



## Exceptional Education at the Heart of the Community

### Pupil premium strategy statement:

1. Summary information					
<b>School</b>	Oasis Academy MediaCityUK				
<b>Academic Year</b>	2018/19	<b>Total PP budget</b>	£273,020	<b>Date of most recent PP Review</b>	September 2018
<b>Total number of pupils</b>	518	<b>Number of pupils eligible for PP</b>	292 (56.37%)	<b>Date for next internal review of this strategy</b>	September 2019

2. 2017-18 outcomes for PP students		
<b>Attainment for: 2017-2018</b>	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>
<b>Progress 8</b>	0.07	0.68
<b>Attainment 8</b>	41.20	47.57
<b>% 9-4 English and Maths</b>	57%	64%
<b>% taking Ebacc</b>	22%	31%
<b>% achieving Ebacc</b>	17%	11%

### 3. Review of expenditure

Previous Academic Year

2017-18

#### 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	Cost, Evaluation, Impact and Lessons Learnt
To ensure students have the equipment necessary to participate in learning	Creation of inclusive classrooms – stationary, stock and equipment	To ensure that any barriers to learning are addressed prior to teacher input thereby reducing wasted time for all learners.	Through QA processes including pupil voice, lesson observation and teacher feedback	No time lost in lessons and a reduction in behaviour points for no equipment thereby resulting in higher rates of progress and achievement. Progress 8 projections to be a minimum of 0 for PP students in all years	JBO	<b>£38,000</b> Pupil premium students achieved a P8 score of + 0.07. Through QA it was evident that providing equipment eradicated barriers to learning for PP students and promoted equality within classrooms.
To develop the HAOE Strategy throughout KS3 and 4 to improve achievement and progress of HAOE students	Teachers will have a range of CPD, support and coaching to develop provision for HAOE PP students throughout the academy. A range of	Interventions have previously been targeted at mid-ability on entry students, whilst they have had an impact. It is higher ability on entry PP students where there is often a gap in performance.	Data entry QA and QA of classroom provision.	Students achieve/ or are on track to achieve a P8 score above 0 in all year groups.	JBO/ MDI	<b>£12,000</b> HAOE students still do less well than other groups of students within the academy, particularly boys. We have seen an improvement from 2015/16 but PP HPA still have a minus P8 score.

All staff are consistently good in their classroom practice thereby ensuring good progress for all students	Through a review of QA data, bespoke CPD support implemented to ensure consistency of quality across the academy. Middle leaders will also	EEF indicates that PP students benefit from good T&L more than their peers through high quality teaching, their performance will improve.	Data analysis, QA of provision, pupil voice and assessment information.	No gaps in performance across most subjects (and reduced gaps for bucket 2 subjects).	JBO/MDI	£20,000 P8 scores for EBACC subjects rose significantly between 2016 to 2017 from -0.83 to -0.18. In 2017/18 this improvement was sustained at +0.28. Whilst students are getting stronger across all subject areas, further work needs to be done to eradicate remaining inconsistencies within EBACC subjects
To improve students' retention to help with exam performance in new specifications	Develop the use of knowledge organisers and implement intervention time within the timetable.	Students with lower family incomes often do not have specialist help and support to revise.	QA	No gaps in performance in student data.	JBO	£16,000  To improve students' retention to help with exam performance in new specifications.

## ii. Targeted Support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Success Criteria	Staff lead	Cost, Evaluation, Impact and Lessons Learnt
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<p>To reduce the progress and achievement gaps between disadvantaged students and non-disadvantaged students in KS4.</p>	<p>Provide intervention programmes outside of the normal school hours for year 11 in English and maths to include holiday and Easter revision programmes</p>	<p>This had a direct impact on student outcomes last academic year.</p>	<p>CLS to analyse attendance data with student progress.</p>	<p>Higher progress and achievement for PP students. PP students to be national average for 3LP and 4LP in maths, science and Global subjects. PP students to have progress 8 score of 0 or higher.</p>	<p>JBO</p>	<p>£18,000</p>
<p>Ensure all PP students attend at least one extra curricular club/careers activities in order to boost participation and attitudes to learning.</p>	<p>Programme of enrichment and extended opportunities targeted at PP students to raise their participation.</p>	<p>Students often lack cultural experiences which in turn means that learning can be decontextualized. Enriching visits will aid their learning and wider understanding.</p>	<p>CB to oversee careers and aspiration programme and monitor participation rates to ensure equality of opportunity and match this with performance data.</p>	<p>Students show better attitudes to learning, improve their attainment and attitude to themselves and the academy. 70% of PP students to participate in extended academy activities</p>	<p>MDI/ JBO</p>	<p>£20,000</p>
<p>To ensure students participate in all curriculum areas and improve their achievement and</p>	<p>Subsidies for ingredients in food technology</p>	<p>Previously PP students have not chosen this subject</p>	<p>LB to monitor participation and uptake at KS4</p>	<p>Continued participation, understanding of healthy lifestyles and improve achievement in this curriculum area.</p>	<p>LB</p>	<p>£8,000</p>

To ensure that students in receipt of PP are supported to achieve their potential.	2 Pastoral Leaders to support students identified as PP	PP students often require mentoring and pastoral support to engage with parents and remove barriers to progress.	Through RAP meetings PP students who are underachieving are identified and support put into place.	To reduce the gap between attendance, punctuality, FTE and subsequently achievement between disadvantaged students and their peers. PP attendance and exclusions to be in line with national averages.	JBO/MB	£36,000
To raise achievement of PP students in maths to be at least in line with national	Continued implementation of arithmetic and mastery strategy	PP students are making less progress than their peers in maths.	SCO to monitor and prepare cohorts.	PP students achieve GCSE results in line with their peers. 70% of PP students make expected progress in Maths.	SC O/JB O	Maths Mastery £12,000
<b>iii. Whole School strategies</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you monitor implementation?</b>	<b>Success Criteria</b>	<b>Staff lead</b>	<b>Cost, Evaluation, Impact and Lessons Learnt</b>
To improve PP attendance to be at 96%	Service Level Agreement for EWO to target PA pupil premium students.	This had a significant impact in the last academic year to improve PP attendance	Weekly monitoring and implementation of the attendance strategy.	Early intervention for PP students to ensure they do not become persistent absentees. PA reduction for disadvantaged students	MDI/JH	£28,000
To improve PP attendance to be at 96%	60% of Attendance Team Salary			To raise the attendance of PP students thereby narrowing the gap and improving overall attendance and progress.		£15,277

To improve the punctuality of PP students	Magic Breakfast – to give PP students a healthy meal and ensure they arrive on time to the academy.	Many students are not ready to learn in the morning and come to school hungry – this will improve performance and punctuality.	Weekly attendance records kept and triangulated with achievement data.	Students who are disadvantaged will be ready to learn and on time for their tutorial – reduction in PP students who are persistently late to below 3%	CBE	£15,000 Student punctuality is good with less than 2 % lates.
To ensure all students are able to attend the academy and be on time for learning.	Transport subsidies for students who are disadvantaged	To remove barriers to attendance	Weekly monitoring	Reduced gap between attendance and punctuality for disadvantaged students to less than 2% with PP students attendance to be above 94.8%	JBO	£5,000
To raise achievement for groups of students who enter the academy and are at risk of underachieving.	Intervention Tutors to provide support for underachieving PP students in all years	To ensure any prior gaps in performance are addressed in English and maths leading to better progress.	SCO/SB to monitor cohorts and use DTT. This should be monitored in RAP	Improvement in 3 levels of progress in maths to be close to national average and to be at least 65% for PP students. No gap for PP students in English	JBO/SCO/SB	£20,000 English achievement is above national average at 0.35 Maths is just also above at 0.04, students who received intervention from intervention tutors improved their performance by one grade,
To raise attainment of PP students in EBACC faculties.	To equip middle level leaders with tools and strategies to raise achievement	PP performance in Bucket two is much lower than their performance across all other subjects.	Weekly line management and QA of data	No gaps in achievement between PP and non PP in Global, science and maths.	JBO/JGO/SL/O	£5,000 Achievement in EBacc subjects rose significantly by 0.7 for PP students and no gaps exist with other students

To ensure students in receipt of PP can access learning during times of financial hardship.	Food parcels and uniform subsidies	May PP students who are PA indicate that this is due to financial barriers such as no transport money or uniform issues.	Pastoral leaders to monitor this and implement support/	To ensure students do not miss significant amounts of time in their education.	MDI/ MHA /AW E	£10,000
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#### 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,*

<b>A.</b>	PP students generally have a poorer perception of themselves as learners (particularly mid-high ability boys)
<b>B.</b>	Often have a lack of contextual understanding due to limited cultural experiences which can often limit higher grades
<b>C.</b>	Low parental engagement with the academy leading to disengagement, poor behaviour and attendance

#### 5. Planned expenditure

**Academic year**      **2018/19**

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

##### iv. 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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<p>To ensure students have the equipment necessary to participate in learning</p>	<p>Creation of inclusive classrooms – stationary, stock and equipment</p>	<p>To ensure that any barriers to learning are addressed prior to teacher input thereby reducing wasted time for all learners.</p>	<p>Through QA processes including pupil voice, lesson observation and teacher feedback</p>	<p>No time lost in lessons and a reduction in behaviour points for no equipment thereby resulting in higher rates of progress and achievement. Progress 8 projections to be a minimum of 0 for PP students in all years.</p>	<p>JBO</p>	
<p>To develop the HAOE Strategy throughout KS3 and 4 to improve achievement and progress of HAOE students</p>	<p>Teachers will have a range of CPD, support and coaching to develop provision for HAOE PP students throughout the academy. A range of initiatives will be implemented throughout all year groups to raise</p>	<p>Interventions have previously been targeted at mid-ability on entry students, whilst they have had an impact. It is higher ability on entry PP students where there is often a gap in performance.</p>	<p>Data entry QA and QA of classroom provision.</p>	<p>Students achieve/ or are on track to achieve a P8 score above 0 in all year groups.</p>	<p>MDI/JBO</p>	<p>Half termly</p>
<p>To develop Nurture provision for identified Year 7 students to improve achievement, progress and aid transition to secondary</p>	<p>A bespoke curriculum will be in place for targeted students. This will be led by the SENCO with HLTA support in addition to support from a EAL teacher</p>	<p>Identified Year 7 students with low KS2 scaled scores to be given access to a bespoke curriculum to enable rapid progress to be made</p>	<p>Through QA processes including pupil voice, lesson observation, teacher feedback in addition to data entry QA</p>	<p>High levels of progress for Year 7 students eligible for PP. Attendance to be above National Average for PP students identified</p>	<p>KBA</p>	<p>Half termly</p>

All staff are consistently good in their classroom practice thereby ensuring good progress for all students	Through a review of QA data, bespoke CPD support implemented to ensure consistency of quality across the academy. Middle leaders will also implement a raising achievement plan to dovetail with this raising the performance of PP	EEF indicates that PP students benefit from good T&L more than their peers through high quality teaching, their performance will improve.	Data analysis, QA of provision, pupil voice and assessment information.	No gaps in performance across most subjects (and reduced gaps for bucket 2 subjects).	JBO/MDI	Half termly
To improve students' retention to help with exam performance in new specifications.	Develop the use of knowledge organisers and implement intervention time within the timetable.	Students with lower family incomes often do not have specialist help and support to revise.	QA	No gaps in performance in student data.	JBO	

#### v. Targeted 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 reduce the number of FTE for PP students through targeted intervention and bespoke therapeutic support	The School has appointed a part time councillor. This is to work as a member of the SEND team. The counselling sessions involve emotional literacy work amongst other forms of counselling.	Many students suffer from mental health issues. Often their poor behaviour choices are as a result of abuse or trauma these students have suffered.	Weekly reports and monitoring	The counselling service supports students and their families. It aims to identify students with poor behaviour early and support with strategies before issues escalate	PMC	Half termly

<p>To reduce the progress and achievement gaps between disadvantaged students and non-disadvantaged students in KS4.</p>	<p>Provide intervention programmes outside of the normal school hours for year 11 in English and maths to include holiday and Easter revision programmes</p>	<p>This had a direct impact on student outcomes last academic year.</p>	<p>CLS to analyse attendance data with student progress.</p>	<p>Higher progress and achievement for PP students. PP students to be national average for 3LP and 4LP in maths, science and Global subjects. PP students to have</p>	<p>JBO</p>	<p>Half termly</p>
<p>Reduction in incidents of aggressive student behaviour, overall improvement in climate for learning</p>	<p>Boxing intervention programme for targeted KS3 and 4 students during lunch time</p>	<p>Some students do not have the strategies to deal with certain difficult situations, this results in them using violence as a chosen strategy to deal with conflict</p>	<p>PLs to analyse behaviour data</p>	<p>Targeted students to show a reduction in negative behaviour points</p>	<p>PMC/PLs</p>	<p>weekly</p>
<p>Ensure all PP students attend at least one extracurricular club/careers activities in order to boost participation and attitudes to learning.</p>	<p>Programme of enrichment and extended opportunities targeted at PP students to raise their participation.</p>	<p>Students often lack cultural experiences which in turn means that learning can be decontextualized. Enriching visits will aid their learning and wider understanding.</p>	<p>CB to oversee careers and aspiration programme and monitor participation rates to ensure equality of opportunity and match this with performance data.</p>	<p>Students show better attitudes to learning, improve their attainment and attitude to themselves and the academy. 70% of PP students to participate in extended academy activities</p>	<p>JBO/SLO</p>	<p>Half termly</p>

To ensure students participate in all curriculum areas and improve their achievement and engagement	Subsidies for ingredients in food technology	Previously PP students have not chosen this subject	LB to monitor participation and uptake at KS4	Continued participation, understanding of healthy lifestyles and improve achievement in this curriculum area.	LB	Half Termly
To ensure that students in receipt of PP are supported to achieve their potential.	2 Pastoral Leaders to support students identified as PP	PP students often require mentoring and pastoral support to engage with parents and remove barriers to progress.	Through RAP meetings PP students who are underachieving are identified and support put into place.	To reduce the gap between attendance, punctuality, FTE and subsequently achievement between disadvantaged	JBO/MB	Half termly
To raise achievement of PP students in maths to be at least in line with national average.	Continued implementation of arithmetic and mastery strategy	PP students are making less progress than their peers in maths.	SCO to monitor and prepare cohorts.	PP students achieve GCSE results in line with their peers. 70% of PP students make expected progress in Maths.	SCO/JBO	Half termly
<b>vi. Whole School strategies</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you monitor implementation?</b>	<b>Success Criteria</b>	<b>Staff lead</b>	<b>Review date?</b>
To improve PP attendance to be at 96%	Service Level Agreement for EWO to target PA pupil premium students.	This had a significant impact in the last academic year to improve PP attendance	Weekly monitoring and implementation of the attendance strategy.	Early intervention for PP students to ensure they do not become persistent absentees. PA reduction for	MDI/JH	Weekly

To improve PP attendance to be at 96%	60% of Attendance Team Salary			To raise the attendance of PP students thereby narrowing the gap and improving overall attendance and progress.		
To improve the punctuality of PP students	Magic Breakfast – to give PP students a healthy meal and ensure they arrive on time to the academy.	Many students are not ready to learn in the morning and come to school hungry – this will improve performance and punctuality.	Weekly attendance records kept and triangulated with achievement data.	Students who are disadvantaged will be ready to learn and on time for their tutorial – reduction in PP students who are persistently late to below 3%	CBE	Weekly
0% NEET across the Academy with all students enrolled in employment, education and training when they leave Year 11	Careers Programme to be embedded throughout the curriculum. Gatesby benchmarks to be followed to ensure all students have encounters with employers	Disadvantaged students are more likely to be at risk of becoming NEET.	Weekly meetings, half termly reports. QA-student voice	Students who are disadvantaged are enrolled in the appropriate pathway	CBE	Weekly

The quality of teaching will be better in year 7 because the teachers will differentiate to the individual students' needs based on better knowledge of students ability	Appointment of a Transition Leader so that as much information as possible is known about the students before they arrive at OAMC	Some students arrive with no prior data or inaccurate data which makes planning for specific needs difficult. In the past some students have been placed in a low set due to inaccuracies of data and this has hindered their ability to make the progress they are capable of.	QA cycle including student voice, lesson observations, data collection QA.	Improved knowledge of students ability and so better quality teaching and learning of year 7 students	KMM	Half termly
To ensure all students are able to attend the academy and be on time for learning.	Transport subsidies for students who are disadvantaged.	To remove barriers to attendance	Weekly monitoring	Reduced gap between attendance and punctuality for disadvantaged students to less than 2% with PP students	JBO	
To raise achievement for groups of students who enter the academy and are at risk of underachieving.	Intervention Tutors to provide support for underachieving PP students in all years	To ensure any prior gaps in performance are addressed in English and maths leading to better progress.	SCO/SB to monitor cohorts and use DTT. This should be monitored in RAP	Improvement in progress for maths to be at national and for English to be 0.25	JBO/SCO/SB	Weekly
To further raise attainment of PP students in EBACC faculties.	To equip middle level leaders with tools and strategies to raise achievement	PP performance in Bucket two is much lower than their performance across all other subjects.	Weekly line management and QA of data	Global bucket to rise further to a P8 of zero	JBO/JGO/SLO	

To ensure students in receipt of PP can access learning during times of financial hardship.	Food parcels and uniform subsidies	May PP students who are PA indicate that this is due to financial barriers such as no transport money or uniform issues.	Pastoral leaders to monitor this and implement support/	To ensure students do not miss significant amounts of time in their education.	MDI/MHA/AWE	
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## 6. Additional detail

This plan will be monitored half termly as gaps in performance appear, bespoke support and interventions will be implemented for this cohort of pupils.