

## Pupil Premium Strategy statement:

1. Summary information					
<b>School</b>	Oasis Academy Isle of Sheppey				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£671,000	<b>Date of most recent PP Review</b>	Sept 2017
<b>Total number of pupils</b>	1496	<b>Number of pupils eligible for PP</b>	597	<b>Date for next internal review of this strategy</b>	January 2018
2. 2016-17 outcomes for PP students					
<b>Attainment for: 2016-2017</b>			<i>Pupils eligible for PP</i>	<i>All pupils</i>	
<b>Progress 8</b>			-0.71	-0.42	
<b>Attainment 8</b>			31.1	33.8	
<b>% A*-C (9-4) English and Maths</b>			28.6%	30.7%	
<b>% taking Ebacc</b>			16.7%	17.6%	
<b>% achieving Ebacc</b>			0.8%	1.9%	

### 3. Review of expenditure

Previous Academic Year

2016-2017

#### i. To improve outcomes for disadvantaged students across Key Stages with a focus on Year 11

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>Increase rates of progress for PP Year 11 target at least -0.3 for all groups of students</p> <p>Mathematics attainment rises to secure L2 Basics target of at least 48% (4-9) PP in 2017</p>	<p>Daily Period 6 provision – Core x1 day each x1 Element 2 and 3 each</p> <p>Targeted students attend the 3-planned weekend core residential(s) Jan/Feb/May with measurable outcomes</p> <p>New leadership post with Y11 PP focus, and PP HAP</p> <p>New Middle Leader role with sole focus on AMAP progress and attainment (PP focus)</p> <p>Weekend and holiday targeted revision programme Parent information evets</p> <p>ECDL provision to enable maximum attainment with focus on disadvantaged cohort due to successful outcomes in 2015-2016</p> <p>Appoint maths consultant (0.6 equivalent)</p>	<p>Details of the year 11 outcomes are listed in the table below:</p> <p>The L2 basics gap between PP and non PP has reduced (32% non PP; 28% PP). However, the progress gap remains significant</p> <p>The daily P6 sessions created an additional 130 hours of additional teaching.</p> <p>The AMAP strategy (Academically More Able Pupils) targeted students who were High Prior Attainers at KS2 with a particular emphasis on PP students. All students had 1-1 meetings and targets, attended university trips to build aspiration and weekend residential support This strategy was led by a middle leader in collaboration with the raising standards team.</p>	<p>The Academy recognises there is work to do in reducing the progress gap between disadvantaged and non disadvantaged students. A key barrier in 2016-17 was the attendance of PP students so this will be a key area of focus: students who had good attendance achieved well.</p> <p>Daily after school intervention was successful as is reflected in the better progress scores for students who attended daily (P8 +0.31) compared to overall P8 of -0.42 Communication with parents has already been good with a well attended parent information evening, social media and the school website highlighting the importance of after school intervention (P7). Outcomes at each progress check will be mapped against attendance to P7 sessions giving school leaders a better indication of the impact it is having. With newly reformed GCSEs now in place the focus is now on exam preparation rather than controlled assessment completion.</p> <p>Rapid progress for disadvantaged students is at the core of school improvement strategy for 2017-18. Expectations surrounding marking will ensure that PP books are looked at first. CPD will also be given to staff, with a focus on first and second year teachers to ensure they understand what the PP status means in real and practical terms for those students. This will help to shift culture surrounding PP students and to strive for higher expectations, aspirations and outcomes for PP students.</p> <p>The AMAP strategy helped to highlight the challenges we face as an academy in terms of challenging and engaging with our HPA students. The intervention targeted year 11 students. What it has highlighted is a need to address and challenge the outcomes of these students earlier in their school life. HPA remains a key group to work with but the effect of being PP as well as HPA is significant.</p>	<p>Kingswood residential sessions: £15K</p> <p>TLR payment for middle leader responsible for PP: 4.5K</p> <p>Member of staff for HPA: £65K 10% PP time £6.5K</p> <p>Weekend and holiday revision £14.5K</p> <p>EDCL: £13.4K</p> <p>Maths Consultant: £60K</p>

## ii. To improve attendance for disadvantaged students

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost																																																						
Improved attendance in all year groups, to at least 92% by July 2017	<p>Use of SOL consultancy to make rapid improvements in attendance levels</p> <p>Deployment of two senior leaders to oversee attendance and 4 attendance officers</p> <p>Rewards strategy to encourage and promote good attendance</p> <p>Development of alternative provision to enable most vulnerable disadvantaged students to attend and access curriculum</p> <p>New Head of Curriculum (NT) at alternative provision to enable improved teaching and learning, progress and attainment</p>	<p>Attendance outcomes for the previous academic year are shown below:</p> <table border="1"> <thead> <tr> <th>% Attendance for the year 2016/17</th> <th>All</th> <th>Non PP</th> <th>PP</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>All Years</td> <td>90.2</td> <td>92.8</td> <td>87.7</td> <td>5.1</td> </tr> <tr> <td>Year 11</td> <td>90.2</td> <td>93.1</td> <td>87.0</td> <td>6.1</td> </tr> <tr> <th>% Attendance for the year 2015/16</th> <th>All</th> <th>Non PP</th> <th>PP</th> <th>Diff</th> </tr> <tr> <td>All Years</td> <td>90.4</td> <td>93.1</td> <td>87.1</td> <td>6.0</td> </tr> <tr> <td>Year 11</td> <td>86.9</td> <td>91.2</td> <td>81.0</td> <td>10.2</td> </tr> </tbody> </table>	% Attendance for the year 2016/17	All	Non PP	PP	Diff	All Years	90.2	92.8	87.7	5.1	Year 11	90.2	93.1	87.0	6.1	% Attendance for the year 2015/16	All	Non PP	PP	Diff	All Years	90.4	93.1	87.1	6.0	Year 11	86.9	91.2	81.0	10.2	<p>Attendance remains a significant challenge for the academy. Attendance has had a slight improvement for PP students between last academic year and 2015/16. There has been a 0.9% improvement in terms of narrowing the attendance gap between PP and Non PP students. In year 11 this has reduced by a greater amount by 4.1% although the year 11 remains wider than that of the whole school.</p> <p>The Academy acknowledges the need for a continued drive on attendance and is continuing its work using the SOL consultancy. Processes have been refined to ensure immediate attendance intervention, support and challenge for disadvantaged students</p> <p>A reduction in FTEs and improvements to the in house inclusion system has resulted in a stay in school culture rather than allowing students to miss whole sessions.</p> <p>Moving forward, the strategy surrounding attendance is to intensify with the deployment of an Associate Principal to lead on attendance, daily phone calls and home visits for non-attenders from year group teams and the attendance teams. The academy also recognises the impact attendance has on progress with data showing the P8 scores by attendance. This is detailed below:</p> <table border="1"> <thead> <tr> <th></th> <th>95%+</th> <th>94.9-90%</th> <th>89.9-85%</th> <th>84.9-80%</th> <th>&gt;80%</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>+0.32</td> <td>-0.02</td> <td>-0.51</td> <td>-1.30</td> <td>-2.41</td> </tr> <tr> <td>Non PP</td> <td>-0.06</td> <td>-0.00</td> <td>-0.35</td> <td>-0.84</td> <td>-2.19</td> </tr> <tr> <td>PP</td> <td>+1.01</td> <td>-0.04</td> <td>-0.67</td> <td>-1.81</td> <td>-2.50</td> </tr> </tbody> </table>		95%+	94.9-90%	89.9-85%	84.9-80%	>80%	All	+0.32	-0.02	-0.51	-1.30	-2.41	Non PP	-0.06	-0.00	-0.35	-0.84	-2.19	PP	+1.01	-0.04	-0.67	-1.81	-2.50	<p>SOL Consultancy: £20K</p> <p>Dedicated ALT support. 52% ALT 1: £52K 52% ALT 2: 42K 52% Attendance team: £52K</p> <p>PP Rewards: £2.6K</p> <p>Alternative Provision PP usage: £23.4K rental £34K Staffing</p>
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			The data categorically shows that the academy has the ability to achieve progress with students when they are attending school. This data has been shared with staff, students and parents to ensure all understand the consequence of poor attendance.	
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**iii- To reduce Fixed Terms Exclusion for disadvantaged students – 36% 2015-2016**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
<p>Significant reduction in disadvantaged FTE (30% target)</p> <p>New alternatives to FTE</p> <p>Zero permanent exclusion and NEETs 2016-17</p>	<p>Deputy Principal with strategic leadership of alternative provision</p> <p>Pastoral leaders with operational support for disadvantaged students</p> <p>R Zone provision as alternative to FTE</p> <p>I Zone provision for longer term intervention to prevent FTE</p> <p>IYFA KS3 and 4 PRU</p>	<p>In the previous academic year, 359 FTEs were issued amounting to 723 days.</p> <p>For Non PP students this was 134 FTEs.</p> <p>For PP students this was 225 FTEs.</p> <p>12 students attended the Swale Inclusion Service, all in either, years 10 or 11. 83.3% of these were PP students.</p> <p>16 students accessed in house support through the Izone support or year 10 Alternative Provision. 75% of these are PP students.</p>	<p>The Academy was successful in significantly reducing exclusions in 2016-17. 359 FTE recorded in 2016-17 is a large reduction from 745 in 2015-16. Significantly less PP students were excluded due to improved alternative provision and referral systems although PP exclusions were slightly higher than non PP.</p> <p>Moving forward, the traditional vertical mentoring system has been changed to a year group based system which will be more focussed on academic outcomes. There will be a continued focus on improving teaching and learning for all students with teachers completing weekly CPD following the Doug Lemov Teach Like a Champion model. At the centre of these wider improvement strategies is the teaching, learning and progress of PP students.</p> <p>Significantly more funding is spent on PP students accessing alternative provision. Alongside improved tracking of PP students accessing these provisions will be pro active work from Year 7 onwards to avoid as many PP students needing to access these provisions.</p>	<p>ALT with strategic lead on AP: 43K</p> <p>Pastoral support for PP: £109K</p> <p>IYFA for PP: 95K</p>

**iv- To improve quality of teaching and learning to enable rapid progress for disadvantaged students**

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
<p>Quality of teaching is typically good in all parts of the academy L2 Basics 48% 2017</p> <p>Mathematics teaching is typically good in all year groups</p> <p>100% staff receiving bespoke challenge and support</p> <p>Training and development has strong impact on the quality of teaching &amp; learning</p> <p>Improved home learning opportunities</p>	<p>Appointment of Associate Principal with dual focus on T and L and maths</p> <p>Twice weekly Maths consultant to coach maths teachers</p> <p>Increased T and L team - internal appointment of AP and coaching team</p> <p>External CPD focused on raising attainment (Pixel courses, Hearty maths, school-to school support facilitated with OASB</p> <p>Use of Show My Homework to encourage out of hours extended home learning</p>	<p>Quality of teaching by the end of the academic year was judged to be requiring improvement with elements of good.</p> <p>12 members of staff placed on Individual Support Plans with allocated coaches. All staff improved or left the academy at the end of the academic year.</p> <p>Maths and Humanities remain areas of focus; however, the staffing of these areas is stable in September 2017 and the retention of staff is at the highest rate in the Academy's history.</p>	<p>The quality of teaching and learning is improving in the academy and the leadership team is driving standards and challenging mediocrity. Central to whole school progress and tat of PP students is the total rewriting of the curriculum to ensure parity of opportunity.</p> <p>Moving forward, the leadership team has been restructured to now comprise of a newly appointed Deputy Principal leading on teaching and learning and an Assistant Principal, also leading on Teaching and learning.</p> <p>There has been a revised push on standards in books with weekly book looks being conducted in faculty time and reported back to the Teaching and Learning team. Books of pupil premium students are looked at first in order to ensure progress of this group is at the forefront of monitoring.</p>	<p>Associate Principal 52%: 57.1K</p> <p>AP for T and L 10% £7K</p> <p>External CPD: £7K</p> <p>Show My Homework: £3.6K</p>

**4. Further barriers to future attainment (for pupils eligible for PP, including high ability)**

*Could include poor oral language skills, poor attendance or behaviour, low social esteem,*

<b>A.</b>	Gender split. PP boys are outperforming PP girls.
<b>B.</b>	Progress and attainment of PP students who also have high starting points
<b>C.</b>	Fewer PP students traditionally access KS5 courses and university.
<b>D.</b>	Disadvantaged students who also have SEND needs make less progress in comparison to SEND students without PP

External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Attendance of PP students jeopardises progress.
E.	Site variation. The academy is situated on two sites, between the sites the level of deprivation increases and additional consideration is needed

PP Plan 2017-2018		
1. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
i.	<p><b>To ensure that PP student attendance is in line with national data</b>  This will be measured by:</p> <ul style="list-style-type: none"> <li>✓ Weekly analysis of all groups, year groups etc.</li> <li>✓ Leaders scrutiny of attendance</li> <li>✓ OCL KPI returns</li> <li>✓ RD challenge and review visits, MST reviews, TIG meeting</li> <li>✓ Performance appraisal targets/ review</li> <li>✓ Parent and pupils survey outcomes</li> <li>✓ Performance tables</li> <li>✓ Reduction of % CMIE due to robust work with LA</li> </ul>	<ul style="list-style-type: none"> <li>- Three year improving trend is sustained and the 2018 target for overall attendance is met for PP students and Non PP students alike</li> <li>- Attendance for Children Looked After remains above the national average throughout the year.</li> </ul>
ii.	<p><b>To improve the progress and attainment of disadvantaged students who have High Prior Attainment and/or are boys, and/or have SEND.</b>  This will be measured by:</p> <ul style="list-style-type: none"> <li>✓ Progress review at 6 points in the year</li> <li>✓ Mock exam data and review</li> <li>✓ KS4 exam outcomes</li> <li>✓ RD challenge and review visits, MST reviews, TIG meeting</li> <li>✓ Performance appraisal targets/ review</li> <li>✓ Intervention review for specific needs and groups of students</li> <li>✓ Performance tables</li> </ul>	<ul style="list-style-type: none"> <li>- P8 for HPA and boys and SEND all meet the academy target, with a view to reaching P8 of 0.</li> <li>- L2 Basic 5+ target is achieved- 40% for disadvantaged</li> <li>- Curriculum changes in the lower school take place to ensure an improved uptake of the Ebacc</li> <li>- High quality taught interventions are delivered with planned outcomes being achieved.</li> <li>- Student attendance meets the academy target.</li> </ul>

iii.	<p><b>To improve the overall progress of PP students through good teaching and learning</b> This will be measured by:</p> <ul style="list-style-type: none"> <li>✓ P8 targets met 2018</li> <li>✓ In year progress data using pre/post assessment curriculum model six times a year</li> <li>✓ Observation data and typicality spreadsheet</li> <li>✓ RD monitoring and challenge</li> <li>✓ OCL reviews</li> </ul>	<ul style="list-style-type: none"> <li>- Typicality spreadsheet and data showing 70% good and better by summer 2018</li> <li>- In year progress data showing rapid progress using pre/post assessment curriculum model six times a year</li> </ul>
iv.	<p><b>To ensure consistency between sites and to eradicate variation in outcomes</b> This will be measured by:</p> <ul style="list-style-type: none"> <li>✓ P8 and attainment outcomes 2018 meeting Academy target.</li> <li>✓ In year progress data using pre/post assessment curriculum model six times a year</li> <li>✓ RD monitoring and challenge</li> <li>✓ OCL review</li> </ul>	<ul style="list-style-type: none"> <li>- Greater parity of progress data and outcomes between East and West sites.</li> <li>- P8 and attainment outcomes 2018</li> <li>- In year progress data using pre/post assessment curriculum model six times a year</li> </ul>

## 2. Planned expenditure

<b>Academic year</b>	<b>2017/18</b>
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The four 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. To ensure that PP student attendance is in line with national data

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Success Criteria	Staff lead	Review
PP attendance is increased to at least 92% by the end of the academic year  <b>% of PP persistent non-attenders to</b>	<b>Use of SOL consultancy to make rapid improvements in attendance levels</b>  Daily planned attendance interventions including <ul style="list-style-type: none"> <li>- Daily calls</li> <li>- Home visits</li> </ul>	In the previous academic year, attendance for the academy was 90.2% ;in contrast, attendance for disadvantaged students was 87.7%.	<b>Senior attendance officer to provide weekly attendance reports to ALT and all staff Reports to RD and AC</b>	<b>Attendance at the end of each term to be maintained at a minimum of 92% for PP students.</b>	TL JC SW	Weekly and termly

<p><b>improve to at most 10%.</b></p>	<ul style="list-style-type: none"> <li>- Weekly rewards/recognition</li> <li>- Use of appraisal system to hold staff accountable.</li> </ul> <p><b>Year leader to have weekly PP attendance/pastoral meeting with ALT responsible for PP.</b></p> <p>ALT with lead on PP to support visits/hold family meetings for disadvantaged students who are persistent non-attenders.</p> <p><b>Deployment of Associate Principal to oversee attendance and 3 attendance officers.</b></p> <p>Redevelopment of the rewards structure to ensure all students- including PP students who have good attendance or improved attendance are rewarded.</p> <p><b>Restructuring of the internal exclusion system. With exception to some students in KS4, all students are expected to participate in mainstream learning to promote progress and maintain consistency.</b></p> <p>The academy is supporting the local Inclusion Partnership and has bought a number of full time places within the local PRU to ensure specialist support if and when it is required.</p> <p><b>Daily attendance meeting between Associate Principal for attendance and Principal.</b></p>	<p>Our own internal data from 2017 results show a strong correlation between progress and attendance- when PP and Non PP are considered, the gap is notable:</p> <p>pp</p> <table border="1" data-bbox="806 391 1243 622"> <thead> <tr> <th>% Attendance</th> <th>P8</th> <th>A8</th> </tr> </thead> <tbody> <tr> <td>+95</td> <td>+1.01</td> <td>43.00</td> </tr> <tr> <td>91-95</td> <td>-0.04</td> <td>38.57</td> </tr> <tr> <td>86-90</td> <td>-0.67</td> <td>32.02</td> </tr> <tr> <td>81-85</td> <td>-1.81</td> <td>28.67</td> </tr> <tr> <td>-80</td> <td>-2.50</td> <td>17.06</td> </tr> </tbody> </table> <p>14 students in current year 11 were deemed school refusers by the end of the 2016-17. The revised attendance strategy will ensure students are quickly identified with support or challenge offered at the earliest opportunity. In some cases this will include support from the SEND team or from external partners such as the Swale Inclusion Service.</p>	% Attendance	P8	A8	+95	+1.01	43.00	91-95	-0.04	38.57	86-90	-0.67	32.02	81-85	-1.81	28.67	-80	-2.50	17.06	<p>ALT members allocated to year groups to meet with year leaders on a weekly basis. Attendance is top item of the agenda.</p> <p><b>Monitoring of rewards/attendance reports in terms of demographic and frequency.</b></p> <p>IRM meetings, which are held weekly, and attended by year leaders, consider the attendance of all groups of students. Outcomes of these meeting are shared with ALT.</p>	<p><b>% of persistent non-attenders for PP students to match % for Non PP students.</b></p> <p><b>Parity of representation of PP cohort in rewards events.</b></p>		
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**ii. To improve the progress and attainment of disadvantaged students who have High Prior Attainment and/or are boys, and/or have SEND.**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Success Criteria	Staff lead	Review
<p>P8 outcomes for Summer 2018 for all PP students are almost equal to those of non disadvantaged students at the academy (All pupils target: P8 0. PP Target at least -0.1)</p> <p>85% uptake of the Ebacc for all HPA students- inclusive of PP and Non PP students.</p> <p>Improvement in L2 basics outcomes for all PP students but with a particular emphasis on HPA, boys and SEND. At least 40% in 2018 in line with the academy target.</p> <p>Increased uptake of 6<sup>th</sup> Form places from HPA PP students as linked to improved outcomes.</p> <p>Significantly improved progress rates for SEND PP students (P8 target of –at least 0.2)</p>	<p><b>Forensic analysis of 6 progress checks per year for all year groups leading to revised systemic and individual actions. ALT lead for PP to monitor vulnerable groups.</b></p> <p>Accountability meetings with subject leaders and faculty leaders to be held following each progress check.</p> <p><b>HPA strategy lead by dedicated TLR holder to raise progress and attainment of these students, to include:</b></p> <ul style="list-style-type: none"> <li>• <b>Brilliant club: outside organization working with a selection of HPA PP students. Students complete a project led by PHD students and visit a range of prestigious universities.</b></li> <li>• <b>Individualized student progress profiles and targets which are shared with all class teachers.</b></li> <li>• <b>Expectations surrounding quality first teaching-appropriate seating plans, availability of extension work to promote challenge etc.</b></li> <li>• <b>Opportunities for HPA students from all year groups to build aspirations with visits to good universities.</b></li> </ul> <p>Following from last academic years study camps at the Kingswood Centre, targeted residential and offsite opportunities for year 11</p>	<p>P8 has been lower for PP students who are also HPA and SEN. This has been closely linked to attendance (see priority 1.</p> <p>Year 11 strategy that delivered good outcomes for PP students with good attendance have been developed and refined (e.g. daily after school intervention; residential study weekends)</p> <p>Good practice from good and outstanding Academies within the MAT has been used (e.g. revised curriculum based on pre/post assessment structure and use of strategies such as Brilliant Club)</p> <p>Uptake of the Ebacc has been traditionally poor In the academy due to staffing and timetabling constraints.</p>	<p>At each of the 6 progress checks there will be a forensic unpicking of the data. All faculty leaders will have a meeting with the Deputy Principal responsible for Progress, Assessment and the Curriculum and other members of the raising standards team to challenge progress made by vulnerable groups and plan interventions</p> <p><b>Termly review of the SEND register and provision map against progress following each progress check.</b></p> <p>Termly review the HPA strategy and individualised targets with the lead staff member and Faculty Leads.</p> <p>Student voice surveys for all groups to be carried out to ascertain student views and to identify other risk factors or barriers to success.</p> <p><b>Review of student options choices following year 8 options choices to ensure</b></p>	<p><b>P8 outcomes for Summer 2018 for all PP students is at least -0.1</b></p> <p><b>85% uptake of the Ebacc for all HPA students- inclusive of PP and Non PP students. (Year 8)</b></p> <p><b>L2 Basic 5+ to be at least 40% for all PP students and L24+ at 55%.</b></p> <p><b>Pre/post assessment data throughout Years 7-11 (six times a year)to demonstrate rapid progress for PP cohort including those with HPA and SEN.</b></p>	<p>SW JC SG JB</p>	<p>Jan 2018</p> <p>April 2018</p> <p>July 2018</p>

	<p>students to increase rapidity of progress for SEN HPA students.</p> <p><b>Targeted revision/study conferences to be held for year 11 students throughout the academic year.</b></p> <p>Single sex teaching in English Year 11 to promote progress and attainment in boys who achieved less well than girls in 2017 English.</p> <p><b>Targeted daily after school teaching for all PP students</b></p> <p>Onsite private tuition. Small group private tuition for targeted PP students with the academies best teachers in key subjects</p> <p><b>A strategic shift from vertical pastoral support to academic mentoring with year specific leaders. Creates a focused agenda on progress and attainment and a specificity on year group events- e.g. year options.</b></p> <p>Revised curriculum offer for year 8 students picking options in March/April 2018 to ensure a broader uptake of the Ebacc with a particular focus on HPA students- inclusive of disadvantaged students.</p> <p>Revised curriculum ensures broad and balanced curriculum entitlement, including all KS4 'buckets' filled and increased Ebacc uptake.</p> <p><b>Learning walks and observations to take place termly with a focus on the aforementioned vulnerable groups.</b></p>		<p><b>that students are take the appropriate pathways based on their needs but also academic potential. Increased entitlement to broad and balanced curriculum including EBacc uptake.</b></p>			
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**iii. To improve the overall progress of PP students through outstanding teaching and learning**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Success Criteria	Staff lead	Review
<p><b>P8 outcomes for Summer 2018 for all PP students are almost equal to those of non disadvantaged students at the academy (All pupils target: P8 0. PP Target at least -0.1)</b></p> <p><b>Teaching and learning is judged to be good or better in all areas of the Academy at next OFSTED – improved progress and provision for PP cohort central part if this</b></p>	<p>All teaching staff to engage in planned weekly CPD sessions in an effort to drive standards and improve the overall quality of teaching and learning. The basis of this will be to follow the interventions and approaches detailed by Doug Lemov in Teach like a champion which will provide better QFT for PP cohort.</p> <p>New backward planned 5 year curriculum in place using pre/post assessment model.</p> <p>Maths team to be supported by a part time external maths consultant. This will be a teaching role but also will support Maths team through bespoke CPD and approaches for PP student progress.</p> <p>Regular learning walks and observations to be conducted by ALT and Faculty Leaders. This will include PP specific checks.</p> <p>All year 11 class teachers to meet with ALT lead for PP, curriculum and assessment to discuss</p>	<p>2017 results evidence a gap between all students and PP cohort (-0.42 vs -0.71)</p> <p>OFSTED, Regional Director, Lead Principal and Principal recognise the need for better Quality First Teaching to aid student progress</p> <p>Teach Like a Champion is a well-regarded approach with tried and tested methods. Good practice has been shared by Lead Principal who leads an outstanding Oasis Academy.</p> <p>Maths underperformed against other subject areas in the past academic year. The academy will continue to support the maths teach with a part time maths consultant who will teach but also provide bespoke CPD to complement the work around Teach Like a Champion.</p> <p>The Academy's recognised good practice in training and retaining Teach First teachers (best retention rate in South East 2016/17) is key to the whole strand of Academy improvement.</p>	<p>Outcomes of students following each progress check and mock exams.</p> <p>Learning walks and observations, in line with academy schedule and reviewed by the ALT.</p> <p>Meetings between year 11 subject teachers and the ALT responsible for PP curriculum and assessment takes place termly.</p> <p>Staff surveys to monitor CPD impact and correlation with daily practice using the typicality register. .</p> <p>Close monitoring of after school intervention sessions for PP students.</p> <p>Correlation of post assessment student progress data with observation data in typicality spreadsheet..</p> <p>Show My Homework data is reviewed weekly by designated Assistant Principal, including PP cohort.</p>	<p><b>P8 outcomes for Summer 2018 for all PP students are almost equal to those of non disadvantaged students at the academy (All pupils target: P8 0. PP Target at least -0.1)</b></p> <p><b>Teaching and learning is judged to be good or better in all areas of the Academy.</b></p> <p><b>Individual Support Plans all result is staff improvement in terms of quality of teaching and learning.</b></p> <p><b>After school intervention session attendance is 80% for PP cohort.</b></p> <p><b>All ITT and NQT colleagues are supported to complete the year successfully.</b></p> <p><b>All teaching staff are well aware of who the PP students are in their classes and</b></p>	<p>SW VH NS JC</p>	<p>Oct/Jan/ Mar/May/ July - PP progress data correlated with teaching and learning in typicality spreadsheet.</p>

	<p>class progress following progress checks and mock exams.</p> <p>Daily after school intervention for all year 11 students.</p> <p>Year 1 and NQT teacher CPD programme to support and develop the teaching and learning skills of those staff new to the profession.</p> <p>Individual support programmes for staff who are judged to be requiring improvement in order to coach and mentor them to Good or better.</p> <p>All teachers to have a copy of the PP register and have an awareness of which students are PP through detailed annotated seating plans.</p> <p>Show My Homework to be embedded further to ensure homework is set consistently and monitored.</p> <p>Faculty Leaders to attend relevant Pixl training where appropriate.</p>			<p><b>have planned for them accordingly.</b></p> <p><b>100% of teaching staff use Show My Homework for setting class homework.</b></p> <p><b>100% of students engage with Show My Homework.</b></p>		
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**iv. To ensure consistency between sites and to eradicate variation in outcomes**

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Success Criteria	Staff lead	Review
<p><b>P8 and A8 of West Site students match those of East site students to hit the academy PP target of P8 at least -0.1</b></p> <p><b>Improved aspirations of West site students as demonstrated by an increased uptake of 6<sup>th</sup> form places (internally or externally)</b></p>	<p><b>Private tuition to be offered to targeted PP students on West which will take place between 3 and 5pm as an extension of the after school intervention.</b></p> <p>PP cohort progress to be analysed during post six assessment points to monitor progress and plan individual and systemic refinements.</p> <p><b>Academic mentoring to be offered to PP students on the West site to fill gaps in knowledge and to prepare for exam technique. The mentoring timetable will be used to support a number of subjects based on need following the first Progress check in November.</b></p> <p>A programme of opportunities for raising aspirations of West site PP students. Opportunities to include visits to universities, guest speakers from industry and past students.</p> <p><b>Additional CEIAG support for West year 11 PP students to ensure that all students have clear progression routes and</b></p>	<p>There is a progress difference between the East Site and the West Site. Geographically the sites sit in two different area East in Minster and West in Sheerness with lower progress and attainment scores for West site students</p> <p>In terms of demographic, 54.4% of the cohort were PP on West based on 103 students. in comparison, 41.2% are PP on the East site but with a larger cohort of 153.</p>	<p>Progress check meetings with faculty leaders following 6 progress checks which take place throughout the academic year.</p> <p>Monitoring outcomes and progress of students in receipt of tuition.</p> <p>Student surveys..</p> <p>Rigorous monitoring of attendance to school and intervention for west site PP students.</p> <p>Regular updates on CEIAG support- who is accessing and work on targeted groups.</p>	<p><b>Significant reduction in in-school variation between East and West site students.</b></p> <p><b>P8 and A8 of West Site students match those of East site students to hit the academy PP target of P8 at least -0.1</b></p> <p><b>Increased number of West site PP students enrolling in 6<sup>th</sup> form place to study L3 courses.</b></p>	<p>SW/ JC/JB</p>	<p>Oct/Jan/ Mar/May/ July</p>

	<b>opportunities to raise aspirations.</b>					
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**3. Additional detail**

Hardship Funding- Financial support for equipment, school uniform, technology and subsidising trips and transport to ensure that none of these become a barrier to making progress.

## Acronym Key

OCL – Oasis Community Learning

OAIOS – Oasis Academy Isle of Sheppey

HPA – High Prior Attainers

MPA – Middle Prior Attainers

LPA – Low Prior Attenders

NA – National Average

PP - Pupil Premium

CPD – Continuing Professional Development

APS – Average Point Score

SCR – Single Central Register

TLR – Teaching and Learning Responsibility

AP – Alternative Provision

PC – Progress Check