



Exceptional Education at the Heart of the Community

Pupil premium strategy statement:

1. Summary information				
School	Oasis Academy Don Valley			
Academic Year	2016/17	Total PP budget		Date of most recent PP Review
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy

2. 2015-16 outcomes for PP students		
Attainment for: 2015-2016	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
GLD	83%	77%
Phonics	100%	60%
KS1 (RWM)	67%	57%

3. Further barriers to future attainment (for pupils eligible for PP, including high ability)	
<i>Could include poor oral language skills, poor attendance or behaviour, low social esteem,</i>	
A.	Poor attendance is a clear barrier to the progress our disadvantaged children
B.	Children who are classified as being EAL and disadvantaged progress is negatively affected by their need to develop their understanding and competence with the English language.
C.	The confidence and self-esteem of a specific group of children which inhibits the progress that they make within their learning
D.	Home support for children where English is not spoken or first language has a significant impact on the progress of a number of children.

4. Planned expenditure

Academic year

2016/17

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?
Children who are classified as being high ability and are also identified as disadvantaged achieve in line with all other high ability children	Introduce a focused and structured methodology for delivering mastery across the curriculum and to develop independence in all learners	<p>A significant number of the children who are identified as being disadvantaged are also classified as being high ability.</p> <p>Supporting staff to develop an understanding of mastery agenda and how to stretch and challenge the most able is a clear priority for the academy</p>	<ul style="list-style-type: none"> • Attainment and achievement assessment data analysis • Case studies of individual children's progress. • Records of pupil progress meetings • Records of inset/CPD which supports staffs understanding of mastery across the curriculum 	High ability, disadvantaged children make rapid and sustained progress in line with other high ability children	CMi	<p>Each half term</p> <p>Final review to take place July 17</p>

ii. Targetted 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?
To ensure that the difference between disadvantaged children and all other children remains narrow across all key attainment and achievement measures.	<p>TA intervention is rapidly implemented for those children who are identified as falling behind or requiring intervention to catch up/keep up</p> <p>Introduce a programme of targeted support which is directed by class teacher and lead by TA's is used to ensure gaps in children's knowledge and understanding are rapidly closed</p>	<p>Focused deployment of classroom assistants will be key to supporting the development of children within mixed classes which have a wide continuum of abilities</p> <p>The introduction of focused out of class interventions such as 1st Class at Number have a clear impact on the progress that children make through identifying the gaps in children's understanding of specific subjects and ensure that these are closed</p>	<ul style="list-style-type: none"> • Attainment and achievement data • Records of pupil progress meetings • Records of inset/CPD which supports staffs understanding of specific interventions 	<p>Focused intervention ensures that the difference between disadvantaged children and all other children is low</p> <p>Attainment of disadvantaged children remains high</p>	<p>JPa/ CMI</p> <p>ML</p>	<p>Each half term</p> <p>Final review to take place July 17</p>
To support children within the Academy, who are newly arrived or/and have specific language needs to rapidly develop their language skills. Ensuring that they can access the curriculum and make at least good progress from their starting point	HLTA time to deliver Racing to English, LEAP, NIP and VIP interventions to identified groups and individual children.	<p>The academy has a significant number of both new arrivals children whose first language is not English and children with specific speech and language development needs</p> <p>Developing these skills in children has be demonstrated to significantly improve the progress made through providing children with the skills to be able to access the curriculum at a greater depth</p>	<ul style="list-style-type: none"> • Attainment and achievement assessment data analysis • Case studies of individual children's progress. • Records of pupil progress meetings • Records of inset/CPD which supports staffs understanding of mastery across the curriculum 	<p>Through intervention children, demonstrate progress within their learning</p> <p>Children make at least good progress from baseline</p>	CMI	<p>Each half term</p> <p>Final review to take place July 17</p>

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?
To improve the attendance of all children, through positive, rapid and robust intervention where required	<p>Pastoral Manager and pastoral administrative support time, to ensure that the attendance policy is robustly applied and embedded in the work of the Academy.</p> <p>The introduction of the SOL attendance tracker to ensure that there is more relevant and focused intervention in place.</p>	<p>Attendance remains a strategic focus for the academy, with improved attendance evidenced to lead to stronger outcomes for children.</p> <p>The attendance policy is supported through the best practice in the trust alongside the SOL tracker which has been implemented in all Oasis Academies</p>	<ul style="list-style-type: none"> Attendance and punctuality data analysis Case studies for identified children 	Through rapid and robust intervention attendance for all groups will improve by a minimum of 2%	JPa	<p>Each half term</p> <p>Final review to take place July 17</p>
Engage with parents to ensure that they have an active role in the life of the Academy, supporting families so that they	Develop a range of parent learning activities designed to provide guidance for parents in supporting their children	<p>The Academy's parents have a very positive perception of the Academy and clearly want to support their children in their learning.</p> <p>The challenge for the Academy is to provide these parents with different ways to support their children with their learning.</p>	<ul style="list-style-type: none"> Attainment and achievement data analysis Case studies of impact of parental support Calendar of parental engagement sessions 	Parents have a wide role in the life of the Academy, engaging in a variety of activities that help	JPa/ CMI ML	<p>Each half term</p> <p>Final review to take place July 17</p>

<p>Children develop leadership skills and confidence through attending a range of extra-curricular activities focused on their interests</p>	<p>TA time to run activities with extended hours to 4:00pm</p> <p>Engagement with outside agencies to deliver identified aspects of the programme</p> <p>Develop involvement in children's university</p>	<p>Providing a positive and varied curriculum is at the heart of student engagement.</p> <p>A number of activities will be by invitation to ensure that children receive the support that they require in order to make good progress. For example, homework club, burnet news and SATS club.</p>	<ul style="list-style-type: none"> • Attainment and achievement data analysis • Case studies on individual children and the impact of individual activities. 	<p>Children demonstrate positive attitudes to leaning and develop better self-esteem and attendance within the academy</p>	<p>Pra</p>	<p>Each half term</p> <p>Final review to take place July</p>
<p>Focus on developing a love of reading across the Academy so that children and their families can engage in a range of activities and children make rapid progress in reading</p>	<p>Develop the academy library to become a focal point of the academy's developing reading programme</p> <p>Introduce English lead to ensure that there is clear drive behind the project</p> <p>Introduce accelerated reading to support the progress of disadvantaged children</p> <p>Introduce a calendar of events which supports both parents and children to enjoy learning</p>	<p>Ensuring children have a strong skills developed through the English curriculum, are at the foundation of ensuring that all children can access the curriculum at an age appropriate level.</p>	<ul style="list-style-type: none"> • Attainment and achievement data analysis • Case studies on individual children 	<p>Children and families clearly develop a love of reading which can be seen in approach to the organised activities</p> <p>Children rapidly make progress in reading when identified for support</p>	<p>CMi</p> <p>Kce</p>	<p>Each half term</p> <p>Final review to take place July 17</p>
<p>To ensure that children with social and emotional development needs make good progress in their learning and attend well</p>	<p>Introduce programme of intervention which supports identified children in managing their emotions and to develop self-esteem and confidence when they attend.</p>	<p>Provision for a number of children needs to be developed further to ensure that they feel safe and secure within the academy so that their progress is not inhibited by their self-esteem</p> <p>Ensure that the behaviour of children doesn't impact on their</p>	<ul style="list-style-type: none"> • Attainment and achievement data analysis • Case studies on individual children • Attendance and punctuality data analysis 	<p>Children who have been identified as having social and emotional development needs make good progress in their learning from their start point and attend well</p>		

<p>Provide a safe and structured external environment that encourages children to be healthy and achieve well</p>	<p>Develop an external garden for the children to develop and grow their own produce</p> <p>Design and install outside play equipment which engages children positively during break and lunchtime</p>	<p>Ensuring that the curriculum is broad and balanced, ensuring all children have the opportunity to develop skills outside of the classroom.</p>	<ul style="list-style-type: none"> • Attainment and achievement data analysis • Case studies on individual children • Attendance and punctuality data analysis 	<p>Children develop their understanding of healthy lifestyles and make positive and healthy choices.</p>		
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5. Additional detail