b>£35,000</b>
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<p>To develop a literacy and language rich culture which supports children identified as being eligible for PP to make good progress in their learning</p>	<ol style="list-style-type: none"> <li>1. Language screening for all children on entry to Foundation Stage to identify children for developmental support</li> <li>2. Reading coach programme further embedded to provide extra/deeper support for identified children</li> <li>3. Further develop the Academy's library provision</li> <li>4. Develop peer mentor reading programme</li> <li>5. All classroom support trained in Leap to provide language development support for identified children</li> <li>6. HLTA capacity providing leadership of EAL provision</li> </ol>	<p>Through rapid identification and robust intervention the outcomes across the Academy in Reading and Phonics improved significantly from 2016-17 to 2017-18</p> <table border="1" data-bbox="913 261 1391 467"> <thead> <tr> <th colspan="4">Improvement in Student Outcomes</th> </tr> <tr> <th>Attainment</th> <th>16/17</th> <th>17/18</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>79</td> <td>79</td> <td>0</td> </tr> <tr> <td>Phonics</td> <td>69</td> <td>80</td> <td>11</td> </tr> <tr> <td>Reading Y2 (ARE)</td> <td>64</td> <td>71</td> <td>7</td> </tr> <tr> <td>Reading Y2 (GD)</td> <td>0</td> <td>31</td> <td>31</td> </tr> </tbody> </table> <p>In EYFS implementing the language screen ensured that all staff were aware of the needs of children and could plan effectively to meet these needs and deliver focused intervention to close the gap</p> <p>The development of the Academy's reading programme through the introduction of reading Aliens and the Rocket Reader's challenge increased the number of children reading regularly at home from 34% to 68%</p>	Improvement in Student Outcomes				Attainment	16/17	17/18	Diff	GLD	79	79	0	Phonics	69	80	11	Reading Y2 (ARE)	64	71	7	Reading Y2 (GD)	0	31	31	<ul style="list-style-type: none"> <li>• The implementation to the language screen ensured that a focused programme for all children identified was put in place quickly to close the gap</li> <li>• Across the Academy, early identification is paramount to making a lasting impact for those children who do not enter with the expected baseline. The key interventions that have been introduced in EY, KS1 have been a good investment and will be continued next academic year to support those in need</li> <li>• The introduction of a focused reading challenge significantly supported the number of children reading regularly at home – allowing reading coaches to be used in a more focused way for those that didn't have the access outside of the academy – significantly increasing the reading time of all children</li> </ul>	<p><b>£20,000</b></p>
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**ii. Targeted support**

Desired outcome	Chosen action/approach	Impact:	Lessons learned	Cost																																
<p>Further development of programme of targeted actions to support children identified as being eligible for the pupil premium to make at least good progress in their learning</p>	<ol style="list-style-type: none"> <li>1. Leap training for all support staff</li> <li>2. Extra capacity to provide targeted intervention through appointment of extra HLTA and 2 TA apprentices</li> <li>3. Extra capacity created in pastoral team through appointment of an attendance officer</li> </ol>	<p>Bespoke interventions which were reviewed through pupil progress meetings on a half termly basis had a significant impact on the progress of all groups</p> <table border="1" data-bbox="913 1161 1391 1433"> <thead> <tr> <th colspan="4">Progress of Disadvantaged Children</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>3.35</td> <td>3.29</td> <td>3.32</td> </tr> <tr> <td>Year 2</td> <td>3.80</td> <td>3.75</td> <td>3.63</td> </tr> <tr> <td>Year 3</td> <td>4.25</td> <td>4.25</td> <td>3.25</td> </tr> <tr> <td>Year 4</td> <td>3.55</td> <td>3.33</td> <td>3.22</td> </tr> <tr> <td>Year 5</td> <td>2.59</td> <td>3.54</td> <td>3.55</td> </tr> <tr> <td>Year 6</td> <td>3.38</td> <td>2.81</td> <td>3.75</td> </tr> </tbody> </table> <p>(Expected progress 3.00)</p>	Progress of Disadvantaged Children					Reading	Writing	Maths	Year 1	3.35	3.29	3.32	Year 2	3.80	3.75	3.63	Year 3	4.25	4.25	3.25	Year 4	3.55	3.33	3.22	Year 5	2.59	3.54	3.55	Year 6	3.38	2.81	3.75	<ul style="list-style-type: none"> <li>• Regular focused pupil progress meetings ensured that all staff were aware of their key marginal children and put in place bespoke intervention to support these. On a half termly basis these would be reviewed for impact and children would be re assessed</li> <li>• Accelerated progress plans ensured focused planning has been in place to support children in making good progress</li> <li>• Class team within Y6 will remain the same throughout 2017-18 as expertise in this area develops</li> </ul>	<p><b>£30,000</b></p>
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<p>Provide extra-curricular study support sessions supporting children identified as being eligible for PP to make good progress</p>	<ol style="list-style-type: none"> <li>1. After school booster SAT sessions for children completing end of key stage assessments</li> <li>2. Key stage specific homework clubs providing quite focused study support</li> <li>3. Holiday study support sessions for children sitting Y6 SATS</li> <li>4. Phonics booster sessions at breakfast for identified children</li> </ol>	<p>The impact of focused study support sessions on the progress of identified children last academic year has shown to be positive across all year groups</p> <p>Early morning Phonics and Y6 interventions ensured a focused start to the day for those children involved and significantly supported the progress that they made</p> <p>Identified children in Y2 and Y6 attended a weekly SATs club supporting their learning, this was delivered in several ways from small group interventions to whole class delivery, bespoke to the needs of the class and the individual children</p> <p>All Y6 children took part in Easter school where bespoke interventions were put in place across three members of staff. Key gaps were identified and focused time and support was given to close these</p> <p>Provision of homework clubs ensure completion of homework for all children who attended these sessions (including children invited to attend) supporting children's progress</p>	<ul style="list-style-type: none"> <li>• The provision of Homework club on a weekly basis has supported those children who do not have the space at home which is conducive to positive learning, it is key therefore that this is put in place by the Academy</li> <li>• The programme of SATs and Phonics student support was critical in the preparation of children towards their final assessments – ensuring that the profile and importance remained high and children felt supported throughout the academic year</li> <li>• The regular monitoring of attendance records ensured that children and families are challenged and held accountable for attendance</li> </ul>	<p><b>£15,000</b></p>
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**iii Whole school strategies**

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
<p>Improve attendance rates and reduce PA for children identified as being eligible for PP grant</p>	<ol style="list-style-type: none"> <li>1. Development of Pastoral team through appointment of Attendance Officer</li> <li>2. Further development of the use of SOL attendance tracker and consulting support</li> <li>3. Further embed programme of rewards for those identified as having improving attendance</li> </ol>	<p>Attendance has been a focus for the Academy throughout the year. With the progress this year across the Academy being positive and all children finishing the year in line with the national average at 96.0%</p>	<ul style="list-style-type: none"> <li>• The introduction of the SOL attendance tracker focused the work of the pastoral team and class teachers on improving the attendance of all children and raised the profile of attendance across the Academy and with families</li> <li>• The tracker has enable staff to clearly identify the children and families who</li> </ul>	<p><b>£30,000</b></p>

	<p>4. Introduce monitoring programme for children identified as being at risk of PA</p> <p>5. Introduce programme of door knocking and early morning calls</p>	<p>The progress of disadvantaged children with attendance is stronger than all other pupils with the difference being positive</p> <table border="1" data-bbox="913 236 1395 646"> <thead> <tr> <th colspan="5">Attendance</th> </tr> <tr> <th></th> <th>Overall</th> <th>Dis</th> <th>Other</th> <th>Dif</th> </tr> </thead> <tbody> <tr> <td>15/16</td> <td>92.7</td> <td>93.1</td> <td>92.2</td> <td>0.9</td> </tr> <tr> <td>16/17</td> <td>94.7</td> <td>95.1</td> <td>94</td> <td>1.1</td> </tr> <tr> <td>17/18</td> <td>96.0</td> <td>96.3</td> <td>95.9</td> <td>0.4</td> </tr> <tr> <td>Nat Ave</td> <td>96.1</td> <td>94.2</td> <td>96.4</td> <td>2.2</td> </tr> <tr> <th colspan="5">PA</th> </tr> <tr> <th></th> <th>Overall</th> <th>Dis</th> <th>Other</th> <th>Dif</th> </tr> <tr> <td>15/16</td> <td>25.7</td> <td>18.7</td> <td>29.8</td> <td>10.9</td> </tr> <tr> <td>16/17</td> <td>19.5</td> <td>18.8</td> <td>21.0</td> <td>2.2</td> </tr> <tr> <td>17/18</td> <td>9.1</td> <td>8.4</td> <td>11.3</td> <td>2.9</td> </tr> <tr> <td>Nat Ave</td> <td>8.6</td> <td>17.3</td> <td>6.9</td> <td>10.4</td> </tr> </tbody> </table>	Attendance						Overall	Dis	Other	Dif	15/16	92.7	93.1	92.2	0.9	16/17	94.7	95.1	94	1.1	17/18	96.0	96.3	95.9	0.4	Nat Ave	96.1	94.2	96.4	2.2	PA						Overall	Dis	Other	Dif	15/16	25.7	18.7	29.8	10.9	16/17	19.5	18.8	21.0	2.2	17/18	9.1	8.4	11.3	2.9	Nat Ave	8.6	17.3	6.9	10.4	<p>require intervention, to help support and improve their attendance</p> <ul style="list-style-type: none"> <li>This has been supported by the introduction of a clear whole Academy rewards and celebrations policy for attendance which all staff, children and parents have a good understanding of</li> </ul>	
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<p>Support for social development and ensure that behaviour is at least good for the children identified as eligible for PP</p>	<ol style="list-style-type: none"> <li>Introduce and embed active playgrounds</li> <li>Further develop extracurricular programme to include a rich breadth of cultural activities</li> <li>Continue to provide support for Academy trips and visits programme so that curriculum is led by first hand experiences</li> <li>Have a strong programme of lunch time clubs in place to engage children in positive activities</li> <li>Widen Academy student leadership provision</li> <li>Further develop the Academy's breakfast club provision</li> <li>Continue to run inspire programme through holiday periods</li> </ol>	<p>Behaviour across the Academy has been judged as at least good at the Academy's most recent Ofsted inspection (June 2018)</p> <p>Positive learning behaviours and routines are well embedded in to classes and the introduction of positive playground activities and social areas has enhanced the provision outside of the classroom supporting children's personal development</p> <p>Outstanding behaviour for learning has been demonstrated to underpin academic progress of children</p> <p>We have seen positive engagement from children supporting good progress following first hand experiences which support curriculum learning</p> <p>Student Voice demonstrates a positivity around the number of activities on offer and the impact on learning</p>	<ul style="list-style-type: none"> <li>The introduction of active playgrounds and social areas has supported the social interaction of children and ensured that behaviours for learning habits are maintain both in and outside of the classroom. These will maintain throughout the coming academic year</li> <li>This year the Academy has run a variety of behaviour focused interventions throughout the academic year to help children with behaviour needs, these have proved to be successful and will be continued throughout 2017-18</li> </ul>	<p><b>£12,000</b></p>																																																												

		Throughout 2017/18 the Academy had only excluded 1 child on a fixed term exclusion and no children were permanently excluded		
Develop parental engagement programme to ensure that they are engaged fully in the life of the Academy and understand how best to support their children	<ol style="list-style-type: none"> <li>1. Further develop family learning programme</li> <li>2. Continue to develop parental engagement programme</li> <li>3. Develop further programme of parental celebrations of learning</li> <li>4. Introduce parent focus group</li> </ol>	<p>The Academy has arranged a wide and varied programme of Family Learning activities, which engaged the majority of parents in at least one event throughout the academic year. The activities included:</p> <ul style="list-style-type: none"> <li>• Parent Talks – to explain the expectations of each year group</li> <li>• Parent Coffee Mornings</li> <li>• Parent learning each class demonstrates their learning for a half term in a showcase to parents these include <ul style="list-style-type: none"> <li>○ Dragons Den activities</li> <li>○ Great Fire of London Model event</li> <li>○ Cave Painting</li> <li>○ Family Visit to Padley Gorge</li> </ul> </li> <li>• Focussed phonics and SATs sessions</li> <li>• Family Learning Events including <ul style="list-style-type: none"> <li>○ Family Matters</li> <li>○ Families Love Books</li> <li>○ Big Cook Little Cook</li> <li>○ Family Fit</li> </ul> </li> <li>• Inspire week which engaged a significant number of our PP families in activities to develop their support for the Academy</li> </ul>	<ul style="list-style-type: none"> <li>• The engagement this academic year has been positive with the vast majority of parents attending relevant activities regularly</li> <li>• The impact of these relationships are significant on the progress of the Academy and this was shown within the most recent Ofsted inspection (June 18), a similar programme of activities will be run through the coming academic year to maintain these relationships</li> </ul>	<b>£5,000</b>

3. Prior Year achievement			
Achievement for: 2017-2018 ( pupils) Whole school	Pupils eligible for PP	Pupils not eligible for PP	Gap
% achieving expected standard or above in reading, writing and maths KS2	75%	67%	+8%
% achieving expected standard or above in reading KS2	88%	78%	+10%
% achieving expected standard or above in writing KS2	88%	67%	+21%
% achieving expected standard or above in maths KS2	88%	83%	+5%
% achieving expected standard or above in reading, writing and maths Y2	71%	68%	+3%
% achieving expected standard or above in reading Y2	75%	68%	+7%
% achieving expected standard or above in writing Y2	71%	71%	0%
% achieving expected standard or above in maths Y2	79%	74%	+5%
% achieving expected standard or above in phonics Y1	86%	77%	+9%
% achieving expected standard or above in GLD	74%	82%	-8%

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.	Significantly low attainment on entry to Nursery and Reception when compared to national benchmarks
B.	High mobility factors including newly arrived pupils – Many new arrivals have little English or experience of structured education
C.	Poor oral language skills, Academy highest areas of need is speech and Language
D.	Lower self-esteem and self-confidence which without good systems in place would lead to many pupils displaying challenging behaviour
E.	Phonics, Reading and Spelling knowledge and skills

External barriers

A	Attendance rates for pupils eligible for PP are improving but require constant monitoring
B.	Poor home learning environments, leading to lower completion of Home Reading and Home learning
C	High levels of social and economic deprivation, within the Academy's direct catchment areas (Bottom 1% of most deprived wards in England)
D	Parental engagement – low aspirations, attendance at parental workshops, support with homework and home reading – often low expectations of what children can achieve

## 5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To ensure children eligible for PP make good progress and the difference between PP and all pupils nationally remains low	<ol style="list-style-type: none"> <li>1. EYFS GLD, Phonics and KS1/2 SATs results for reading, writing and maths for PP children to be at least in line with those of their peers.</li> <li>2. In school data and test outcomes demonstrates an increased percentage of children working at greater depth in Maths and English.</li> <li>3. All pupils to make at least expected progress from their identified start point</li> <li>4. In all years, across the curriculum, teacher assessments show that PP children are making progress at least in line with their peers.</li> <li>5. In school data and test outcomes demonstrates an increased percentage of children working at greater depth in Maths and English.</li> </ol>
<b>B.</b>	To develop a literacy and language rich culture which supports children identified as being eligible for PP to make good progress in their learning	<ol style="list-style-type: none"> <li>1. In all years, across the curriculum, teacher assessments show that PP children are making progress at least in line with their peers.</li> <li>2. EYFS GLD, Phonics and KS1/2 SATs results for reading and writing for PP children to be at least in line with those of their peers.</li> <li>3. All pupils to make at least expected progress from their identified start point</li> <li>4. In all years, across the curriculum, teacher assessments show that PP children are making progress at least in line with their peers.</li> <li>5. Attendance at reading focus events is strong and there is positive representation from PP families.</li> </ol>
<b>C.</b>	Provide extracurricular study support sessions supporting children identified as being eligible for PP to make good progress	<ol style="list-style-type: none"> <li>1. Homework and reading record are completed to at least the same percentage as their peers.</li> <li>2. Increased number of PP children attending extra-curricular study support session</li> <li>3. Parental workshops in place to support parents with school work. All pupils to make at least expected progress from their identified start point</li> </ol>
<b>D.</b>	Improve attendance rates and reduce PA for children identifies as being eligible for PP grant	<ol style="list-style-type: none"> <li>1. Improve overall PP attendance improves to at least 96% and PA is at least 10%</li> </ol>
<b>E.</b>	Develop parental engagement programme to ensure that they are engaged fully in the life of the Academy and understand ow best to support their children	<ol style="list-style-type: none"> <li>1. Parental feedback data – target over 98% satisfaction through academy survey and parent view</li> <li>2. Family Learning programme – attendance</li> <li>3. Attendance at curriculum events / admit meetings / parents' evenings</li> <li>4. Parent forum is representative of the Academy's cohort</li> </ol>
<b>F.</b>	Develop a character development programme which provides all children with purposeful leadership opportunities and a wide range of cultural experiences across the Academic year	<ol style="list-style-type: none"> <li>1. Introduce a range of trips and visits including university visits – which are supplemented through the pupil premium grant</li> <li>2. Further develop the Academy's programme of student leadership activities</li> <li>3. Continue to coordinate inspire activities, broaden programme</li> <li>4. Develop a programme engage local leaders through inspire lunch programme introducing children to a range of careers</li> <li>5. Develop a programme of external mentoring opportunities of children entitled to the PP</li> </ol>

## 6. Planned expenditure

Academic year	2018/19
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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 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	Costs
The attainment and achievement of disadvantaged students although strong across the Academy maintains a constant focus and will remain so through the coming academic year	<ol style="list-style-type: none"> <li>1. Continue to embed Math Mastery into the Academy introducing the programme to both Year 2 and Year 7</li> <li>2. Introduce a programme of reading age testing to ensure that staff have clarity over the starting point of all children and can track the impact of the teaching of reading</li> <li>3. Introduction of Pupil Premium Champion to take clear accountability for the progress of Children eligible for PP</li> <li>4. Every class and subject to have TA support to take responsibility for support and progress of identified groups and individual students</li> <li>5. Introduction to Mathletics to support home learning</li> <li>6. Half termly tracking of PP outcomes, with focused Pupil progress plans introduced for all teachers</li> </ol>	<ul style="list-style-type: none"> <li>• Maths mastery has been identified from good practice across the trust and national research to ensure that children make good progress in their mathematical understanding</li> <li>• Having a Pupil Premium champion has been demonstrated across the trust to support the progress that pupil premium children make</li> <li>• Mathletics has been identified as a programme which can positively support children to improve their maths competence across the trust</li> <li>• Rigorous pupil progress meetings have ensured that children are accurately identified and make good progress in their learning</li> </ul>	<p>To ensure children eligible for PP make good progress and the difference between PP and all pupils nationally remains low.</p> <p>Specific focus groups</p> <ul style="list-style-type: none"> <li>• HA disadvantaged children</li> <li>• Disadvantaged boys</li> </ul>	ALT	July 2019	£55,000

<p>Reading across the Academy is a focus – Both phonics and reading at the end of Key Stage 1 are in line with national averages but need to be improved further to be in line with Writing and Maths</p> <p>Only 52% of the Current Year 7 cohort achieved ARE in reading at the end of Key Stage 2</p>	<ol style="list-style-type: none"> <li>1. Continue Language screening for all children on entry to Foundation Stage to identify children for developmental support</li> <li>2. Reading coach programme further embedded to provide extra/deeper support for identified children</li> <li>3. Further develop the Academy's library provision to meet the needs of both phases of the Academy</li> <li>4. Develop peer mentor reading programme across both phases of the Academy</li> <li>5. Introduce ERIC time into Advisory for new Year 7 cohort to strengthen the teaching of reading across the Academy</li> <li>6. All classroom support trained in Leap to provide language development support for identified children</li> <li>7. HLTA capacity providing leadership of EAL provision</li> </ol>	<ul style="list-style-type: none"> <li>• Communication and language is the majority need of all children across all year groups</li> <li>• The development of academic language is a priority for the Academy which is 97% EAL</li> <li>• Clear leadership of the progress of EAL children will ensure that there is accountability for the progress that they make</li> <li>• Leap has been identified by Sheffield's SEN support service as being the most effective programme for developing children's speech and language</li> </ul>	<p>To develop a literacy and language rich culture which supports children identified as being eligible for PP to make good progress in their learning and the gap between disadvantaged children and non-disadvantaged is closed.</p> <p>Specific focus groups.</p> <ul style="list-style-type: none"> <li>• HA disadvantaged children</li> <li>• Disadvantaged boys</li> </ul>	<p>Oversight ALT</p> <p>Primary JDu</p> <p>Secondary VTo</p>	<p>July 2019</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	Costs
<p>The attainment and achievement of disadvantaged students although strong across the Academy maintains a constant focus and will remain so through the coming academic year</p>	<ol style="list-style-type: none"> <li>1. Leap training for all support staff</li> <li>2. Racing to English training for all staff who are supporting the development of English in new to English children</li> <li>3. Extra capacity to provide targeted intervention through appointment of extra HLTA, TA and TA apprentice</li> <li>4. Extra capacity created in pastoral team through appointment of Director of inclusion and secondary phase pastoral manager</li> <li>5. Focused pupil progress meetings tracking the progress of all children</li> <li>6. All staff producing half termly intervention matrices</li> <li>7. Interventions be tracked and monitored through pupil progress and pastoral meetings</li> <li>8. Regular focused Learning walks</li> </ol>	<ul style="list-style-type: none"> <li>• Accelerated progress needs to continue for identified children and targeted rigours intervention has been proven to support this</li> <li>• Leap has been identified by Sheffield’s SEN support service as being the most effective programme for developing children’s speech and language.</li> <li>• Racing to English has been promoted by the trust as an effective intervention for rapidly developing spoken English in new to English children</li> </ul>	<p>Further development of programme of targeted actions to support children identified as being eligible for the pupil premium to make at least good progress in their learning – closing the gap between disadvantaged children and all others.</p> <p>Specific focus groups.</p> <ul style="list-style-type: none"> <li>• HA disadvantaged children</li> <li>• Disadvantaged boys</li> </ul>	<p>ALT</p>	<p>July 19</p>	<p>£35,000</p>
<p>Many of our children do not have the space at home which is conducive to positive learning, it is key therefore that this is put in place by the Academy</p>	<ol style="list-style-type: none"> <li>1. After school booster SAT sessions for children completing end of key stage assessments</li> <li>2. Key stage specific homework clubs providing quite focused study support</li> <li>3. Holiday study support sessions for children sitting Y6 SATS</li> </ol>	<ul style="list-style-type: none"> <li>• Many of our children do not have the space at home which is conducive to positive learning, it is key therefore that this is put in place by the academy</li> <li>• The impact of focused study support sessions on the progress of identified</li> </ul>	<p>Those children who engage in study support session make at least good progress in their learning</p> <p>All end of key stage outcomes are at least in line with National Averages for both ARE and GD.</p>	<p>ALT</p>	<p>July 19</p>	<p>£20,000</p>

	<ol style="list-style-type: none"> <li>4. Phonics booster session at breakfast for identified children</li> <li>5. Provide open library study support for Year 7 children as a quiet study space.</li> <li>6. Introduce a programme of pre and post Academy intervention sessions for Year 7.</li> </ol>	children last academic year has shown to be positive				
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### 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	Costs
<p>Even though Attendance and PA improved for disadvantaged students this will remain a focus as larger year groups move into Key stage 2 and the start of the secondary phase of the Academy</p> <p>A focus AI from the Academy's most recent Ofsted (June 18) was to improve the punctuality of all children</p>	<ol style="list-style-type: none"> <li>1. Development of Pastoral team through the appointment of a Director of Inclusion and secondary pastoral manager</li> <li>2. Further development of the use of SOL attendance tracker and consulting support</li> <li>3. Further embed programme of rewards for those identified as having improving attendance</li> <li>4. Introduce monitoring programme for children identified as being at risk of PA</li> <li>5. Review both Attendance and Punctuality Policy's to ensure they are fit for purpose</li> <li>6. Embed weekly Attendance team meetings and half termly pastoral meetings</li> </ol>	<ul style="list-style-type: none"> <li>• Improved attendance has been demonstrated as having a positive impact on both the academic and social progress of children – currently the attendance of PP children is 96.3% below the academy target of 97 but stronger than the national average</li> <li>• Across the trust SOL attendance methodologies have been demonstrated to have a positive impact on improving attendance</li> </ul>	<p>Further improve attendance rates and reduce PA for children identified as being eligible for PP grant, closing the gap between them and their peers.</p> <p>To reduce the amount of learning lost through improving punctuality</p>	CDa/EBe	July 18	£35,000

	7. Learning walks completed focused on attendance sessions					
Through the last academic year parent programmes developed positively – this needs to be maintained though the coming Academic year	<ol style="list-style-type: none"> <li>1. Further develop family learning programme Providing support for parents across all phases of the academy</li> <li>2. Continue to develop parental engagement programme</li> <li>3. Develop further programme of parental celebrations of learning</li> <li>4. Introduce parent focus group</li> </ol>	<ul style="list-style-type: none"> <li>• From parental feedback we are regularly asked to provide courses/support on ways in which parents can best support their children with their learning</li> <li>• Having parental support at home has been demonstrated to have a significant impact on the progress children make in their learning and their attitude towards school</li> </ul>	Parental engagement programme is in place which ensures that they are engaged fully in the life of the Academy and understand how best to support their children			
Introduce a character development programme which provides all children with purposeful leadership opportunities and a wide range of cultural experiences across the Academic year	<ol style="list-style-type: none"> <li>1. Further develop extra-curricular programme to include a rich breadth of cultural activities</li> <li>2. Continue to provide support for Academy trips and visits programme so that curriculum is led by first hand experiences</li> <li>3. Have a strong programme of lunch time clubs in place to engage children in positive activities</li> <li>4. Widen Academy student leadership provision</li> <li>5. Further develop the Academy breakfast club provision</li> <li>6. Continue to run inspire programme through holiday periods Introduce a range of trips and visits including university visit</li> <li>7. Develop a programme of external mentoring</li> </ol>	<ul style="list-style-type: none"> <li>• Research has demonstrated that the positive development of character and activities planned to raise aspirations have a positive impact on the progress that children make in their learning</li> <li>• Activities and interventions have been based on the good practice shared across the trust</li> <li>• Feedback from student voice demonstrates the positive impact of activities run in the previous academic year.</li> <li>• Outstanding behaviour for learning has been demonstrated to underpin academic progress of children</li> <li>• We have seen positive engagement from children supporting good progress following first hand</li> </ul>	<p>Introduce raising aspirations programme linked to the Academy's inspire programme – With the aim of developing children's understanding of the world of work and the opportunities available to them</p> <p>Support for social development and ensure that behaviour is at least good for the children identified as eligible for PP</p>	ALT	July 19	<b>£45,000</b>

	opportunities of children entitled to the PP	experiences which support curriculum learning <ul style="list-style-type: none"> <li>• Student voice demonstrates a positivity around the number of activities on offer and the impact on learning</li> </ul>				
					TOTAL COST	£190.000
<b>7.Additional detail</b>						