



Exceptional Education at the Heart of the Community

Pupil Premium Strategy Statement:

| 1. Summary information | | | | | |
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| School | Oasis Academy Enfield | | | | |
| Academic Year | 2018/19 | Total PP budget | £438, 244 | Date of most recent PP Review | Sept 2017 |
| Total number of pupils | 904 | Number of pupils eligible for PP | 487 | Date for next internal review of this strategy (termly) | Jan 2019 |
| 2. Review of expenditure | | | | | |
| Previous Academic Year | 2017/2018 £484.75 for 519 students | | | | |
| 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 | |
| Close the pupil premium, non-pupil premium progress gap | Teaching and Learning programmes, targeted for disadvantaged pupils: <ul style="list-style-type: none"> • Targeted CPD, delivered in house and through external providers including OCL • Sound Training • Intervention resources and staffing • Ruth Miskin | Targeted CPD allowed us to develop teacher pedagogy which met students' needs and could be quickly adjusted to address any gaps that began to open during the year. English results improved: 4+ by 8% and 5+ by 5%. Y7 catch up: half of PP cohort with KS2 90-100 reached age-related expected levels by the end of the Year and 73% reaching National Average and 92% expected levels in Reading. Those below 80 improved on average by 7 points. In Maths, 50% of the PP cohort with KS2 90-99 achieved age-related expectation, 73% the National Average and 92% | Intensive work on catch up was successful and has been started earlier this year. The number of assessment points have been increased for 2018-19 to give more frequent feedback on the progress of all students. Intervention was less popular with PP students despite a range of strategies to ensure attendance at after school and holiday sessions. The programme has been re-evaluated this year, to start earlier and has been supported by a range of rewards to recognise independent study. Overall the gap did not close as rapidly as we expected, so a greater focus on motivation, engagement with independent study and classroom engagement will be adopted through a rewards programme, careers work and higher expectations of teachers in terms of ensuring active learning from all. | £15000 | |

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| | | <p>expected level. 30% of PP students with KS2 89 or lower achieved expected level.</p> <p>80% of students improved their reading age.</p> <p>The progress of PP students was analysed and targets set for this cohort in all subjects three times before May.</p> <p>The proportion of teachers judged as good through an extensive programme of learning walks rose to 75% by the end of term 2 despite 21 new teachers</p> | | |
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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 |
|---|--|---|--|-------------|
| Close the pupil premium, non-pupil premium progress gap | <p>Layered intervention programme across all year groups:</p> <ul style="list-style-type: none"> • Teacher Learning Communities based CPD for all teaching staff to ensure consistently excellent teaching • Small group targeted intervention to secure three and aspire for four grades of progress • Very small group or 1:1 highly targeted intervention to close identified gaps between learners or groups of learners • PiXL Membership • Raising attainment leaders for key | <p>Both PP and other students have improved by 0.1 in P8, so the gap remains the same, but progress of PP students has improved and remains above the 2017 National Average for disadvantaged students (Enfield -0.22, 2017 NA -0.4) and A8 of 39.6 is above the 2017 NA for PP at 37.</p> <p>Basics score, affected by staffing difficulties in Maths, are below National Averages for PP students.</p> <p>Intervention sessions were carefully targeted and students were collected to ensure attendance.</p> <p>PiXL provided useful independent study materials and all subjects produced bespoke revision packs. A reward card was adopted to promote independent study,</p> | <p>Each strategy will be maintained as they led to improvement. Leaders are looking to strengthen these strategies as some did not gain traction (e.g. the reward card) as it was introduced later into the year. This has already been explained to Y11s and there are more available supervised areas for independent study after school.</p> <p>Special care has been taken in strengthening the Maths team, who will be line-managed by the new Associate Principal.</p> <p>Please see above for strengthened measures for small group intervention.</p> <p>Leadership of KS5 has been strengthened through the appointment of a new Executive Head of Sixth Form for the new Oasis Sixth Form, combining Enfield and Hadley. She will be assisted by local leads.</p> | £270 000 |

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| | stages three, four and five | | | |
| | ALT 10 week secondment project on meta-cognition and self-study for pupil premium students | This project was re-assessed owing to the skill set of the secondee. | This approach will be abandoned. Self-study has become a priority for the whole academy (see targets below) | £5000 |
| | ALT 10 week secondment project on boy friendly curriculums, with a particular focus on middle ability pupil premium boys | This project was re-assessed owing to the skill set of the secondee. The Principal completed a 4 week training work shop for teachers. English and Maths adopted 'champions' to research and lead training on boys' achievement. The latter strategy was less effective. Additionally the Deputy Principal met with the 24 boys making the least progress to motivate and equip boys with better learning skills. This was partially successful as the boys outlier problem of 2017 was eradicated. | This approach will be replaced by closer work with the English department, led by the Associate Principal, to monitor the progress of boys. Raising boys' aspirations has become an academy priority. | £5000 |
| | Intervention and support for literacy and English as an additional language: <ul style="list-style-type: none"> • Creation of EAL and Literacy learning families, and staffing thereof • DEAR time for all at KS3 • Additional ALT post for an Associate Assistant Principal for English and Literacy • Small-group intervention | The creation of an English set for EAL students with extra teaching time was successful with 21 of 24 students meeting end of year targets. Improvements in Reading in lower years with added support for Y8s who worked on literacy skills are noted above and English results rose at 4+ and 5+. | These strategies have had impact and will be retained. Reduction in the ALT mean there is no longer an Associate Assistant Principal. | |

| 3. Prior Year Achievement | | |
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| Achievement for: 2017-2018 (pupils) Whole school | Pupils eligible for PP (your school) | Pupils not eligible for PP (your school/national Y6) |
| Progress 8 | -0.22 | 0.28 |
| Attainment 8 | 37.9 | 46 |
| % 9-5 English and Maths | 35 and 25 | 62 and 48 |
| % taking Ebacc | 48 | 36 |
| % achieving Ebacc (4+/5+) | 7/3 | 25/16 |
| Basics 4-9 | 36 | 66 |
| Basics 5-9 | 20 | 41 |
| Basics 7+ | 2 | 10 |
| 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. | More students with EAL or reading ages below chronological age when joining in year 7 | |
| B. | Behaviour and engagement of key groups, specifically WBR girls, and boys. | |
| C. | Opportunities for home learning and independent study | |
| External barriers | | |
| D. | Stress and anxiety amongst young people leading to disengagement in our context | |
| E. | Increasing rates of crime and gang-related activity | |
| 5. Desired outcomes | | |
| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Close the gap between disadvantaged and other students | P8 gap of 0.15 |
| B. | Improve the independent study skills and aspirations of pupil premium students | Increase in Sixth Form uptake for disadvantaged students to 50% and destination data remains at |
| C. | Improve the progress of disadvantaged boys | P8 of -0.1 |

6. Planned expenditure

Academic year

2018/19

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?) |
|--|---|---|--|----------------|---|---|
| Close the gap between disadvantaged and other students | <p>Teaching and Learning programmes, targeted for disadvantaged pupils:</p> <ul style="list-style-type: none"> Targeted CPD, delivered in house and through external providers including OCL Teacher Learning Communities based CPD for all teaching staff to ensure consistently excellent teaching | <p>Impact of differentiated programmes on quality of teaching 2017-18. Focus of CPD on teaching strategies for promoting boys' and PP attainment. Targeted CPD can quickly address any gaps emerging during the year. Data analysis meetings in 2018 suggested a need for a more targeted approach for boys and PP students. Linked with careers work, detailed elsewhere, lessons which aim to engage students and avoid passive learning through questioning, PPPB and other 'no hands up' type approaches, in addition to training focused on developing other strategies, would address learning needs of students.</p> | <p>P8 gap narrowed</p> <p>90% of Y7s working at age-related level by July</p> | LFO JWS | 3 years | |
| Improve the progress of disadvantaged boys | <ul style="list-style-type: none"> Continue to monitor the progress of PP students through RAP meetings and Learning Walks Use data to engage Academic Leaders - strategies identified and monitored to support PP students. Coaching programmes for teachers where students are disengaged or not making progress | <p>Data analysis gives us a clear view of progress and is completed for individual students. Classroom teachers are challenged about the outcomes of individuals. Teaching teams need to differentiate planning more successfully to meet the needs identified by data analysis.</p> <p>Clear correlation between the progress of PP students where teaching is strong with effective questioning and high expectations for students</p> | <p>5+ attainment gap narrowed to 10% in all subjects</p> <p>Teachers graduate from support programmes in 8 weeks</p> | JWS JFE | 3 years | |

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| | <ul style="list-style-type: none"> Home learning working group review Homework policy to improve the quality of feedback and extended writing/evaluative writing | <p>Good practice in English leading to improved extended writing. Ofsted identified this as an action. Quality feedback has a proven impact on pupil progress</p> | <p>Work scrutiny evidences feedback which leads to improved extended writing and longer evaluative answers</p> | JWS | 3 years | |
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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?) |
|---|---|--|--|-------------------|--|--|
| <p>Close the gap between disadvantaged and other students</p> <p>Improve the independent study skills and aspirations of pupil premium students</p> | <p>Layered intervention programme across all year groups:</p> <ul style="list-style-type: none"> Small group targeted intervention to secure three and aspire for four grades of progress Very small group or 1:1 highly targeted intervention to close identified gaps between learners or groups of learners PiXL Membership | <p>PiXL approaches are carefully researched and developed and data analysis shows a clear correlation between attendance at small group intervention and better progress. PiXL also provide a raft of independent learning resources and PLCs have enabled teachers to be more targeted in their use of assessment and classroom and external intervention.</p> | P8 and basics gap narrowed | MEM | 3 years | |
| | <ul style="list-style-type: none"> Intervention and support for literacy and English as an additional language: Creation of EAL and Literacy learning families, and staffing thereof DEAR time for all at KS3 and greater links to the library | <p>Data analysis and observation of sub groups showed clearly in 2017 that low literacy levels was a significant barrier to progress in English and History. In 2018 reformed specifications require a greater literacy levels across most subjects. The creation of an EAL Y7 English set in 2017-18 allowed more targeted teaching by an EAL expert and improved progress, so this strategy will continue.</p> | 95% students are reading for pleasure 90% of students at age related levels of progress in reading, Maths and reading ages by the end of Y7 | BMA MGU ERI | 3 years | |

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| | <ul style="list-style-type: none"> • Small-group intervention in Maths | In 2018 attainment in Maths was not as strong as previous years and students falling behind will receive small group support in Ys7-10. | | | | |
| Improve the independent study skills and aspirations of pupil premium students | <ul style="list-style-type: none"> • Oasis Life programme has a strong focus on careers and future aspirations • Rewards programme redeveloped across the school, using student voice to ensure rewards motivate students. • Year 11 passport to recognise independent study • Supervision of the academy before and after school. | The progress gap between disadvantaged and other students is reflected in their independent study skills. This is evidence by attendance at intervention and book scrutiny. A range of strategies have been introduced to reward independent study (Y11 passport) and provide resources in school after hours to support PP students. | Students able to express their career aspirations 80% of PP students making progress on their passport. Student voice shows high levels of approval of rewards system | LFO RSH KAT | | |
| Improve the independent study skills and aspirations of pupil premium students | <ul style="list-style-type: none"> • Maths Mastery • Musical instrument tuition • ALT literacy lead, supported by Literacy HLTA | The use of manipulatives and other strategies to make extended problems more concrete in terms of reasoning has been shown to support PP students. Music is being used to enrich the curriculum and the development of musical skills supports attainment elsewhere. | Enriched curriculum for all | ERI MLE BMA | | |

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?) |
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| | <ul style="list-style-type: none"> • Redevelop Oasis Life programme with a renewed focus on aspirations • Greater number of educational visits | PP progress gap linked through student level analysis to a lack of independent study and low aspirations. Pupil surveys indicate that students have insufficient knowledge of the range of opportunities available in the local area. | All students can talk about their career aspirations and how to achieve them. 1% improvement in destinations data. | LFO AST MWI | 3 years | |

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| | | | Increased number of Russell Group applications | | | |
| | <ul style="list-style-type: none"> • Sound Training Intervention resources and staffing • Ruth Miskin | Catch up programme for 2017-18 more successful than previous years. Literacy levels for students key for reformed specifications and entry to Level 3 programmes. | All students have an enriched curriculum experience through educational visits | | 3 years | |
| | <p>Intervention and support for behaviour and pupil well-being:</p> <ul style="list-style-type: none"> • Academy Referral Centre premises charge and staffing • Alternative off-Site Provision • Educational Welfare Officer • SOL Attendance, safeguarding and behaviour consultancy • Parent Liaison Officer Uniform subsidy | <p>Damaging behaviour prevent progress in school and progression afterwards. Poor attendance disproportionately effects disadvantaged students. Parent liaison officer is a vital link and source of advocacy with local government and other service providers for the most disadvantages families.</p> | <p>Hub around the family CPOMS monitoring ALT Data checks Modular data drops Target SISRA groups Attendance monitoring</p> | RSH MEM | 3 years | |
| Encourage pupil premium students to have high expectations and aspirations for their futures | <p>Programmes to encourage pupil premium students to aspire for the very best outcomes and futures:</p> <ul style="list-style-type: none"> • The Access Project • Academic Mentoring | The Access Project has a proven impact on our destinations data and the percentage of leavers attending Russell Group and Sutton group institutions. | <p>Assessment points Target SISRA groups Destinations data Student survey</p> | SHA LHE | 3 years | |
| | | | | | TOTAL COST | |

7. Additional detail

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