



1. Summary information

School	Oasis Academy Don Valley				
Academic Year	2017/2018	Total PP budget	£130,000	Date of most recent PP Review	January 2018
Total number of pupils	274	Number of pupils eligible for PP	99	Date for next internal review of this strategy	July 2018

2. Review of expenditure

Previous Academic Year	2016/2017 (£90,000)
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i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost																																
1. 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>The Academy uses the FFT-Aspire Methodology to identify children as high ability the break down of high ability children per year group is identified in the table below.</p> <table border="1"> <thead> <tr> <th></th> <th>HA</th> <th>HA/PP</th> <th>HA/NPP</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>20</td> <td>10</td> <td>10</td> </tr> <tr> <td>Year 2</td> <td>2</td> <td>1</td> <td>1</td> </tr> <tr> <td>Year 3</td> <td>4</td> <td>1</td> <td>3</td> </tr> <tr> <td>Year 4</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Year 5</td> <td>4</td> <td>1</td> <td>3</td> </tr> </tbody> </table> <p>In reception, the Academy identifies high ability children through their EYFS baseline.</p> <table border="1"> <thead> <tr> <th></th> <th>HA</th> <th>HA/PP</th> <th>HA/NPP</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>10</td> <td>5</td> <td>5</td> </tr> </tbody> </table>		HA	HA/PP	HA/NPP	Year 1	20	10	10	Year 2	2	1	1	Year 3	4	1	3	Year 4	0	0	0	Year 5	4	1	3		HA	HA/PP	HA/NPP	Reception	10	5	5	<ul style="list-style-type: none"> • Focused staff training occurred supporting staff in understanding mastery within the curriculum and also the academies mechanism for ensuring that this was accurately assessed across all year groups using the introduction of secure+ to the Academy's assessment system. • High quality tailored and focussed intervention delivered by both classroom support and class teacher which was bespoke in design to meet the needs of High Ability children • Introduction of focussed assessments for HA children to stretch through assessment window • Maintain focus on all staffs understanding of mastery across the curriculum including, continue to embed the Academy's mechanism of assessing secure+ high 	<ul style="list-style-type: none"> • £15,000 cost for resources • HoF management time to provide planning/development opportunities • TA time to deliver interventions to support progress of identified children <p>1. Development/CPD time to introduce methodology</p>
	HA	HA/PP	HA/NPP																																	
Year 1	20	10	10																																	
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Year 5	4	1	3																																	
	HA	HA/PP	HA/NPP																																	
Reception	10	5	5																																	

The Academy measures mastery through the percentage of children achieving secure+ within their year group and being identified as platinum through Academy forecasting.

Attainment of HA Children

		HA		HA/PP		HA/NPP	
		ARE	GD	ARE	GD	ARE	GD
EYFS		100	100	100	40	100	50
Y1	R	95	45	100	40	100	50
	W	95	45	100	40	90	50
	M	100	50	100	50	100	50
	P	100		100		100	
Y2	R	100	0	100	0	100	0
	W	100	0	100	0	100	0
	M	100	50	100	0	100	100
Y3	R	100	100	100	100	100	100
	W	100	100	100	100	100	100
	M	100	100	100	100	100	100
	C	100	100	100	100	100	100
Y5	R	100	100	100	100	100	100
	W	100	50	100	0	100	66
	M	100	100	100	100	100	100
	C	100	50	100	0	100	66

internal assessment system, ensuring that HA children have a depth of knowledge across all aspects of the curriculum

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
2. To ensure that the difference between disadvantaged children and all other children remains narrow	TA intervention is rapidly implemented for those children who are identified as falling behind or requiring	Across the majority of measures, the attainment of disadvantaged children compares positively to that of all other children nationally. In a number of instances, disadvantaged children significantly out perform all	<ul style="list-style-type: none"> 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. These 	£30,000 <ul style="list-style-type: none"> Management time of key staff to ensure that children make strong progress Regular TA time

<p>across all key attainment and achievement measures.</p>	<p>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>other children not only in the Academy but all other children nationally.</p> <table border="1" data-bbox="656 201 1263 616"> <thead> <tr> <th></th> <th></th> <th>Overall</th> <th>Dis</th> <th>Other</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td rowspan="2">ELG</td> <td>OADV</td> <td>80</td> <td>79</td> <td>81</td> <td>2</td> </tr> <tr> <td>NA</td> <td>69</td> <td>54</td> <td>71</td> <td>17%</td> </tr> <tr> <td rowspan="2">Phonics Y1</td> <td>OADV</td> <td>70</td> <td>71</td> <td>68</td> <td>-3</td> </tr> <tr> <td>NA</td> <td>70</td> <td>68%</td> <td>81</td> <td>135</td> </tr> <tr> <td rowspan="2">Reading Y1</td> <td>OADV</td> <td>64</td> <td>67</td> <td>63</td> <td>-4</td> </tr> <tr> <td>NA</td> <td>76</td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="2">Writing Y1</td> <td>OADV</td> <td>64</td> <td>67</td> <td>63</td> <td>-4</td> </tr> <tr> <td>NA</td> <td>68</td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="2">Y1 Maths</td> <td>OADV</td> <td>73</td> <td>67</td> <td>75</td> <td>8</td> </tr> <tr> <td>NA</td> <td>75</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>All classes have one TA or Apprentice to support the needs of all other children particularly these classes which had mixed year groups. All cover completed by a regular HLTA who had a positive relationship with the class maintaining consistency.</p>			Overall	Dis	Other	Diff	ELG	OADV	80	79	81	2	NA	69	54	71	17%	Phonics Y1	OADV	70	71	68	-3	NA	70	68%	81	135	Reading Y1	OADV	64	67	63	-4	NA	76				Writing Y1	OADV	64	67	63	-4	NA	68				Y1 Maths	OADV	73	67	75	8	NA	75				<p>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</p> <ul style="list-style-type: none"> • 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 • Clear identification of children's need through collaborative working with the LA's SEN support, ensured that teachers and classroom support were clear of children's needs and could plan effectively to meet these needs ensuring that all children made good progress from there starting point. • Provision of homework clubs ensure completion of homework for all children who attended these sessions (including children invited to attend) supporting children's progress. • Speech and language interventions supported children with their communication and language ensuring children made good progress particularly those identified in Reception and those children within Year 1. • All children in Y2 attended a weekly SATs club supporting their learning, this was delivered in a number of ways from small group interventions to whole class delivery, bespoke to the needs of the class and the individual children. 	
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ii. Whole Academy Strategies

<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
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<p>3. To improve the attendance of all children, through positive, rapid and robust intervention where required</p>	<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 has been a focus for the Academy throughout the first year of opening and has proven to be a significant challenge. The progress of disadvantaged children with attendance is stronger than all other pupils, with the difference being positive. As an Academy we recognise that both of these groups are below the national average for all other pupils and attendance will continue throughout 2017/18 to be a strategic focus for the Academy.</p> <table border="1" data-bbox="674 432 1249 772"> <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>OADV 15/16</td> <td>92.7</td> <td>93.1</td> <td>92.2</td> <td>-0.9</td> </tr> <tr> <td>OADV 16/17</td> <td>94.7</td> <td>95.1</td> <td>94</td> <td>-1.1</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>OADV 15/16</td> <td>19.64</td> <td>12.12</td> <td>21.21</td> <td>9.09</td> </tr> <tr> <td>OADV 16/17</td> <td>19.5</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Nat Ave</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Attendance						Overall	Dis	Other	Dif	OADV 15/16	92.7	93.1	92.2	-0.9	OADV 16/17	94.7	95.1	94	-1.1	Nat Ave	96.1	94.2	96.4	2.2	PA						Overall	Dis	Other	Dif	OADV 15/16	19.64	12.12	21.21	9.09	OADV 16/17	19.5				Nat Ave					<ul style="list-style-type: none"> The introduction of the SOL attendance tracker has 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 The tracker has enabled staff to clearly identify the children and families who require intervention, to help support and improve their attendance. 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. 	<p>£25,000</p> <ul style="list-style-type: none"> Development of Pastoral team capacity to ensure all absences are followed up and policy is regulated effectively Cost of training and tracker Cost of range of positive rewards programs to support progress in attendance
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<p>4. Engage with parents to ensure that they have an active role in the life of the Academy, supporting families so that they</p>	<p>Develop a range of parent learning activities designed to provide guidance for parents in supporting their children</p>	<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"> Parent Talks – to explain the expectations of each year group Parent learning each class demonstrates their learning for a half term in a showcase to parents these include <ul style="list-style-type: none"> Dragons Den activities Great Fire of London Model event Cave Painting Family Visit to Padley Gorge Focussed phonics and SATs sessions Family Learning Events including <ul style="list-style-type: none"> Jamie’s Ministry of Food Family Matters Families Love Books Big Cook Little Cook Family Fit 		<p>£5,000</p> <ul style="list-style-type: none"> Providing staffing time to ensure regular parent activities are organised Cost of producing a range of activities for parents Time of staff to plan and deliver a range of activities 																																																		

		<ul style="list-style-type: none"> Inspire week which engaged 39 of which 15 were PP in activities to develop their support for the Academy. 												
5. Children develop leadership skills and confidence through attending a range of extra-curricular activities focused on their interests	<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>Throughout 2016/17 the Academy ran a wide variety of extracurricular activities which included</p> <table border="0"> <tr> <td>Boxing</td> <td>SATs Club</td> </tr> <tr> <td>Pre School Activities</td> <td>Breakfast Club</td> </tr> <tr> <td>Home Work Club</td> <td>Phonics Booster Sessions</td> </tr> <tr> <td>Choir</td> <td>Gardening Club</td> </tr> <tr> <td>Ready, Steady, Cook</td> <td>Burnet News Club</td> </tr> </table> <p>Across 2017/18 the cost of majority of PP children were engaged in at least 1 after school extracurricular activity.</p>	Boxing	SATs Club	Pre School Activities	Breakfast Club	Home Work Club	Phonics Booster Sessions	Choir	Gardening Club	Ready, Steady, Cook	Burnet News Club		<p>£5,000</p> <ul style="list-style-type: none"> Coaching costs to deliver a range of activities Cost of Inspire week Subscription to Children's University
Boxing	SATs Club													
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6. To ensure that children with social and emotional development needs make good progress in their learning and attend well	<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>Behaviour across the academy is good for both groups of students and has been identified as being so through both internal OCL reviews and the academy's opening DfE visit. 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>This year the Academy has run a variety of behaviour focus interventions throughout the academic year to help children with behaviour needs</p> <p>Throughout 2016/17 the Academy had only excluded 1 child on a fixed term exclusion this is a reduction of 6 from 2015/2016.</p>	<ul style="list-style-type: none"> The introduction of positive 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. Behaviour and relationships have been identified as strong aspects of the academy's work through our OCL reviews over the academic year and the Academy's DfE review (Jan 16) <i>"It was clear that pupils are settled, happy and secure and that they are developing well personally. They are also making clear gains in their academic learning"</i> Children also realise the behaviour across the academy is a system, within the academy there are very few incidences of poor behaviour "Adults in school make us feel safe. Teachers are great, they are always there for us. (OCL Review Jun 16) 	<p>£3,000</p> <ul style="list-style-type: none"> Cost of CPD and staff development sessions Cost of resources to engage children in a range of activities 										

<p>7. Provide a safe and structured external environment that encourages children to be healthy and achieve well</p>	<p>Develop and 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>As of summer term the edible playground has been designed and installed, from September 2017 all children will be engaged in its use through class based activities. To support this development further the Academy gardening club will continue into 2017/18.</p> <p>Social seating was introduced to the Academy in September 2016, this has provided positive spaces for children to develop socially – this has led to a reduction in incidents reported at break time.</p> <p>Lunchtime club activity programme used to engage children in a programme of activities which was accessed routinely by the vast majority of PP children supporting positive play at lunchtimes.</p> <p>Extra curricular club provision of healthy activities engaged in by the vast majority of Pupil Premium children which supported their understanding of a healthy lifestyle included boxing, athletics, ready steady cook, cricket, rugby and running</p>		<p>£7,500</p> <ul style="list-style-type: none"> • Cost of staff CPD • Installation cost of Edible Playgrounds • Resources to offer a range of activities across lunch • Cost of external coaching sessions
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3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
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 (issues which also require action outside school, such as low attendance rates)		
A.	Attendance rates for pupils eligible for PP are 95% (below the target for all children of 96%).	
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	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	1. To ensure children eligible for PP make good progress and the difference between PP and all pupils nationally remains low	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. 2. In school data and test outcomes demonstrates an increased percentage of children working at greater depth in Maths and English. 3. All pupils to make at least expected progress from their identified start point 4. In all years, across the curriculum, teacher assessments show that PP children are making progress at least in line with their peers. 5. In school data and test outcomes demonstrates an increased percentage of children working at greater depth in Maths and English.
B.	1. To develop a literacy and language rich culture which supports children identified as being eligible for PP to make good progress in their learning	1. In all years, across the curriculum, teacher assessments show that PP children are making progress at least in line with their peers. 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.

		<ol style="list-style-type: none"> All pupils to make at least expected progress from their identified start point In all years, across the curriculum, teacher assessments show that PP children are making progress at least in line with their peers. Attendance at reading focus events is strong and there is positive representation from PP families
C.	<ol style="list-style-type: none"> Provide extracurricular study support sessions supporting children identified as being eligible for PP to make good progress 	<ol style="list-style-type: none"> Homework and reading record are completed to at least the same percentage as their peers. Increased number of PP children attending extra curricular study support session Parental workshops in place to support parents with school work. All pupils to make at least expected progress from their identified start point
D.	<ol style="list-style-type: none"> Improve attendance rates and reduce PA for children identifies as being eligible for PP grant 	<ol style="list-style-type: none"> Continue to reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves to at least 96%
E.	<ol style="list-style-type: none"> 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"> Parental feedback data – target over 98% satisfaction through academy survey and parent view Family Learning programme – attendance Attendance at curriculum events / admit meetings / parents’ evenings Parent forum is representative of the Academy’s cohort

5. Planned expenditure

Academic year	2017/18
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The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i 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	Review	Costs
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"> Introduction of maths mastery – reception and Y1 Introduction of Pupil Premium Champion to take clear accountability for the progress of Children eligible for PP Every class to have TA support to take responsibility for support and progress of identified groups Introduction to athletics to support home learning 	<ol style="list-style-type: none"> 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 Having a Pupil Premium champion has been demonstrated across the trust to support the progress 	<ol style="list-style-type: none"> Focused pupil progress meetings tracking the progress of all children All staff producing half termly intervention matrices Interventions be tracked and monitored through pupil progress and pastoral meetings Monitoring impact of teaching though book looks 	<p>Jab</p> <p>JPa</p> <p>ALT</p> <p>Jab</p>	Spring term 1	£35,000

	V. Half termly tracking of PP outcomes, with focused Pupil progress plans introduced for all teachers	<ul style="list-style-type: none"> iii. that pupil premium children make Mathletics has been identified as a programme which can positively support children to improve their maths competence across the trust iv. Rigorous pupil progress meeting have ensured that children are accurately identified and make good progress in their learning. 	<ul style="list-style-type: none"> 5. Regular focused Learning walks 6. Half termly assessment collection identifies that PP children are making at least expected progress 	Jab		
To develop a literacy and language rich culture which supports children identified as being eligible for PP to make good progress in their learning	<ul style="list-style-type: none"> I. Language screening for all children on entry to Foundation Sage to identify children fo developmental support II. Reading coach programme further embedded to provide extra/deeper support for identified children III. Further develop the Academy's library provision IV. Develop peer mentor reading programme V. All classroom support trained in Leap to provide language development support for identified children VI. HLTA capacity providing leadership of EAL provision 	<ul style="list-style-type: none"> i. Communication and language is the majority need of all children across all year groups ii. The development of academic language is a priority for the academy which is 97% EAL iii. Clear leadership of the progress of EAL children will ensure that there is accountability for the progress that they make. iv. Leap has been identified by Sheffield's SEN support service as being the most effective programme for developing children's speech and language. 	<ul style="list-style-type: none"> 1. All language screens completed and use to identify children for intervention 2. Learning journal scrutinies 3. Pupil, staff and parent surveys 4. Learning walks focusing on teaching of reading and phonics 5. Interventions be tracked and monitored through pupil progress and pastoral meetings 	CMi CMi KCe KCe CMi SKh	Spring term 1	£20,000
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	Review	Costs

Further development Programme of targeted actions to support children identified as being eligible for the pupil premium to make at least good progress in their learning	<ul style="list-style-type: none"> I. Leap training for all support staff II. Extra capacity to provide targeted intervention through appointment of extra HLTA and 2 TA apprentices III. Extra capacity created in pastoral team through appointment of an attendance officer 	<ul style="list-style-type: none"> i. Accelerated progress needs to continue for identified children and targeted rigours intervention has been proven to support this ii. Leap has been identified by Sheffield's SEN support service as being the most effective programme for developing children's speech and language. 	<ul style="list-style-type: none"> 1. Focused pupil progress meetings tracking the progress of all children 2. All staff producing half termly intervention matrices 3. Interventions be tracked and monitored through pupil progress and pastoral meetings 4. Regular focused Learning walks 	<p>CMI</p> <p>JPa</p> <p>JPa</p>	Spring term 1	£25,000
Provide extracurricular study support sessions supporting children identified as being eligible for PP to make good progress	<ul style="list-style-type: none"> I. After school booster SAT sessions for children completing end of key style assessments II. Key stage specific homework clubs providing quite focused study support III. Holiday study support sessions for children sitting Y6 SATS IV. Phonics booster session at breakfast for identified children 	<ul style="list-style-type: none"> i. 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 ii. The impact of focused study support sessions on the progress of identified children last academic year has shown to be positive 	<ul style="list-style-type: none"> 1. Attendance record maintained for all sessions and scrutinised on a half termly basis 2. Programme of study support in place 3. Pupil, staff and parent surveys 4. Interventions be tracked and monitored through pupil progress and pastoral meetings 	<p>KWa/HPi</p> <p>PRa</p> <p>HPi</p> <p>KWa</p>	Spring term 1	£15,000

iii Whole school strategies

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review	Costs
Improve attendance rates and reduce PA for children identifies as being eligible for PP grant	<ul style="list-style-type: none"> I. Development of Pastoral team through appointment of Attendance Officer II. Further development of the use of SOL attendance tracker and consulting support III. Further embed programme of rewards for those identified as having improving attendance IV. Introduce monitoring programme for children identified as being at risk of PA 	<ul style="list-style-type: none"> i. 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 95.1% below the academy target of 96.1% ii. Across the trust SOL attendance methodologies have been demonstrated to have a positive impact on 	<ul style="list-style-type: none"> 1. Maintenance of SOL tracker 2. Records of all attendance celebrations 3. Weekly Attendance team meetings 4. Half termly pastoral meetings 5. Learning walks completed focused on attendance sessions 	<p>JPa</p> <p>JPa</p> <p>JPa</p> <p>JPa</p> <p>JPa</p>	Spring term 1	£30,000

	V. Introduce programme of door knocking and early morning calls	improving attendance rated				
Support for social development and ensure that behaviour is at least good for the children identified as eligible for PP	<ul style="list-style-type: none"> I. Introduce and embed active playgrounds II. Further develop extracurricular programme to include a rich breadth of cultural activities III. Continue to provide support for Academy trips and visits programme so that curriculum is led by first hand experiences IV. Have a strong programme of lunch time clubs in place to engage children in positive activities V. Widen Academy student leadership provision VI. Further develop the Academy breakfast club provision VII. Continue to run inspire programme through holiday periods 	<ul style="list-style-type: none"> i. Outstanding behaviour for learning has been demonstrated to underpin academic progress of children ii. We have seen positive engagement from children supporting good progress following first hand experiences which support curriculum learning iii. Student voice demonstrates a positivity around the number of actives on offer and there impact on learning 	<ul style="list-style-type: none"> 1. Programme of child centred enrichment in place 2. Pupil, staff and parent surveys 3. Pastoral team meeting on weekly basis 4. Half termly pastoral meetings 5. Attendance record maintained for all sessions and scrutinised on a half termly basis 	<ul style="list-style-type: none"> PRa PRa ALT PRa ALT PRa ALT 	Spring term 1	£10,000
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.	<ul style="list-style-type: none"> I. Further develop family learning programme II. Continue to develop parental engagement programme III. Develop further programme of parental celebrations of learning IV. Introduce parent focus group 	<ul style="list-style-type: none"> i. From parental feedback we are regularly asked to provide courses/support on ways in which parents can best support their children with their learning ii. 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. 	<ul style="list-style-type: none"> 1. Programme of Parental engagement activities in place 2. Programme of family learning in place 3. Ofsted parent view 	<ul style="list-style-type: none"> JPa ALT ALT JPa 	Spring term 1	£5,000
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	<ul style="list-style-type: none"> I. Introduce a range of trips and visits including university visit II. Continue to coordinate inspire activities, broaden programme III. Continue to engage local leaders through inspire lunch programme 	<ul style="list-style-type: none"> i. Research has demonstrated that the positive development of character and activities planned to raise aspirations have a positive impact n the progress that children make in their learning 	<ul style="list-style-type: none"> 1. Programme of inspire activities in place 2. Pupil, staff and parent surveys 3. Records of external mentor sessions in place 	<ul style="list-style-type: none"> JAb JAb JAb JAb 	Spring term 1	£5,000

	IV. Develop a programme of external mentoring opportunities of children entitled to the PP	ii. Activities and interventions have been based on the good practice shared across the trust iii. Feedback from student voice demonstrates the positive impact of activities run in the previous academic year.				
					TOTAL COST	£145,000

8. Additional detail