

# Pupil premium strategy statement 2019-2020



## Academy overview

Metric	Data
School name	Oakway Academy
Pupils in school	581 (Nov 19)
Proportion of disadvantaged pupils	143 (25% of cohort)
Pupil premium allocation this academic year	£241,560
Academic year or years covered by statement	2019-2020
Publish date	November 2019
Review date	April 2020 August 2020
Statement authorised by	Hatton Academies Trust
Pupil premium lead	Clare Wallace/Claire Byron Principal
Governor lead	Graham Lawman

## Disadvantaged KS2 pupil progress and attainment for last academic year

Measure Progress	Progress Score	
Reading	-1.0	
Writing	+0.7	
Maths	+0.3	
Measure Attainment	Attainment EXS%	Attainment GDS%
Reading	63	11
Writing	68	13
Maths	63	18
Reading, writing & maths	47	3

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	All relevant adults have received up to date training for the teaching of early reading.
Priority 2	All subject leaders review their curriculums to ensure clear intent, implementation and impact. Focus on domain specific vocabulary, knowledge, skills and understanding.

Priority 3	Non-class based SLT to support, monitor and improve the quality of teaching and learning.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Early reading quality of teaching and learning is consistently strong.</li> <li>• Oakway Curriculum plan is broad and balanced in all year groups.</li> <li>• Where the quality of teaching and learning in a class and/or subject is not consistently strong, adequate support and intervention ensures improvement.</li> </ul>
Projected spending	£71,000

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Progress target to ensure cohort maintains and improves on their KS1 outcomes Attainment based on FFT: 73% EXS+= 73%, GDS= 26%	July 2020
Progress in Writing	Progress target to ensure cohort maintains and improves on their KS1 outcomes Attainment based on FFT: EXP+ = 78% GDS = 22%	July 2020
Attainment for grammar, punctuation, spelling	Progress target to ensure cohort maintains and improves on their KS1 outcomes Attainment based on FFT: EXP+ = 74% GDS = 30%	July 2020
Progress in Mathematics	Progress target to ensure cohort maintains and improves on their KS1 outcomes Attainment based on FFT: EXP+ = 75% GDS = 25%	July 2020
Phonics	Year 1 75% to achieve pass Year 2 90% to achieve pass	July 2020
Attendance for disadvantaged children	Overall target 94% Persistent absence target 14%	July 2020

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

Measure	Activity
Priority 1	Phonics Leader for 60% of timetable, focus on EYFS Y1 and Y2 phonics, work alongside reading leader and Phonics consultant

	from English Hub to monitor and evaluate and improve phonics teaching and learning across the year.
Priority 2	Introduction of Sounds Write for Y3 4 5 children with focus on EAL, those who did not pass phonics screening and in Y3 & 4 spelling outcomes.
Priority 3	Reading leader to embed approaches to teaching reading and reading ethos across the academy. Work alongside consultant.
Priority 4	Maths leader to focus on Y3 4 & 5 to embed approaches to mastery approach to teaching and learning. This includes multiplication screening.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Children identified for intervention and catch up to expected progress. Quality of teaching and learning for EYFS Y1 Y2 phonics is consistently strong.</li> <li>• Children in Y345 who did not pass/take phonics screening achieve that standard. Children in Y34 achieve age related expectations for spelling.</li> <li>• Improves attitudes to reading and provides wider range of reading experiences, improving the quality of teaching and learning. All children are able to access their learning and make progress.</li> <li>• Quality of teaching &amp; learning in Y345 consistently strong and progress and all children are able to access their learning and make progress.</li> </ul>
Projected spending	£120,000

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Third Space tuition for identified disadvantaged children implemented in Y6 in T345 then Y5 in T6.
Priority 2	Chatterways speech and language team to target disadvantaged children in EYFS.
Priority 3	Targeted interventions for reading, writing, maths for those children who have fallen behind their previous statutory outcomes in all year groups.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Children catch-up to the expected progress measure or make more than expected progress</li> <li>• Children are identified with NHS speech if required or they catch up to their age related expectation for speech and language</li> <li>• Children maintain their progress and catch-up where fallen behind</li> </ul>
Projected spending	£50, 000

## Wider strategies for current academic year

Measure	Activity
Priority 1	Trips, visits are planned for every year group, these will enhance the curriculum experience.
Priority 2	Targeted curriculum enhancement activities for disadvantaged children for example Roman day, First Access music projects, swimming for Y4, competitions and other curriculum experiences.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>Disadvantaged children are actively encouraged to attend school to participate in these activities thus having a positive impact on attendance rates for this group.</li> <li>The experiences facilitate further vocabulary development in relevant subject areas</li> </ul>
Projected spending	£5000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Pressures on the capacity of the teaching team due to unplanned changes/demands.	Regular Trust financial monitoring ensures that staffing capacity can be maintained.
Targeted support	Number of children requiring targeted intervention exceeds the capacity of the planned intervention.	Continual focus on year groups quality first teaching as a priority to improve progress over interventions.
Wider strategies	Pressure on the available time in year group timetables to facilitate these activities.	Creating an annual overview of all planned activities to forward plan. Reviewing the plan each term.

## Review: 2018-2019 aims and outcomes

Aim	Outcome
Progress in reading	Attainment for disadvantaged children was in line with that of national disadvantaged however it remains below that of the overall national. Progress of the disadvantaged group was slightly below that of the national disadvantaged group whereas the overall cohort was average progress.
Progress in writing	Attainment for disadvantaged children was in line with that of national disadvantaged however it remains below that of the overall national. Progress for the disadvantaged group was above that of the national disadvantaged group.

Attainment in grammar, punctuation and spelling	Attainment was below the predictions made based on internal tracking and data. Analysis identifies a range of children and assessment strands where attainment was lower than expected.
Progress in mathematics	Attainment for disadvantaged children was broadly in line with that of the national disadvantaged and it remains below the national measure. Progress was above that made for the national disadvantaged group and in line with that made nationally.
Progress in phonics	Y1 phonics- 13 children were identified as disadvantaged and 7 achieved the expected standard. Y2 phonics- 13 children identified as disadvantaged and 5 achieved the expected standard.
Improvement in attendance of disadvantaged children	175 children identified from autumn-spring 2018-19 as disadvantaged, the data shows that attendance rates for the group are significantly below the national disadvantaged group and persistent absence for this period of time is significantly higher.