



Exceptional Education at the Heart of the Community

Pupil Premium Strategy Statement:

1. Summary information

School	Oasis Academy Temple				
Academic Year	2018-19	Total PP budget	£297,572 £4531 EY	Date of most recent PP Review	
Total number of pupils	708	Number of pupils eligible for PP	237	Date for next internal review of this strategy (termly)	January 2019

2. Review of expenditure

Previous Academic Year	2017/2018
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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

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

3. Prior Year attainment		
Attainment for: 2017-2018 (pupils) Whole school	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths Y6		
% achieving expected standard or above in reading Y6		
% achieving expected standard or above in writing Y6	71	56
% achieving expected standard or above in maths Y6		
% achieving expected standard or above in reading, writing and maths Y2		
% achieving expected standard or above in reading Y2	63	73
% achieving expected standard or above in writing Y2	58	64
% achieving expected standard or above in maths Y2	63	73
% achieving expected standard or above in phonics Y1	54	66
% achieving expected standard or above in GLD	67	66
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.	Pupil Premium numbers are falling, but we feel this does not reflect what we know about our families. Universal Free School Meals is believed to be partly responsible for this, as is the changing nature of our family backgrounds / countries of origin.	
B.	Inconsistent systems in place for monitoring and tracking the progress of Pupil Premium / Disadvantaged groups, and the wider impact of interventions.	
C.	Whole school standards are rising, but attainment continues to be significantly lower for disadvantaged groups at the end of most Key Stages.	
D.	Reading and Writing attainment for disadvantaged boys remains lower across almost all year groups.	
E.	Though some groups of more-able PP children are meeting exceeding standards, not enough is being done to diminish this difference to meet national figures.	
External barriers		
F.	An expectation of 97% attendance has raised whole school attendance figures but attendance remains just at National with some year groups significantly below National and a high percentage of PA children	

G.	Many of our families are supportive of their child's education, but do not always support their learning at home effectively.	
H.	High levels of social and economic deprivation mean that pupils' life experiences are limited. This impacts particularly on attainment in Reading and Writing, as the ability to empathise with characters' situations or create realistic written portrayals is restricted.	
5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Ensure that all families who are eligible for Pupil Premium support are identified and aware of the necessity of accessing this support.</p>	<p>Review procedures for ensuring all pupils are checked for eligibility on a regular basis. Ensure that all families who may be eligible for PP are aware of this right, focusing on targeting those in KS1 who may be receiving Universal Free School Meals.</p> <p>Review communication regarding PP with parents and families so they know how it can help their child in school. Identify and target those families who are not PP, but whom we believe may be eligible based on what we know about family backgrounds and status.</p> <p>Identify and develop a Temple Nurture Group, targeting those families who are not PP, but are disadvantaged in other ways. Liaise with Pastoral and Welfare teams to target these families for further support.</p>
B.	<p>Monitoring and tracking the progress of Pupil Premium / Introduce a PP provision mapping system which also includes information about SEND, Medical support, and extra-curricular provision.</p>	<p>Pupil Premium agenda in school to be given a higher priority within monitoring of the quality of teaching and learning.</p> <p>Clear systems in place for the identification of PP children in each class, year-group and phase. Pupil groups to be tracked more consistently across school and further barriers to learning (Medical / SEND / family connections) to be identified more consistently.</p> <p>PP Lead appointed who will lead on introducing and monitoring new systems in school.</p> <p>Pupils in classes and their work to be more subtly visible to enable more effective targeting of pupils within teaching, as well as enabling clearer monitoring of progress.</p> <p>Disadvantaged groups to be targeted for further non-curricular support / clubs, and the impact of these to be measured and tracked through more efficient computer-based systems, which allow for a more-connected view of impact across the school.</p>

C	<p>Intervention programmes for disadvantaged pupils to focus on short-term, sustained impact, which is rigorously monitored and evaluated.</p>	<p>Consistent systems for targeting, tracking and increasing accountability for disadvantaged groups of children will improve the identification of best practice and areas of concern. This will lead to further intervention and training to allow all pupils to thrive.</p> <p>Difference is diminishing between PP pupils and all pupils nationally, with aspirational targets.</p> <p>Disadvantaged groups in KS1 to receive focused support and short-term intervention in order to accelerate their progress in RWM.</p> <p>PP children in Y2 and Y6 to receive further intervention earlier in the year in order to diminish the difference in end-of-year data. Interventions to be much more focused on using advice from EEF toolkits.</p>
D.	<p>Attainment for disadvantaged boys to improve significantly in English, with a particular focus on boys' writing.</p>	<p>Whole-school focus on reading to continue to develop, using Pie Corbett's Reading Spine to target disadvantaged and reluctant reading groups to engage with reading.</p> <p>Further investment to be made into promoting disadvantaged boys' reading across school through the purchases of further reading resources (Project X / Graphic Novels / e-reading texts).</p> <p>Whole-school family reading workshops to target those families who are not focusing on effective reading strategies at home, and further workshops to target the harder-to reach groups, including fathers to read.</p> <p>Embedding The Primary Writing Project to focus on developing Teaching and Learning experiences for all children to improve writing skills.</p> <p>Further investment to be made in improving real-life writing experiences for our children – (see below).</p>
E.	<p>More-able disadvantaged children to be targeted for specific intervention, to enable higher percentages of this group to exceed ARE.</p>	<p>Pupils eligible for PP identified as higher ability pupils make as much progress as other pupils identified as higher ability.</p> <p>Percentages of of PP children achieving Secure or Mastery in all year groups to match non-disadvantaged groups.</p> <p>Measured by termly assessments in R W M and end of KS data and TA</p> <p>Consistent whole-school assessment strategies to enable identification of more-able children for targeted intervention.</p>

		<p>Children achieving higher end of FS/KS1 attainment but not maintaining this into KS2 to be targeted for further intervention programmes.</p>
F.	<p>Attendance and Punctuality for specific disadvantaged families to increase to meet whole-school expectations.</p>	<p>Continue to encourage high-levels of attendance and punctuality across the school.</p> <p>Overall PP attendance improves to 97%.</p> <p>Reward System to be put in place. Launch Sol Attendance with Staff/Children and Families</p> <p>PP class profiles to be updated each half-term, including attendance and punctuality data for children. Class Teachers to actively encourage children and families whose attendance may be beginning to show concern.</p> <p>Disadvantaged pupils with more significant attendance / punctuality issues to be targeted by welfare / pastoral team.</p>
G.	<p>Increase engagement with learning within families of disadvantaged pupils.</p>	<p>Family support workers to continue to target families for additional emotional and wellbeing support, as well as working with families whose children have significantly lower attendance and punctuality rates.</p> <p>Increase attendance at school-led family learning events (Reading Workshops, and further etc) by disadvantaged families. Encourage attendance through the introduction of a more coffee-morning-style approach to getting families on board.</p> <p>Widen the scope of the first-language 1-1 family support sessions trialled in Y5 last year with K. Singh to target specific families for learning support at home.</p> <p>Attendance at curriculum events / meetings / parents' evenings to be more closely monitored and evaluated in line with Pupil Premium/ Disadvantaged groups.</p>
H	<p>Raise levels of aspiration and pupil involvement in extra-curricular activities.</p>	<p>PP provision maps / class profiles to ensure that disadvantaged groups are fairly catered for in extra-curricular provision, and specifically targeted for programmes which use PP funding.</p> <p>Increase the involvement of disadvantaged children in cross-curricular activities by introducing a wider range of clubs and activities, held at times that suit the availability of these pupils, eg before school, at lunchtimes, during assemblies etc.</p> <p>Disadvantaged groups to be targeted for specific, funded learning interventions where these cannot happen through home learning, (eg Athletics / SpAG.com / Lexia clubs). Registers of attendance at these to be kept.</p>

H(ii)	Life experiences of disadvantaged groups to be enhanced in order to have a wider impact on progress in core subjects.	<p>Current provision of Educational Visits to be reviewed. Is the impact of Educational Visits being evaluated and used effectively in classrooms, or are these more limited to end-of-topic visits.</p> <p>How many EVs are linked to Maths and English?</p> <p>Further investment to be made into involving disadvantaged children in arts programmes run by local groups and other providers, such as visiting poets and theatre groups. Children to be targeted for visits to theatres and cinemas, to local markets and other resources within the Manchester area.</p> <p>Larger numbers of disadvantaged children to be targeted for financial support / inclusion in residential experiences.</p>
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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?)
<p>Intervention programmes for disadvantaged pupils to focus on short-term, sustained impact, which is rigorously monitored and evaluated.</p> <p>All PP pupils make good progress and the difference is diminishing between PP pupils and all pupils nationally</p>	<p>Quality First Teaching to be the focus</p> <p>DI afternoon TA support in every classroom. Dis led by both TAs and Class Teachers.</p> <p>Additional training to be provided for TAs at all levels in improving marking and feedback.</p> <p>PP / Disadvantaged pupils to be specifically targeted within class-teaching and subtly identifiable for any adult in the classroom.</p>	<p>EEF teaching and learning toolkit suggests high quality feedback (+8months) is an effective way to improve attainment.</p> <p>Using data at a class level to address underperformance quickly.</p> <p>PP Lead will ensure that PP/ Disadvantaged pupils are tracked and appropriate interventions are put in place / evaluated on a regular basis.</p>	<p>-Whole-school monitoring to include a PP focus.</p> <p>-PP groups should be subtly indicated in all classrooms, ensuring that all adults are aware of provision for these children.</p> <p>-Targeted additional adult support in every classroom</p> <p>-Higher expectations in terms of accountability for PP children for all.</p> <p>-Educational Visits to enhance learning in core subjects.</p>	<p>SLT</p> <p>PP Lead</p> <p>Class Teachers</p> <p>TAs</p>	<p>July 2019</p>	<p>Cost of additional TAs</p> <p>£109,200</p> <p>Cost of 4 TA apprentices</p> <p>£40,000</p> <p>Cost of 3 x 0.5 supply teachers</p> <p>£26,250</p>

	Termly tracking of PP outcomes compared with non-disadvantaged groups.						
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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?)
More-able disadvantaged children to be targeted for specific intervention, to enable higher percentages of this group to exceed ARE.	<p>Primary Writing Project</p> <p>Further cross-curricular opportunities to be targeted at more-able: Debate Mate / Drama clubs / Educational Visits for high-achievers each term.</p>	<p>Some year groups have a significant number of more-able PP children who are meeting ARE, but not exceeding.</p> <p>Passive learning behaviours in more-able children are an issue in school.</p>	<p>More-able PP pupils identified and tracked as a distinct group</p> <p>MA PP pupils given the opportunity to take on additional responsibilities ie. Enterprise groups /school newspaper / school radio etc.</p>	<p>AM</p> <p>Whole School</p> <p>Families</p>	July 2019	<p>PWP: £10000</p> <p>Accelerated reader: £6300</p>
Attainment for disadvantaged boys to improve significantly in English, with a particular focus on boys' writing.	<p>Primary Writing Project</p> <p>Further provision for</p> <p>Further development of role modelling for boys – visits from male authors / theatre experiences.</p> <p>Staff training for engaging boys writing</p> <p>Engage parents (especially Dads) in English-based workshops and experiences (STEM).</p>	<p>Boys' engagement across the school is a concern, with most year groups having boys' attainment as a concern. Boys performance in English is one of the contributing factors to our lower percentages of children at ARE.</p> <p>Whilst behaviour is generally good at Temple, passive learning behaviours continue to cause concern, with many children still not showing the resilience and self-motivation to extend themselves</p> <p>Attempts to motivate boys in the past have met with lukewarm or inconsistent impact in the classroom. With many of our families having 'study-heavy' home-lives, finding hobbies that engage all of our boys can be difficult. Staff have requested further training in this area.</p>	<p>Raised accountability for all stakeholders</p> <p>Dept. Leaders to monitor impact of interventions within own departmental monitoring.</p> <p>Improved tracking systems to ensure fair deployment of resources for specific groups and targeted children. Same children will not receive a barrage of different interventions at the risk of reducing their class-time.</p> <p>Pupil / Parental feedback</p> <p>Evidence seen in a change to attitudes to learning / work done in school and for homework.</p>	<p>AM</p> <p>Class Teachers</p> <p>SLT/PP Lead</p> <p>External Agencies</p> <p>Families</p>	February 2018	<p>PWP: £10000</p> <p>Accelerated reader: £6300</p> <p>Educational Visits fund: £3000</p> <p>Extra-curricular fund: £3000</p>

		<p>Engaging our fathers is a priority in school, as cultural factors and working lives mean that this key group of role models does not always value learning in the same way as female members of the family. .High numbers of pupils are reaching lower than ARE in writing, and whilst many of our children are confident verbal communicators, their written responses do not match. This also has an impact on Standard Assessments in Maths and Reading, as our children lack the written reasoning skills to be able to respond concisely and appropriately.</p>	<p>Higher numbers of PP boys meeting ARE and exceeding.</p>			
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iii Whole school strategies

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>Ensure that all families who are eligible for Pupil Premium support are identified and aware of the necessity of accessing this support.</p>	<p>Review admission procedures for ensuring all pupils are checked for eligibility on a regular basis.</p> <p>Review communication regarding PP with parents and families so they know how it can help their child in school. Identify and target those families who are not PP, but whom we believe may be eligible based on what we know about family backgrounds and status.</p> <p>Meetings /information (including bi-lingual) to be provided to engage and explain PP to target families.</p>	<p>Pupil Premium numbers have dropped significantly over recent years, which does not reflect what we know about our families.</p> <p>It is believed that Universal Free School Meals is responsible for lower numbers of pupils being registered for FSM from N-Y2, with some of our Y3 parents also unaware of the need to register.</p> <p>Temple also has a significant number of pupils who do not appear to qualify for PP funding, despite severe hardship at home. This is down to a variety of facts, including parental mobility, cultural issues, Visa status and families not knowing their rights.</p>	<p>Whole-School provision maps for PP children to be reviewed and updated half-termly.</p> <p>Parental Feedback</p> <p>Parents Meetings</p> <p>Family-support workers</p> <p>Updated provision maps</p>	<p>PP Lead Family Support Team</p> <p>Families</p> <p>LEAP team</p> <p>Welfare Dept</p> <p>Learning Mentors</p> <p>SLT</p>	<p>July 2019</p>	<p>FSWs: £62,400</p>
<p>Monitoring and tracking the progress of Pupil Premium / Disadvantaged groups to be standardised across the school, using a PP provision mapping system which also includes information about SEND, Medical support, and extra-curricular provision.</p>	<p>Pupil Premium agenda in school to be given a higher priority within monitoring of the quality of teaching and learning.</p> <p>Clear systems in place for the identification of PP children in each class, year-group and phase. Pupil groups to be tracked more consistently across school and further barriers to learning (Medical / SEND / family</p>	<p>Previous PP lead found inconsistencies across school in the way that PP children are tracked. Whilst class teachers have always had responsibility for knowing and providing for PP children, there is not one system in place for doing so.</p> <p>The difference between PP and FSM pupils has also meant that accurate lists of PP children in each class have not always been consistent.</p>	<p>Whole-School provision maps for PP children to be reviewed and updated half-termly.</p> <p>Parental Feedback Pupil Voice PET Team / School Council</p> <p>Parents Meetings</p> <p>Family-support workers</p> <p>Monitoring Framework</p>	<p>SLT Whole-School</p> <p>Class Teachers / TAs</p>	<p>February 2018</p>	<p>NA</p>

	<p>connections) to be identified more consistently.</p> <p>PP Lead appointed who will lead on introducing and monitoring new systems in school.</p>	<p>Disadvantaged children have always been targeted for extra-curricular provision at Temple, but attendance registers / impact recording has not been done in a way where data can be quickly collated and cross-referenced.</p> <p>Other factors that may contribute to disadvantaged children not achieving ARE have also not been easily cross-referenced, eg attendance / medical issues etc.</p>	<p>Monitoring to also include provision for PP groups.</p> <p>Feedback from staff /pupils</p>	<p>PP Lead</p> <p>PP Lead/ CTs/ TAs</p>		
<p>Increased attendance rates for pupils eligible for PP</p> <p>Improved PA rates for PP pupils</p>	<p>Temple Treasures / Star in the Jar to reward good attendance.</p> <p>New Reward System</p> <p>Use Sol Tracker</p> <p>Family Support Workers to target children and families.</p> <p>Daily Breakfast Club provision – additional funding being investigated by Welfare lead.</p>	<p>NFER research promotes timely responses to poor attendance and provision for strong social and emotional support for children and through working with their families.</p> <p>NFER research states addressing behaviour and attendance is one of the most effective ways of supporting disadvantaged pupils.</p> <p>PP group to be targeted with specified actions.</p> <p>High % of holidays taken during term time.</p> <p>Attendance at Breakfast club can be intermittent, and has provided difficult to track impact.</p> <p>EEF research highlights the importance of the development of character - a set of attitudes, skills and behaviours that underpin all we do – especially important for pupils from disadvantaged backgrounds.</p>	<p>Introduce Rewards</p> <p>Launch Sol attendance tracker</p> <p>Target PP families with attendance / punctuality issues for free daily breakfast club support.</p> <p>Support for families from pastoral team.</p> <p>Walking Bus / meet and greets at Nursery and main gates (Welfare teams / SLT)</p>	<p>Whole School</p> <p>PP Lead</p> <p>FSWs</p> <p>Welfare Team</p>	<p>July 2019</p>	<p>Rewards / incentives: £2000</p> <p>Breakfast Club Provision: £2000</p> <p>Attendance Officer £28000</p> <p>FSWs: £62,400</p> <p>Sol - £5000</p>

					TOTAL COST	297,150
						4,953

7. Additional detail)

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