

# Pupil premium strategy statement 2020-21



## Academy overview

Metric	Data
School name	Oakway Academy
Pupils in school	599 (Nov 20)
Proportion of disadvantaged pupils	277 (27% of cohort)
Pupil premium allocation this academic year	£217,890
Academic year or years covered by statement	2020-21
Publish date	November 2020
Review date	April 2021 August 2021
Statement authorised by	Hatton Academies Trust
Pupil premium lead	Claire Byron - Principal
Governor lead	Graham Lawman

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

Data below shows 2019 outcomes. There are no statutory outcomes for 2020 due to Government advice around impact of Covid-19.

Measure Progress	Progress Score (2019)	
Reading	-1.0	
Writing	+0.7	
Maths	+0.3	
Measure Attainment	Attainment EXS% (2019)	Attainment GDS% (2019)
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 curriculum as part of a working group to ensure clear intent, implementation and

	impact. Use curriculum progression and coverage documents to ensure the new curriculum for 2020-21 is fulfilling the national expectations for their subjects.
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	£65,000

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Progress targets for disadvantaged children are broadly in line with non-disadvantaged children. Attainment based on FFT: 73% EXS+= 73%, GDS= 26%	July 2021
Progress in Writing	Progress targets for disadvantaged children are broadly in line with non-disadvantaged children. Attainment based on FFT: EXP+ = 78% GDS = 22%	July 2021
Attainment for grammar, punctuation, spelling	Progress targets for disadvantaged children are broadly in line with non-disadvantaged children. Attainment based on FFT: EXP+ = 74% GDS = 30%	July 2021
Progress in Mathematics	Progress targets for disadvantaged children are broadly in line with non-disadvantaged children. Attainment based on FFT: EXP+ = 75% GDS = 25%	July 2021
Phonics	Year 1 75% to achieve pass Year 2 90% to achieve pass	July 2021
Attendance for disadvantaged children	Overall target 95% Persistent absence target 12.5%	July 2021

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

<b>Measure</b>	<b>Activity</b>
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	Sounds Write taught in Y345 children for those children who did not pass phonics screening in Y2 and to improve spelling outcomes.
Priority 3	Reading leader to embed approaches to teaching reading and reading ethos across the academy. Catch up literacy for children furthest behind their peers.
Priority 4	Maths leader to support Y2 to Y6 in order to embed approaches to mastery approach to teaching and learning. This includes multiplication screening.
Priority 5	Writing leader to support KS1 and Y6 in order to embed approaches such as T4W and The Write Stuff.
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 Y345 to 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 is consistently strong and progress and all children are able to access their learning and make progress.</li> <li>• Quality of teaching &amp; learning in Writing in KS1 and Y6 is consistently strong, with new approaches embedded. All children are able to access their learning and make progress.</li> </ul>
Projected spending	£108,000

### **Targeted academic support for current academic year**

<b>Measure</b>	<b>Activity</b>
Priority 1	Reading, GPS and maths tuition for identified disadvantaged children implemented in Y6 in T1234 then Y5 in T56.

Priority 2	Chatterways communication programme to target disadvantaged children in EYFS and Y1.
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 falling behind are identified and catch up and make at least expected progress.</li> <li>• Children below age related expectations for communication achieve the expected standard by the end of the academic year.</li> <li>• Target children make accelerated progress in order to catch up.</li> </ul>
Projected spending	£45,000

### Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Trips, visits are planned for every year group, these will enhance the curriculum experience.</p> <p>Targeted curriculum enhancement activities for disadvantaged children for example Ancient Egyptian, First Access music projects, swimming for Y4, competitions and other curriculum experiences.</p> <p>These will follow the Government guidance during the COVID-19 pandemic.</p>
Priority 2	<p>Targeted family support to improve active engagement. This will include:</p> <p>Supporting phonics at home</p> <p>Pastoral intervention and family support</p> <p>Welfare needs are identified and appropriate intervention provided</p> <p>Home and remote learning support for families</p>
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	£4330

### Monitoring and Implementation

Area	Challenge	Mitigating action
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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: 2020-21 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.