



Exceptional Education at the Heart of the Community

Pupil premium strategy statement:

1. Summary information					
School	Oasis Academy Foundry				
Academic Year	2017/18	Total PP budget	£201960	Date of most recent PP Review	Ofsted Nov 2016
Total number of pupils	210 excluding Nursery	Number of pupils eligible for PP	153	Date for next internal review of this strategy	April 2018

2. 2015-16 outcomes for PP students			
Attainment for: 2016-2017		Pupils eligible for PP	Pupils not eligible for PP
GLD	PP eligible 16 children Non PP 12 children	56%	50%
Phonics	PP eligible 24 children Non PP 4 children	75%	64%
KS1 (RWM)	PP eligible 22 children Non PP 5 children	R=75% W=70% M=75%	R=40% W=40% M=60%
KS2 (RWM)	PP eligible 18 children Non PP 11 children	R= 78% W=78% M= 83% RWM=72%	R= 55% W= 72% M= 72% RWM=55%
KS2 (Science)	PP eligible 18 children Non PP 11 children	72%	72%
KS2 GPS	PP eligible 18 children Non PP 11 children	89%	72%

3. Review of expenditure	
Previous Academic Year	2016-17
i.	

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Interactive reading scheme, using e-books and e-readers	'Bug Club' and iPads	Ipads bought, installed and staff trained. Pupils now Developing a love of wider reading with enhanced guided reading sessions and homework tasks resulting in further accelerated English progress.	Successful impact Ipads bought, installed and staff trained. Pupils now Developing a love of wider reading with enhanced guided reading sessions and homework tasks resulting in further accelerated English progress.	£25000
Resourced appropriately for new curriculum	New 2014 curriculum resources	Support our pupils through the revised and more challenging curriculum. Accelerated progress achieved	Accelerated progress achieved across the curriculum and in all classes	£3000
Additional support to ensure early interventions are in place to support pupils at the start of their academic career and close the gaps at a rapid pace	Additional support for EY	Pupil progress further accelerated GLD raised. GLD increased from 39% 2015	Pupil progress further accelerated GLD raised. GLD increased from 39% 2015 to 60% 2017	£2500
Outdoor classroom to enthuse pupils to learn and experience new things particularly through our animal therapy project	Development of Outside learning opportunities	Outdoor classroom enhancing learning opportunities and ensuring real life experiences, animal therapy to help pupils overcome emotional barriers to learning	Outdoor classroom regularly used to enhance learning opportunities and ensure real life experiences, animal therapy to help pupils overcome emotional barriers to learning	£2285
Enable transport for all pupils to experiences at minimal cost	Minibus Lease	Pupils enhancing learning through visits at minimal cost to families	Pupils experienced many visits at minimal cost to families including community visits to the seaside, camping, libraries, museums and experiences such as the Oasis Awards Ceremony	£13000
To enable pupils to access support in a calm environment	Mobile sensory Room	To ensure pupil progress enhanced through use of sensory room to promote positive wellbeing and meet needs of pupils effectively. Accelerated progress of targeted pupils	Pupil progress enhanced through use of sensory room. Accelerated progress of targeted pupils seen and evident	£3000
Fund educational visits and experiences to ensure all pupils can fully participate in opportunities	Fund educational visits	Wider experiences enabled which promote understanding and ensure contributing to accelerated progress.	Wider experiences which promote understanding undertaken resulting in contributing to accelerated progress in all classes. Our yr 6 Residential was heavily funded, all visits for FSM pupils subsidised.	£1000

Ensure all pupils wear correct uniform without putting strain on families	Uniform	Pupils feel part of the academy family and comfortable to learn	Pupils feel part of the academy family and comfortable to learn, uniforms subsidised and bought for those in need	£500
Ensure all pupils have access to a free breakfast club each day	Breakfast club	Provide food for pupils so that they are ready to learn when the school day begins	Average of 80 pupils coming to free breakfast club every day. Food is provided free, pupils attending club are ready to learn when the school day begins.	£500
Pupils able to participate in a range of extracurricular activities to promote wellbeing and wider opportunities	Before and after school clubs	Pupils engaging in a range of activities including sports and dance.	A significant number of pupils engaging in a range of activities including sports and dance. Over 120 pupils a week	£500
Small group and individual teaching focused upon language acquisition and phonics	Targeted interventions (teacher led)	Pupils entering the school with little or no English to make accelerated progress (5 points or more) in English and begin to close the attainment gap. Progress measured in APS and Extended language scales	Pupils entering the school with little or no English made accelerated progress in English and are rapidly closing the attainment gap. Progress measured in APS and Extended language scales (see internal progress data for each class)	£23806
To support newly arrived pupils through use of translators and staff	Additional educational support	Newly arrived pupils to settle quickly into academy life and access curriculum quickly	Newly arrived pupils settled quickly into academy life and accessed curriculum quickly seen through accelerated progress data	£4600
Targeted teaching to further accelerate learning in Year 6	Additional teaching support for Year 6	Gaps in learning quickly addressed, accelerated progress evident, narrowing of the attainment gap, increasing number of pupils working at or above national.	Gaps in learning were addressed, accelerated progress evident (see data tables) resulting in narrowing the attainment gap, increased number of pupils working at or above national.	£21000
Interventions to support mathematical knowledge and English development through precision teaching and numicon.	Targeted interventions (TA led)	Gaps in pupil knowledge and understanding addressed, barriers to learning reduced, attainment gap narrowed	Intervention group data shows accelerated progress in maths resulting in gaps in pupil knowledge and understanding being addressed, barriers to learning reduced, attainment gap narrowed	£4000
Resources and skills developed to deliver precise, effective interventions	Intervention training and resourcing hardship fund	Interventions enabled pupils to accelerate learning and reduce underachievement	Interventions enabled pupils to accelerate learning and reduce underachievement see in house intervention data	£5000
Close liaison with parents. Subsidies available to keep cost of educational visits to a minimum	Funding to provide uniform subsidies for FSM pupils and Subsidies for Educational visits and transport costs	Pupils self esteem raised as feel part of the Academy	Pupils say they are proud to be part of the academy and enjoy school life. As a result, self esteem raised Pupils had widened experiences which impacted upon English skills, closing the gap.	£5000

Purchasing of appropriate equipment	Lunchtime play equipment	Pupils behaviour and engagement during unstructured times supported.	Improved pupils' social skills and interaction with others. Enjoyment increased and less incidents reported	£2500
HLTA in EYFS to enable rapid development	Additional support in EYFS	Needs of pupils starting the Academy with skills below age related expectation were met	Needs of pupils starting the Academy with skills below age related expectation were met. Accelerated learning evident in Nursery and Reception. GLD increase from 39% to 60%	£26869
To enable pupils to access the curriculum in a range of ways	Educational software	Accelerated learning for pupils evident, pupils accessing software at home, Reading scheme online	Accelerated learning for pupils evident, reading books being viewed by those with internet access, won Skoolbo prize, participation at home and pupils enthused to try new things	£26000
Pupils new to the school and the education system receive additional support to enable them to access the curriculum	Additional teacher to work with 'mobile' pupils and support learning	Mobility pupils to make rapid progress from the day they arrive.	Mobility has become a strength of the school, pupils make rapid progress from the day they arrive. Cohort is becoming more stable	£16194
Pupils able to learn a variety of instruments – steel pans, violins, djembe	Free music tuition and instrument hire	Pupils gained confidence and self -esteem through learning an instrument. Pupils performed to public audiences	Pupils gained confidence and self -esteem through learning an instrument. Pupils performed to public audiences	£3700
SOL attendance introduced	Introduction of SOL attendance and awards	Attendance levels raised for all pupils – outstanding audit in April 2015	Attendance levels raised for all pupils – outstanding audit in April 2015	£3000
111 club introduced to improve mental recall of times tables	111 Club and awards	Pupils' mental calculation speed increased. Mathematics levels increased	Pupils' mental calculation speed increased. Mathematics levels increased, many certificates presented, pupils eager to learn times tables in order to gain the rewards and accolades. Maths results strong in all key stages	£2000
Private Educational Psychologist working with pupils assessing needs and advising on bespoke teaching required	Educational Psychology support	Impact to be seen in SEN progress	Impact seen in SEN pupil progress as this is accelerated, one to one interventions in place and precise enabling pupils to fully access the curriculum. VIG parenting support very successful – see feedback	£3006
Enable pupils with impoverished language skills to develop a deeper understanding to English vocabulary resulting in improved reading attainment	Educational Psychology support	Develop metacognition skills to enable pupils to improve reading comprehension skills and understanding	Impact seen due to significant rise in reading attainment	£5000

Teachers providing high quality resources appropriate for new curriculum and resulting in delivery of accelerated progress for all groups including the more able	Additional teacher to work with pupils and support learning and resources	Support our pupils through the revised and more challenging curriculum. The expectation is that our pupils continue to accelerate their academic progress. All groups including more able challenged by enriched curriculum resourcing	Accelerated progress seen across the academy, pupils supported at all levels	£3000
Pupils equipped to deal with challenges facing them both in school and at home resulting in mental stability and the 'headspace' to think about learning	Mentor, Educational Psychologist and Inclusion Lead	Development of a mental health curriculum bespoke to the school and pupil needs	Mental health curriculum in place. Needs constantly changing due to cohort needs and newly arrived needs	£2000
Develop our pupils' love of wider reading and enhance our guided reading sessions and homework tasks. Result in further accelerated English progress.	Fund resources, new ipads and interactive books	Interactive reading scheme, using e-books and e-readers, ipads and online resources which are accessible at home – 'Bug Club'	Ipads and resources in place. Impact seen through increased Reading outcomes	£10000

4. Further barriers to future attainment (for pupils eligible for PP, including high ability)

Could include poor oral language skills, poor attendance or behaviour, low social esteem,

A.	Mobility – large number of pupils change each year, continuity an issue and new pupils often lack schooling and English big impact of newly arrived on cohort stability
B.	Reading – pupils able to decode words but understanding of a range of vocabulary weak
C.	Complex external social and environmental issues including poverty, homelessness, instability and poor mental health and wellbeing

5. Planned expenditure

Academic year	2016/17
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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. 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?
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Enable pupils with impoverished language skills to develop a deeper understanding to English vocabulary resulting in improved reading attainment	Develop metacognition skills to enable pupils to improve reading comprehension skills and understanding	Pupils reading levels a concern, Children can use phonics skills well however understanding of the wider vocabulary is poor due to experience, length of time pupils have been learning English, lack of English development and speech outside of school context	Training in metacognition techniques, resources to support vocabulary development	Enable pupils with impoverished language skills to develop a deeper understanding to English vocabulary resulting in improved reading attainment	AA	Half termly
Teachers providing high quality resources appropriate for new curriculum and resulting in delivery of accelerated progress for all groups including the more able	Support our pupils through the revised and more challenging curriculum. The expectation is that our pupils continue to accelerate their academic progress. All groups including more able challenged by enriched curriculum resourcing	Need to ensure that all groups catered for including the more able with resources that enable teachers to deliver appropriate, challenging and stimulating lessons thus closing attainment gap on national and resulting in accelerated progress	Curriculum resourced appropriately for all groups – scrutiny and observations to show stimulating lessons and data showing accelerated progress for all groups including the more able	Accelerated progress for all groups of pupils.	ALT	Half termly
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?
Pupils equipped to deal with challenges facing them both in school and at home resulting in mental stability and the 'headspace' to think about learning	Development of a mental health curriculum bespoke to the school and pupil needs	Pupils often struggle to focus on tasks as distracted by things going on outside school or processing experiences that they have had. This makes taking on new learning and retaining information difficult	Bespoke curriculum written, introduced and monitored through scrutiny, data and pupil voice	Pupils able to focus on work, pupils taking ownership of their behaviours, improved problem solving and resilience, progress accelerated	EJ and EW	Termly

iii. 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?
Develop our pupils' love of wider reading and enhance our guided reading sessions and homework tasks through development of classroom and library resources Result in further accelerated English progress.	Interactive reading scheme, using e-books and e-readers, ipads and online resources which are accessible at home – 'Bug Club'	Pupils often mislay reading books and parents struggle to engage with their children using a book due to language barriers and lack of parental literacy and proficiency in English. Online reading scheme to enable teachers to teach children how to use the books, set tasks, add verbal instructions and commentaries and monitor progress of pupils. Parents can also engage with the package in order to listen to the books, hear the language spoken and develop own skills in a non-threatening way supporting child and engaging with reading	Bug Club tracking and monitoring system, reading data, completion of tasks, improved engagement with reading in school and beyond	Reading data showing accelerated progress, pupils engagement with texts increasing	AA	Half termly

6. Additional detail
<p>2016/17 has seen Oasis Academy Foundry continue to rapidly improve provision or all children including those eligible for pupil premium. All classes achieved accelerated progress in Reading, Writing and Maths with disadvantaged pupils regularly outperforming other pupils. This indicates that pupils are continuing to close the gaps on national averages. This is as a result of strategic planning and targeted interventions.</p> <p>The Academy achieved the Inclusion Quality Mark and was classed as a Centre of Excellence.</p> <p>Due to the success of the 2016/17 action plan, we will be continuing with the same actions in order to sustain and further enhance provision. We will also be targeting our academy development priorities.</p> <p>Therefore, in addition to continuing with the above strategies, we will be using our £201960 this coming year to further develop reading strategies, embed our mental health curriculum and increase opportunities to work with parents. Bug Club reading scheme will be continued and can be accessed at school or at home and will develop our pupils' love of wider reading and enhance our guided reading sessions and homework tasks. New curriculum resources will also been purchased to support our pupils through the revised and more challenging curriculum. The expectation is that our pupils continue to accelerate their academic progress.</p> <p>Academic Review of 2016-17 Data for the Academic Year 2016-17 year shows progress as follows: <i>4.0 points is the expected progress, based on our assessment system.</i> <i>This equates to one years expected improvement and academic growth.</i></p>

Year 1

Reading		Writing		Maths	
Disadvantaged 4.9	Others 4.8	Disadvantaged 4.9	Others 4.7	Disadvantaged 4.9	Others 4.7
+0.1		+0.2		+0.2	

Year 2

Reading		Writing		Maths	
Disadvantaged 4.9	Others 4.0	Disadvantaged 4.7	Others 3.8	Disadvantaged *5.1	Others 5.3
+0.9		+0.9		-0.2	

Year 3

Reading		Writing		Maths	
Disadvantaged *4.5	Others 4.6	Disadvantaged 4.5	Others 4.4	Disadvantaged *4.2	Others 4.6
-0.1		+0.1		-0.4	

Year 4

Reading		Writing		Maths	
Disadvantaged *4.5	Others 4.9	Disadvantaged *4.4	Others 5.1	Disadvantaged *5.0	Others 5.2
-0.4		-0.7		-0.2	

Year 5

Reading		Writing		Maths	
Disadvantaged *4.8	Others 5.4	Disadvantaged 4.4	Others 4.4	Disadvantaged 4.6	Others 4.6
-0.6		0.0		0.0	

Year 6

Reading		Writing		Maths	
Disadvantaged *5.8	Others 6.7	Disadvantaged *7.0	Others 7.9	Disadvantaged *5.5	Others 6.7
-0.9		-0.9		-1.2	

*Despite less progress than 'others', these groups still made significant accelerated progress.

Attainment (shown below in points) across the school further highlights the many successes of our disadvantaged pupils when compared to non-disadvantaged.

'Secure' equates to age related expectations

Year 1 (12=yr1 secure)

Reading		Writing		Maths	
Disadvantaged 11.6	Others 11.4	Disadvantaged 11.8	Others 11.3	Disadvantaged 11.9	Others 11.9

+0.2	+0.5	0.0
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Year 2 (16=yr2 secure)

Reading		Writing		Maths	
Disadvantaged	Others	Disadvantaged	Others	Disadvantaged	Others
15.6	12.8	15.4	12.6	15.7	14.4
+2.8		+2.8		+1.3	

Year 3 (20=yr3 secure)

Reading		Writing		Maths	
Disadvantaged	Others	Disadvantaged	Others	Disadvantaged	Others
18.9	18.4	18.7	18.0	19.2	18.1
+0.5		+0.7		+1.1	

Year 4 (24=yr4 secure)

Reading		Writing		Maths	
Disadvantaged	Others	Disadvantaged	Others	Disadvantaged	Others
22.6	22.5	21.8	22.0	22.9	22.3
+0.1		-0.2		+0.6	

Year 5 (28=yr5 secure)

Reading		Writing		Maths	
Disadvantaged	Others	Disadvantaged	Others	Disadvantaged	Others
26.7	23.9	26.1	22.6	26.9	24.9
+2.8		+3.5		+2.0	

Year 6 (32=yr6 secure)

Reading		Writing		Maths	
Disadvantaged	Others	Disadvantaged	Others	Disadvantaged	Others
30.9	29.8	29.8	28.5	31.1	30.0
+1.1		+1.3		+1.1	