

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	William Thallon

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"> • Early reading quality of teaching and learning is consistently strong. • Oakway Curriculum plan is broad and balanced in all year groups. • Where the quality of teaching and learning in a class and/or subject is not consistently strong, adequate support and intervention ensures improvement.
Projected spending	£71,000
Review	<p>All teachers have been trained in the Talk for Reading approach. Reading strategies are becoming embedded in classrooms.</p> <p>SLT have reviewed and adapted the curriculum provision – focus on breadth and depth of study in all subject areas</p> <p>Rigorous and supportive approach to improving the quality of teaching and learning. Clear cycle of improvement embedded before school closure.</p>

Teaching priorities for current academic year

Aim	Target	Target date	Review
Progress in Reading	<p>Progress target to ensure cohort maintains and improves on their KS1 outcomes</p> <p>Attainment based on FFT: EXS+= 73%, GDS= 26%</p>	July 2020	<p>Teacher submitted FFT data</p> <p>EXS+ 68%</p> <p>GDS 32%</p>
Progress in Writing	<p>Progress target to ensure cohort maintains and improves on their KS1 outcomes</p> <p>Attainment based on FFT: EXP+ = 78% GDS = 22%</p>	July 2020	<p>Teacher submitted FFT data</p> <p>EXS+ 60%</p> <p>GDS 17%</p>
Attainment for grammar, punctuation, spelling	<p>Progress target to ensure cohort maintains and improves on their KS1 outcomes</p> <p>Attainment based on FFT: EXP+ = 74% GDS = 30%</p>	July 2020	<p>Teacher submitted FFT data</p> <p>EXS+ 74%</p> <p>GDS 35%</p>
Progress in Mathematics	<p>Progress target to ensure cohort maintains and improves on their KS1 outcomes</p> <p>Attainment based on FFT: EXP+ = 75% GDS = 25%</p>	July 2020	<p>Teacher submitted FFT data</p> <p>EXS+ 68%</p> <p>GDS 27%</p>

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	

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.
Barriers to learning these priorities address	<ul style="list-style-type: none"> Children identified for intervention and catch up to expected progress. Quality of teaching and learning for EYFS Y1 Y2 phonics is consistently strong. Children in Y345 who did not pass/take phonics screening achieve that standard. Children in Y34 achieve age related expectations for spelling. 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. Quality of teaching & learning in Y345 consistently strong and progress and all children are able to access their learning and make progress.
Projected spending	£120,000
Review	<p>Phonics leader has increased the level of support offered for KS1 – provision includes data driven support, team teaching, CPD for teacher and parents</p> <p>Sounds Write is fully embedded in KS2 with all relevant teachers and support staff trained</p> <p>Maths subject lead had delivered CPD to all teachers in KS2 – planning support and refinement of implementation document has been completed.</p>

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"> • Children catch-up to the expected progress measure or make more than expected progress • Children are identified with NHS speech if required or they catch up to their age related expectation for speech and language • Children maintain their progress and catch-up where fallen behind
Projected spending	£50, 000
Review	<p>15 children attended Third Space Learning tutoring for 12 weeks in T1 and Term 2. This provision was cancelled due to school closure</p> <p>Chatterways interventions were held in EYFS with two speech & language Teaching Assistants employed. Provision stopped in March 2020 due to school closure until reopened to KS1 in June 20.</p> <p>Targeted intervention – Switched on Writing, additional phonics have prioritised key marginal pupils in all year groups.</p>

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"> • Disadvantaged children are actively encouraged to attend school to participate in these activities thus having a positive impact on attendance rates for this group. • The experiences facilitate further vocabulary development in relevant subject areas
Projected spending	£5000

Review	<p>Trips took place for some year groups prior to the pandemic.</p> <p>Curriculum days for took place for 3 year groups plus all pupils attended an anti-bullying show</p> <p>Access project in Year 3 and Year 5 ran up until March 20</p> <p>Year 4 children swam for 24 weeks up until 17th March 2020 – No attainment data was collected for swimming.</p>
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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.