



Exceptional Education at the Heart of the Community

Pupil Premium Strategy Statement:

1. Summary information						
School	Oasis Academy Brightstowe					
Academic Year	2018/2019	Total PP budget	£316,965	Date of most recent PP Review	02/10/18	
Total number of pupils	813	Number of pupils eligible for PP	390	Date for next internal review of this strategy (termly)	20/09/19	
2. Review of expenditure						
Previous Academic Year	2017/2018					
i. Quality of teaching for all						
Desired outcome	Chosen action/approach	Impact:	Lessons learned Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?	Cost		
	In-school gap					
	PP 2018	NonPP 2018	2018 gap	Change 18-17	2017 gap	2016 Gap
Overall Provisional P8	-0.35	0.12	-0.47	0.10 ↑	-0.57	-0.92
English Progress8	-0.5	-0.14	-0.64	0.36 ↑	-0.53	-0.75
Maths Progress8	-0.45	+0.18	-0.63	0.04 ↑	-0.67	-0.80
EBacc Progress8	-0.19	+0.47	-0.66	-0.07 ↓	-0.59	-1.18
Other Progress8	-0.33	-0.08	-0.25	0.28 ↑	-0.53	-0.82

<p>Improvement of progress and attainment in Maths and English</p>	<p>Introduction of Maths Mastery and English mastery in year 7. Addition of 1x English teacher and 1x Maths teacher.</p> <p>Improved mastery curriculum to support the improvement of progress of disadvantaged students moving into the academy from KS2. Additional staffing is required to ensure that this is implemented.</p> <p>Skilled teachers, one in English and one in Maths and science have been employed as Raising Standards Leaders (RSLs). Their focus is the monitoring and improvement of progress for students, specifically disadvantaged students and HPA students within each department across years 7 – 11. The provision of departmental CPD to improve teaching strategies used by staff.</p>	<p>Improving trend P8 PP; 2016 -0.59; 2017 -0.36; 2018 -0.33</p> <p>P8 English PP -0.51; improved by 0.21</p> <p>P8 Maths PP -0.47; no significant improvement</p>	<p>Mastery strategy to continue</p> <p>Foci for 2018-19:</p> <p>Build on improvements within English team. Now a stable staff with NQTs completing induction year.</p> <p>Refine Maths support programme.</p> <p>Although P8 all students improving to -0.11 (2018) the Progress for PP Maths students has not significantly improved.</p> <p>P8 gap between PP and non PP students is maintained at -0.5. This is an area for development.</p>	<p>£220,456</p>
<p>Improving and sustaining transition to post 16 education</p>	<p>Use of CEIAG coordinator/year 11 intervention manager to support students applying for post 16 education. To increase the understanding of career pathways to students in year 7 -10.</p>	<p>External audit of practice indicated that CEIAG practice within the academy is significantly above national average on all benchmarks.</p> <p>1 student gained place on Cambridge access course with a guaranteed Cambridge interview in Year 13.</p> <p>3 MPA/HPA PP students progressed to scholarships at local private schools</p>	<p>The leadership/coordination role for the development of CEIAG will be taken by a newly appointed assistant Head of year. The responsibility for the delivery of the CEIAG tasks will be shared across all assistant heads of year so that this practice will become embedded within each of the year groups.</p> <p>Developing social capital and aspirations is a key area for development in the coming year – PP intervention programme; ‘Aspiration, inspiration, perspiration’.</p> <p>Developing skills and aspirations has also been built into the PSHE programme as well.</p>	<p>£22,227</p>
<p>Improving literacy so that all students are working at expected standard for their age.</p>	<p>Through the a range of approaches we have sought to improve literacy of students in year 7</p> <p>Bedrock used as HW for KS3 to complete and supports learning new vocabulary and comprehension. Students complete an initial</p>	<p>Year 7 Term 1 – Reading ages 12+</p> <p>All students 12+ = 47%</p> <p>Non PP 12+ = 56%</p> <p>PP 12+ = 40%</p> <p>Gap 16%</p>	<p>Impact of reading programme for PP students has been excellent.</p> <p>Non PP increase 12 + RA by 15%</p> <p>PP increase 12 + RA by 24%</p>	<p>£5550</p>

	<p>assessment and then work through units at their own pace.</p> <p>Shared reading programme during tutor time</p> <p>Shared cross curricular literacy approach within the academy</p>	<p>Year 7 Term 6 – Reading ages 12+</p> <p>All students 12+ = 68%</p> <p>Non PP 12+ = 71%</p> <p>PP 12+ = 64%</p> <p>Gap 7% PP/Non PP</p>	<p>Gap between PP and non- PP narrowed by 9%</p>	
Future Quest	<p>MPA and HPA</p> <p>5 year 9</p> <p>6 year 10</p> <p>4 year 11</p> <p>1:1 mentoring provided</p>	<p>1 scholarship to Colston’s school</p> <p>1 scholarships Redmaid’s</p> <p>Successful application to access to Cambridge University course</p>	<p>To continue – this is a high impact intervention that is having a significantly positive impact upon student progression to Post 16 education.</p> <p>The 1:1 mentoring is enabling students to think through their potential future progression choices and the expertise and support provided is removing barriers to Post 16 qualifications.</p>	
ii. Targeted support				
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
Accelerate reading ages of students who are below national standard upon entry to the Academy.	<p>Literacy intervention. Specialist literacy intervention to students with low reading ages.</p> <p>Phonics Fresh Start – x3 per week</p> <p>Toe by Toe – SEN dept.</p> <p>Literacy Box – SEN dept.</p> <p>Accelerated Reader and Star Test – following an initial assessment students are provided with a Zone of Proximal Development. This supports their growth of reading and they quiz on books to check their comprehension and understanding.</p>	<p>Year 7 Mastery: Foundation Pathway to include Fresh Start Phonics programme.</p> <p>AP2 Expected and above – all 60%</p> <p>PP 4+ 29%</p> <p>Non-PP4+ 32%</p> <p>PP 5+ 16%</p> <p>Non PP 5+ 19%</p> <p>AP4 Expected and above – all 67%</p> <p>PP 4+ 31%</p> <p>Non-PP 4+ 38%</p> <p>PP 5+ 27%</p> <p>Non PP 5+ 28%</p> <p>We will continue to use the accelerated reader programme however, this year there will be an emphasis on improving rates of</p>	<p>For PP 5+ students 11% increase</p> <p>For PP4+ students 2% increase</p>	5,550

		progress for PP students who do not achieve 4+.		
Improving numeracy	Many PP students transitioning from KS2 remain below national standard Use of a numeracy teaching assistant to provide additional support for students.			21,024
Supporting EAL PP students across the curriculum	EAL HLTA – EAL assessment, benchmarking and creation of detailed action plans for improvement. Training for teachers and 1:1 support for PP EAL students at risk of not making good progress.			29,703

3. Prior Year Achievement

Achievement for: 2017-2018 (pupils) Whole school	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school/national Y6)
Progress 8	-0.41	+0.17
Attainment 8	33.66	41.14
% A* - C (9-5) English and Maths	11%	30%
% taking Ebacc	34%	55%
% achieving Ebacc	7%	24%
Basics 4-9	29%	47%
Basics 5-9	9%	25%
Basics 7+	2%	

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.	Literacy and numeracy whilst improving continues to remain below national standard, with a significant proportion of PP students below the expected chronological reading age
B.	Behaviour (both internal exclusions and FTE) and attendance for PP students remains an area for improvement
C.	

External barriers

D.	Parental engagement – some of the most vulnerable families do not engage with the support offered through the academy. Both at a pastoral and academic level we are seeking to strengthen the links between home and the academy so that PP students are able to thrive.
E.	Opportunities for academic and personal development. Disadvantaged students receive fewer opportunities for 1:1 support (mentoring and tutoring) and fewer opportunities to develop social capital.

5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve attendance	Attendance for PP exceeds 93.7%
B.	Improve progress for disadvantaged students and reduce gap to national other	PP progress exceeds -0.1 PP progress gap to all students less than 0.2
C.	Improve destinations for PP students	Increased numbers of PP students progress to post 16 education

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 (months/Years)	Costs (Does this include non PP funding in addition?)
Subgroup of PP students have high levels of internal exclusions and low attendance as a result they disproportionately impact on PP P8 outcomes.	Established cross curricular learning communities	Identification of 30 key PP students who have poor levels of attendance and progress in year 10 and 11. 12 hours of CPD training and development provided for teachers of these key students so that they can create resources and develop their classroom practice to engage and challenge these key students	PP P8 exceeds - 0.1 PP P8 gap narrows to below 0.2	SCI	12 months We will review the impact of the learning communities and run again if evidence indicates that this has impacted PP progress	Staffing: Coordination and evaluation of PP strategy Deputy Principal time and learning community leader time £2000

		so that they improve their attainment and progress.				
Improve standards of teaching throughout the academy so that lessons are at least good.	<p>Development of:</p> <ul style="list-style-type: none"> • Strive for 5 model • DAIR – data analysis and planning framework • CPD programme • Monitoring and self-evaluation cycle to focus on raising attainment and accelerating progress particularly of PP students • Bespoke coaching programme for specific teachers 	<p>Development of CPD programme that draws upon best practice and research for the engagement of PP students. Particularly boys. Research evidence that has informed this approach includes:</p> <ul style="list-style-type: none"> • Sutton Trust ‘What makes great teaching?’ • EEF metacognition and self-regulation July 2018 • Centre for Excellence and Outcomes in children and young people’s services (C4EO). Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty 	<p>PP P8 gap narrows to below 0.2</p> <p>Narrow within school variation so that progress of PP students is in line with non PP.</p> <p>2016 -0.92 2017 -0.57 2018 -0.50 2019 Target -0.1</p>	SBo	Minimum 3 years	<p>Staffing: AP and AAP time £2,000</p> <p>Coaching training day and lesson observation funding: £1,000</p>
Staff induction	<p>Training and support for NQTs and new teaching staff so that they are able to deliver strive for 5 and implement agreed teaching and learning strategies to stretch and challenge PP students.</p> <p>INSET training and twilight training programmes are in place to deliver this.</p>	<p>Ensuring that all staff understand that PP students are a priority within the academy is essential. Effective teaching and has a disproportionately positive impact upon PP student progress and therefore induction training and support for new staff is essential to ensure that we narrow the PP gap.</p>	As above	SBo	ongoing	Training costs: £1,000

Not all curriculum areas are narrowing the gap between PP and non PP students - within academy variation is an area we will be addressing	Targeted support to improve PP outcomes for key subjects so that within academy variation is eradicated. Drawing on the DFE funding through the Strategic School Improvement Fund (SSIF) intensive support will be focused in the following areas: Geography Music Science Maths	Within school variation is currently a significant limiting factor that prevents us narrowing the gap for our PP students. Areas of strength include RE 2018 PP +0.83 Art 2018 PP +0.58 History 2018 PP +0.07	P8 PP for target subjects to at least exceed -0.2	SCI	July 2019	Staffing: £2,000 Deputy Principal time
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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 (months/Years)	Costs (Does this include non PP funding in addition?)
Some students will benefit from having an expanded curriculum offer – this will provide them with experience that will expand access to Post 16 courses	Provision of BTEC Business first qualification to 12 PP students	For some PP students we will provide access to additional courses that allow a wider breadth of curriculum. This will ensure that they have the opportunity to maximise their attainment and also increase access to Post 16 courses	All students achieve a minimum of Level 2 merit	LMO	1 year	Course fees: £15,000
Building self-efficacy and development of student study skills	Develop training programme; Inspiration, aspiration and perspiration. This will run through a series of workshops and inspirational talks	Saint Mary Redcliffe and Temple secondary school as a teaching school has expertise and experience in the development of PP intervention programmes. Through the DFE strategic school improvement fund training and ongoing consultancy support will be provided to raise student aspirations, self-efficacy and train specific study skills.	Increased student motivation PP P8 exceeds -0.2 Improved y11 attendance exceeds 94% Improved attendance to intervention training programmes	LMO	1 year	Staffing: 0.1x £60,568 £6,057

Ensuring that parents and carers work with the Academy to support their child is not always successful. Therefore, engaging with hard to reach parents and carers is a priority area for development.	Parental engagement programme developed in partnership with local business. Areas of focus to include: <ul style="list-style-type: none"> • Building healthy relationships • Mental health • Study skills • Aspirations 	Improving behaviour in schools Ofsted guidance	PP attendance exceeds 94%	ASy	1 year	Staffing: 0.05 x £60,568 £3,000 Plus venues hire and consumables
CEIAG Future Quest	MPA/HPA 4 year 9 students 5 year 10 students 6 year 11 students 1:1 mentoring	Maintain current provision. Through the expansion of assistant heads of year increase the expertise and experience for CEIAG provision throughout the pastoral team. Assistant head of year 10 to coordinate the delivery of the programme through other assistant head of years.	Improved rates of progression post 16 for PP students maintain high numbers of students achieving scholarships	LMO	ongoing	Staffing: 0.2 x 41,833 £8,366
English and Maths cross over for PP	Target cohort of 16 year 11 PP students who are risk of not achieving crossover and identified as sig negative P8 LW with ALT/LT to evaluate progress and engagement of students in the class. Outcomes from the LW will include: <ul style="list-style-type: none"> • Identification of training and support for teachers • Students placed on report • Parental engagement Impact of this intervention will be measured by progress of target cohort from Y10 EYO and Y11 PPE1	Through our collaboration with another Oasis Academy this approach has been shown to be effective with target PP students. We will model this approach to develop self-efficacy, support progression planning and also track engagement and effort in the cross over subjects so that PP progress is maximised. 3 members of the leadership team supporting 3 target groups for 30 minutes each week.	PP progress in English exceeds – 0.1 PP progress in Maths exceeds 0.0	LMO ASy	1 year pilot project	Staffing: 0.2x £60,568 £12,114
1:1 literacy and numeracy support	Targeted 1:1 support for 8 students from across the key stages will be provided to ensure that PP students most at risk of not making good progress receive support.	EEF research states that some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	Cohort P8 exceeds -0.1	SCI	August 2019	£41,440

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP funding in addition?)
<p>Improvement of progress and attainment in Maths and English</p> <p>Improvement of progress and attainment in English</p>	<p>Introduction of Maths mastery and English mastery in year 7. Addition of 1x English teacher and 1x Maths teacher.</p> <p>Improved mastery curriculum to support the improvement of progress of disadvantaged students moving into the academy from KS2. Additional staffing is required to ensure that this is implemented.</p> <p>English Raising Standards Leader (RSLs). Their focus is the monitoring and improvement of progress for students, specifically disadvantaged students and HPA students within each department across years 7 – 11. The provision of departmental CPD to improve teaching strategies used by staff.</p>	<p>Mastery programmes have had a significant positive effect on pupils' English scores. Pupils in the English mastery treatment group scored on average, 4.32 percentage points higher than the control group.</p> <p>A similar effect has been reported with Maths mastery programmes</p> <p>Supporting teachers in English to deliver the mastery programme. Specific support and guidance will be provided to those teachers who are struggling to address PP gap.</p>	<p>Rates of progress between PP and non-PP students continues to narrow. In year 11 GCSE P8 to exceed – 0.1 for PP students. PP progress in best English to exceed -0.2</p>	<p>AMa ASy</p>	<p>3 years</p>	<p>Staffing: £41,594 x 2 Total 83,188</p> <p>To include time for co-planning, resources and additional maths and English teachers.</p>
<p>Improve literacy so that all students are working at the expected standard Programme in place to accelerate reading ages for PP students who are below national standard upon entry to the Academy.</p> <p>Improve numeracy for PP students who are below national standard upon entry to the Academy.</p>	<p>Literacy intervention. Specialist literacy intervention to students with low reading ages.</p> <p>Phonics Fresh Start – x3 per week</p> <p>Toe by Toe – SEN dept.</p> <p>Literacy Box – SEN dept.</p> <p>Accelerated Reader and Star Test – following an initial assessment students are provided with a Zone of Proximal Development. This supports their growth of reading and they quiz on books to check their comprehension and understanding.</p> <p>Tutor literacy and numeracy programme that includes; shared reading programme and numeracy session each week</p>	<p>In 2017-18 there were positive outcomes as a result of this programme. For PP 5+ students 11% increase and PP4+ students 2% increase.</p> <p>In 2017-18 Foundation Pathway to include Fresh Start Phonics programme.</p> <p>AP2 Expected and above – all 60%</p> <p>PP 4+ 29%</p> <p>Non-PP4+ 32%</p> <p>PP 5+ 16%</p> <p>Non PP 5+ 19%</p> <p>AP4 Expected and above – all 67%</p> <p>PP 4+ 31%</p> <p>Non-PP 4+ 38%</p> <p>PP 5+ 27%</p> <p>Non PP 5+ 28%</p>	<p>This year there will be an emphasis on improving rates of progress for PP students who do not achieve 4+.</p>	<p>AMa ASy</p>	<p>ongoing</p>	<p>Staffing cost £16,430</p>

		We will continue to use this programme.				
For some PP students additional pastoral support is required	<p>The pastoral team has been restructured and expanded. The new structure now includes 5 assistant heads of year. In addition, leadership within key stage 4 now includes 2 Associate Assistant Principals.</p> <p>In total this represents an increasing capacity of 2 assistant heads of year and 1 Associate Assistant Principal.</p>	<p>Building capacity within the pastoral team is a key aspect of the academy development plan. The increased capacity is in place to ensure that for our PP students we address:</p> <ul style="list-style-type: none"> • Attendance • FTE • Progress and attainment <p>Improving attendance will have a significant impact on progress. The cycle of poor attendance and poor behaviour for a small minority of our PP students is something that we will be seeking to break. The additional capacity provided through the expansion of the pastoral team will ensure that we can; strengthen links between the academy and families; rapidly intervene where student attendance is flagged as a concern; ensure that the causes of persistent poor behaviour area addressed so that PP students can engage with lessons and make good progress.</p>	<p>Reduction in FTE for PP to maintain 3 year trend so that gap to national eradicated</p> <p>Increased attendance for PP so that this exceeds 94%</p> <p>PP progress exceeds -0.1</p>	DHa	ongoing	<p>Staffing: 2 aHOY£83,666</p> <p>1 AAP £60,568</p> <p>AP £17,500 (0.25 x £70,000)</p>
Development of cross curricular STEM so that there is greater continuity and cross over between Maths and Science team	<p>Aligned curriculum maps so that there is cross over and repetition and consistency in the way that core mathematical concepts are taught, e.g. rearranging formula, ratios, lines of best fit</p> <p>Training for teachers and collaborative planning</p> <p>To be delivered in Term 2/3</p>	<p>Collaborative planning and curriculum development is a proven method to raise standards and develop teacher expertise. Through this collaborative work we will not only increase the skills of the teachers but also ensure that students have key mathematical concepts modelled in a number of different contexts.</p>	<p>PP progress in Maths and Science exceeds -0.1</p>	SBa	July 2019	£1000
					TOTAL COST	£356,329

7. Additional detail

