

Pupil Premium strategy statement – Oakway Academy



1. Summary information					
School	Oakway Academy				
Academic Year	2018-19	Total PP budget	£254,650	Date of most recent PP Review	Feb 2018
Total number of pupils (September 18)	577	Number of pupils eligible for PP (September 18)	161 (28% of cohort)	Date for next internal review of this strategy	December 2018

2. Current attainment for Year 6			
(pupil numbers in brackets)	Whole Cohort (85)	Disadvantaged (35)	National
% achieving the Expected Standard in R,W,M	41	29	64
% achieving the Expected Standard in GPS	66	53	78
% achieving Expected Standard in reading	57	53	75
% achieving Expected Standard in writing	69	68	78
% achieving Expected Standard in mathematics	60	56	76

3. Current Progress for Year 6			
	Whole Cohort (85)	Disadvantaged (35)	Other (50)
Reading	-3.1	-3.5	-2.8
Writing	-0.7	-1.4	-0.3
Maths	-2.5	-3.3	-1.9

4. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
1.	Poor speaking and listening skills on entry into EYFS. Historically, 90% of children are assessed as working below age related expectations upon entry to EYFS.
2.	At the end of EYFS there is a significant gap between the attainment of disadvantaged children (33% 2018) and the cohort (53%)

3.	2017-18 monitoring of home reading indicates that 30% of disadvantaged children read regularly at home (April 2018)	
4.	In year progress for disadvantaged children's reading is not rapid enough- Years 1, 3 and 5 (July 2018)	
5.	In year progress for disadvantaged children's writing is not rapid enough- Years 3 and 4 (July 2018)	
6.	In year progress for disadvantaged children's maths is not rapid enough- Year 5 (July 2018)	
7.	Reading attainment for disadvantaged is significantly below the age related expectation- Years 4 and 5 (July 2018)	
8.	Writing attainment for disadvantaged is significantly below the age related expectation- Years 3, 4 and 5 (July 2018)	
9.	Maths attainment for disadvantaged is significantly below the age related expectation- Years 4 and 5 (July 2018)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
10.	73% of the 102 children on a welfare plan (CP CIN EHA LAC) are disadvantaged children. (July 2018)	
11.	Although improved from previous year, 2017-18 attendance rates for disadvantaged children are lower than non-disadvantaged (94.4% and 95.4%) and persistent attendance rates for disadvantaged children are higher than the whole cohort PA (13.5% and 11%)	
12.	Many disadvantaged children are from backgrounds that limit the experiences they have	
Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		
Barrier and Desired Outcome		Measure strategy
1.	All disadvantaged children in EYFS identified at baseline as significantly behind ARE for speech & language will make accelerated progress (S&L).	- Baseline Chatterways assessment and ongoing assessment through the year
2.	100% of disadvantaged children in EYFS will make 5+steps progress in reading, writing and maths and where appropriate will be targeted for more to meet the Early Learning Goals.	- Ongoing assessments to measure progress (DP1,2 and 3)
3.	All Y1 disadvantaged children, without additional needs, will achieve the expected standard for Year 1 phonics.	- Termly assessments by phonics leader.
4.	Identified Year 2 disadvantaged children convert to GDS in Writing and Maths from EYFS outcomes.	- Ongoing data monitoring at DP 1 2 3 against identified children. - Moderation of assessment judgements.
5.	Increase rate of disadvantaged children achieving EXS in reading at end of KS1 therefore closing the gap on the disadvantage national benchmark (79%)	- Termly assessments by phonics leader. - Ongoing data monitoring at DP 1 2 3 against identified children.

6.	2018-19 termly monitoring of reading indicates steady increase in percentage of diasadvantaged KS2 children who read regularly so that 80% of KS2 disadvantaged children read regularly by July 2019.	- Termly Accelerated Reader tracking of number of quizzes taken and word count.
7.	In year progress for disadvantaged children's reading is accelerated at 7+ SAS points for Years 2, 4 and 6 (Sept 2018-July 2019).	- Ongoing assessments to measure progress (DP1,2 and 3) - Monitoring of T&L to focus on disadvantaged children
8.	In year progress for disadvantaged children's writing is accelerated at 7+ SAS points Years 4 and 5 (Sept 2018-July 2019).	- Ongoing assessments to measure progress (DP1,2 and 3) - Monitoring of T&L to focus on disadvantaged children
9.	In year progress for disadvantaged children's maths is accelerated at 7+ SAS points - Years 6 (Sept 2018-July 2019).	- Ongoing assessments to measure progress (DP1,2 and 3) - Monitoring of T&L to focus on disadvantaged children
10.	Disadvantaged reading attainment has closed the gap on ARE attainment in Years 5 and 6 (Sept 2018- July 2019).	- Ongoing assessments to measure progress (DP1,2 and 3) - Monitoring of T&L to focus on disadvantaged children
11.	Disadvantaged writing attainment has closed the gap on ARE attainment in Years 4, 5 and 6 (Sept 2018-July 2019).	- Ongoing assessments to measure progress (DP1,2 and 3) - Monitoring of T&L to focus on disadvantaged children
12.	Disadvantaged maths attainment has closed the gap on ARE attainment in Years 5 & 6 (Sept 2018-July 2019).	- Ongoing assessments to measure progress (DP1,2 and 3) - Monitoring of T&L to focus on disadvantaged children
13.	All disadvantaged children who are subject to a welfare plan (CP CIN EHA LAC) have all the support and services they require to be safe and secure.	- DSL meetings each term to review support for children
14.	2018-19 attendance rates for disadvantaged children remain above the national measure of 94.1% and rates of persistent attendance continue to remain below that of the national measure of 17%.	- Weekly and termly attendance monitoring and interventions
15.	All disadvantaged children targeted to participate in and attend a variety of extracurricular school activities in the year, with termly measures indicating a steady increase in number/percentage of disadvantaged children participating.	- Termly monitoring of after school clubs leading to targeted invites for disadvantaged children. - Termly monitoring of trips and visits.

1. Planned expenditure

Academic year

2018-2019

The three headings below demonstrate how we are using the Pupil Premium Grant to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
1 & 2	EYFS SLE commissioned to review, monitor and support leadership and quality of provision across the year.	External review will strengthen the quality assurance of the provision and identify areas for continued development. There is limited SLE level support within the Trust.	SLE report produced each time. Reviewed EYFS Academy Improvement Plan will adjust to strengths and areas for development.	CB	£1000
1 & 2	Katherine Pennington CPD programme for EYFS staff, reading and writing leader.	During 2017-18 we have reviewed the curriculum structure for EYFS and identified a need to further enhance the teaching of speaking and listening through all areas.	The CPD programme is across 2018-19 and will have actions to implement between sessions, these will be monitored for impact.	CB	£2000
1 & 2	EYFS additional teacher part time.	Proven impact of this role in 2017-18. The additional teacher will lead on Phonics in EYFS as well as the tracking and intervention of disadvantaged children to ensure 100% make at least 5 steps progress in RWM.	Monitoring of phonics data will indicate impact. Monitoring of quality of T&L will indicate impact. Progress of disadvantaged children will indicate impact.	CB	£9000
1, 2, 5, 7 & 10	Katherine Pennington whole staff reading CPD programme.	During 2017-18 we identified a need for in depth CPD for all staff involved in teaching children to read. This will be implemented through a structured approach to the teaching of reading across KS1 and KS2.	The CPD programme is across 2018-19 and will have actions to implement between sessions, these will be monitored for impact.	AA	£5000
10, 7, 6 & 5	Accelerated Reader implemented across all of KS2. This includes resources, cataloguing books, training and storage.	Trial for Y6 in 2017-18 showed medium impact, further training and dissemination will ensure all tools and data from AR are used to support T&L for reading in KS2.	6x year monitoring of KS2 reading-number of words, books, quizzes and targeted intervention for disadvantaged children who are not engaging in reading.	AA JL	£15, 000

2, 4, 9 & 12	Maths No Problem online resource and concrete resources purchased to support the teaching for mastery approach across all years, including EYFS.	Mastery approach has been implemented, 2018-9 will focus on embedding to have maximum impact on progress and attainment.	Monitoring of T&L, formal and informal, will show impact of Mastery resources on learning.	JH CB	£12,000
1, 3	Phonics leader to lead an intervention and track the Y1 disadvantaged children each week.	Phonics leader has outstanding practice and as is part time in EYFS can be released each week to teach the Y1 disadvantaged children ensuring more phonics teaching.	6x year assessments of Y1 phonics children, weekly reporting to Assistant Principal for reading.	AA KT	£6000
4	Experienced teacher in Y2 to lead focus for planned teaching and learning for children targeted to convert from EXS to GDS at end of KS1, as part of NPQML project.	Teacher has strong practice and is experienced Y2 practitioner. Own class make good or better progress. Focus for NPQML project will ensure focus and evaluation.	Monitoring of T&L, formal and informal, will show impact of adjusted planned teaching on this group. Data at DP 123 as well as ongoing TAF assessments will be used to track impact.	LT	£2000
7 8 9 10 11 12	Implement PIXL suite of tools for KS1 and further develop in KS2; incorporating 2x year summative assessments for Y 3 4 5 as well as Y6 tests.	PIXL used for past 2 years in Y6, good tool to support assessment cycle in KS2, will be used to replace the various assessments used in previous years in other year groups.	Monitoring of T&L, formal and informal, will show impact of use of data generated from PIXL. Data at DP 123 as well as ongoing TAF assessments will be used to track impact.	AA LT JH	£6000
7 8 9 10 11 12	Staffing structure to include an additional teacher/assistant Principal for 3 days per week in Y12456.	Reduction in support staff has enabled increase in teachers enabling all interventions to be led by qualified teacher.	Monitoring of T&L, formal and informal, will show impact of additional teacher of focus group of learners. Data at DP 123 as well as ongoing TAF	CW	£66, 000
7 8 9 10 11 12	Staffing structure to include a TA4 for 3 days per week in Year 3 to support teaching & learning and lead interventions.	Unable to recruit a teacher however deployment of TA4 has enabled interventions to be led by an experienced support staff member.	Monitoring of T&L, formal and informal, will show impact of additional teacher of focus group of learners. Data at DP 123 as well as ongoing TAF assessments will be used to track impact.	CW	£5500

7 8 9 10 11 12	Staffing structure to include additional full time teacher in Y6.	Reduction in class size as cohort between 4 teachers. Shared workload with a focus on targeting learners to make accelerated progress.	Monitoring of T&L, formal and informal, will show impact of additional teacher of focus group of learners. Data at DP 123 as well as ongoing TAF assessments will be used to track impact.	CW	£9000
7 8 9 10 11 12	Non-class based SLT for proportion of week to support, monitor and improve the quality of teaching and learning.	In 2017-18 the overall quality of teaching and learning improved as a result of the SLT structure and deployment. In 2018-19 this will have a greater impact.	Monitoring of T&L, formal and informal, will show impact of adjusted planned teaching on this group. Data at DP 123 as well as ongoing TAF assessments will be used to track impact.	CW	£73,562
7 8 9 10 11 12	Head Of Primary Education role to support the SLT each week for key school improvement activities.	In 2017-18 the overall quality of teaching and learning improved this was in part due to the monitoring and support from HOPE driving forward school improvement.	Monitoring of T&L, formal and informal, will show impact of adjusted planned teaching on this group. Data at DP 123 as well as ongoing TAF assessments	CW	19,484
7 8 9 10 11 12	Commissioning of external whole school review of quality of teaching and learning – Challenge Partners (Jan 2019)	DFE monitoring visits have ended therefore we have sought external service from an established network.	3 members of SLT will be trained as reviewers and participate in one each as well as a review at Oakway.	CW	£1500
Total budgeted cost					233,046
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
13 14	Inclusion & welfare staffing structure continue to be implemented to ensure appropriate care and support for disadvantaged children.	Sept 2017-July 2018, 102 children subject to welfare support plan (CIN CP EHA LAC), 74 (73%) of that group were disadvantaged. The staffing structure includes a full time attendance officer.	All staff are monitored for quality and have appraisal as a support staff member. Termly evaluations of SEND, inclusion, attendance are completed.	CB	£72, 880 (28% of overall cost)

7 8 9 10 11 12	Tuition for identified disadvantaged children implemented in Y 6 5 and 4.	New approach for 2018-19, it replaces the external provision and allows tuition in addition to the school day.	Monitoring of T&L, formal and informal, will show impact of tuition for target group of learners. Data at DP 123 as well as ongoing TAF assessments will be used to track impact.	CW	£9000 (£3000 per year group)
1	Chatterways member of staff for disadvantaged.	2 year track record to show positive impact of this recognised approach to speech and language. Implemented in EYFS and Y1 it helps with early intervention.	The intervention is monitored by a commissioned speech and language therapist and termly assessments of children.	CB	£5,895
Total budgeted cost					233,046
Sub-total					87,775+
Sub-total					320,821
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
12	Trips and visits are planned for every year group this year, these will enhance the curriculum experience.	Last year all children, unless absent, took part in all trips and visits. These were supplemented by 50% for all disadvantaged children and in many cases 100%.	The admin team follow procedures with trips and visits to ensure that all disadvantaged families have the appropriate discounts and that no child is excluded due to financial circumstances.	KP	£5000
12	Targeted curriculum enhancement activities for disadvantaged children.	In 2017-18 we participated in a wide range of curriculum enhancement activities for groups of children, they are primarily aimed at raising aspirations and giving children different experiences.	All targeted curriculum visits must have about 30% of disadvantaged children as part of the group.	CW	£1000

Total budgeted cost	320,821
Sub-total	6,000+ 326,821

2. Review of expenditure 2017-2018

	£272, 495 (actual)
Desired Outcomes	A. Year 6 children identified as disadvantaged will make progress in line with that achieved nationally (RWM)
	B. Disadvantaged children in Year 2 will progress from their Reception starting points at least in line with national (RWM)
	C. Disadvantaged children in all year groups will make expected in year progress from their starting points (RWM)
	D. Where disadvantaged children are not making expected progress, interventions respond to ensure catch up (RWM)
	E. Disadvantaged children in EYFS identified as significantly behind ARE for speech & language will make accelerated progress (S&L)
	F. Disadvantaged children will have a safe and secure environment that caters for their mental and physical well being
	G. Disadvantaged children will have equal opportunities to access events and activities

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>A B C D E</p>	<p>Deploy Assistant Principals as additional teachers across phases with accountability for progress and attainment in core areas of learning: reading, writing, mathematics and EYFS</p>	<p><i>Medium impact.</i></p> <p>Assistant Principals have a clearly defined role and accountability which is communicated to all staff. The monitoring systems are up to date and informative of standards and progress as a result of these roles. This information has been presented to a range of different audiences.</p> <p>Staffing challenges resulted in a significant amount of the Assistant Principal available time in Year 3 and Year 4 was spent providing quality first teaching for teacher vacancies or absence.</p>	<p>This approach will continue and additional teacher roles will be added to the staffing structure for Y1, Y3 and Y5. This will add capacity to the teaching team to cover absence and resignations. The main objective of these roles is to add capacity to each teaching team to enable effective targeting of disadvantaged children.</p>	<p>£73,562 (35% of overall cost)</p>
<p>A B C D</p>	<p>Implement PIXL procedures to assess, analyse and intervene in learning for Y3456 (RWM)</p>	<p><i>Medium Impact.</i></p> <p>Assistant Principals have attended regular PIXL CPD and disseminated to the other members of SLT and the year group staff. PIXL has been fully implemented in Year 6 and in part to other year groups. A clearer focus on the tools (QLA) to support the analysis of tests and assessments was introduced in summer 2018, this will form a key part of the approach next year.</p>	<p>This approach will continue and will be extended to KS1. The updated assessment policy will detail the role of the PIXL assessment and analysis tools for clarity.</p> <p>PIXL resources will be used to support reading, writing and maths outcomes for all children.</p> <p>All interventions, including PIXL, will be clearly defined and detailed in the updated teaching & learning policy.</p>	<p>£3,660</p>

A B C D	Embedded use of nationally recommended maths mastery scheme of work, assessment and training package (Maths No Problem)	<p><i>Medium Impact.</i></p> <p>Monitoring of teaching and learning through lesson studies and books identified a range of good practice for the implementation of this resource. Refresher sessions were provided by the Maths Leader to ensure staff use the resource consistently. Staffing changes make it a challenge to ensure consistent use.</p>	<p>This approach will continue and will be complemented by the academy's participation in 'Teaching for Mastery' with the Enigma maths hub. The new maths leader will continue to deliver training to ensure all staff access the resource to support their subject knowledge and age appropriate high expectations. There will be a focus on year groups where data has identified as below expected or in the lower range of expected.</p>	£10,800
A B C D	Formative assessments continued in GPS, arithmetic, reading and times-tables to inform teacher assessments & planned teaching	<p><i>Medium impact.</i></p> <p>Monitoring of teaching and learning and assessment systems identified examples of effective use of the ongoing assessments. Teacher feedback and evaluation of the assessment system has identified that the GPS, reading and times table assessments are now surplus to requirements and cause unnecessary workload.</p>	<p>This approach will be replaced in part by the new assessment calendar (see assessment policy) where a focus on the use of PIXL assessments is identified for reading, writing and maths including spelling, grammar and arithmetic. We will continue with bi weekly arithmetic assessments to inform planned teaching & learning but will adopt different approaches for spelling, reading and times tables (see 2018-19 strategy).</p>	£2000
A B C D	Embedding approach of RWI spelling for all year groups.	<p><i>Medium impact.</i></p> <p>All classes have the resources required for RWI spelling. The monitoring of its implementation and impact was hindered by staffing challenge where the leader was teaching full time for a vacancy. Where monitoring was carried out it indicated improvements in spelling standards since the previous academic year in all year groups. The end of KS1 and KS2 SAT assessments were still challenging for the children and raw scores were lower than the grammar assessment.</p>	<p>RWI spelling will continue and will form part of a whole school approach to spelling (see teaching and learning policy). The leader for spelling has identified an ongoing need for CPD for teachers and support staff, this will be planned into the annual calendar.</p>	£1000 (35% of overall cost)

<p>A B C D E F G</p>	<p>Head of Primary Education monitoring and evaluating quality of leadership; to include classroom practice, data and documentation.</p>	<p><i>High impact.</i></p> <p>A thorough and rigorous programme of monitoring and evaluation leadership has been in place all year. This includes the appraisal of the Principal. The impact of this role was acknowledged in both HMI and Dfe monitoring visits this academic year.</p>	<p>This approach will continue. This will be complemented by the academy's involvement in a 'Challenge Partners' hub and the participation of two senior leaders on the NPQSL course.</p>	<p>£19,102 (35% of overall cost)</p>
<p>A B C D E</p>	<p>Maths Leaders professional development. Second Year for MG and KM of MAST mastery mathematics qualification.</p>	<p><i>High impact.</i></p> <p>The maths leaders successfully completed this training. Several CPD sessions for staff were influenced by the participation on this course and the impact was then seen in classrooms. An example of which is a more active pedagogy planned for the teaching of angles, bar method and problem solving.</p>	<p>As a new leader is in post to cover maternity leave for the maths leader, this approach will not continue. It is replaced by the new leader's participation in NPQSL and 'Teaching for Mastery' with the Enigma maths hub.</p>	<p>£945 (35% of overall cost)</p>

A B C D E	Introduction of whole academy approach to handwriting Kinetic Letters. Resources and training for Years R-6.	<p><i>Medium impact.</i></p> <p>All classes have the appropriate online and physical resources to implement this approach to teaching handwriting. High impact is evident in EYFS and KS1 classes. It has been less evident in KS2 where the rate of progress through the scheme was slow and the disseminated training and responsibility to year groups was ineffective.</p>	<p>The approach will continue with a change in leadership to include two members of staff; with responsibility for EYFS and KS1 then KS2.</p> <p>The updated feedback policy includes the expectation for adults to use the KL font and for display signage to use where appropriate. It is now available on all word processors on site.</p> <p>Training will be needed for KS2 on the use of the joined font and an expectation document for this academic year created to raise expectations and standards among for children and staff.</p>	£2,742 (35% of overall cost)
F G	Lunchtime supervision staffing restructured to ensure quality provision and social learning opportunities at lunchtimes.	<p><i>High impact.</i></p> <p>A wide variety of monitoring activities have identified lunchtime provision and the behaviour at this time of the day as a strength. This is largely due to the effective leadership and ratios, resulting in a quality provision.</p>	The approach will continue and has been costed into the financial planning for 2018-19.	£11,700
A B C D	PPG First Strategy launched in January 2018. Focus on PPG First for: marking, questioning, reading and targeting for interventions.	<p><i>Medium impact.</i></p> <p>Monitoring of teaching and learning has identified that all teachers know their disadvantaged children. Most teachers have a good understanding of the disadvantaged children's data including statutory assessments, in year data and targets. It was not possible to evidence some aspects of the disadvantaged First strategy, however teachers were able to describe how they had implemented the strategy in their classes in the disadvantaged review in February 2018 and to HMI during the March monitoring visit.</p>	<p>This approach will continue with clearly identified strategies for targeting disadvantaged children in each class.</p> <p>CPD will focus on developing staff understanding of the challenge of closing the gap and how that differs from in year progress expectations in many examples.</p>	No cost

				Planned spending	
				Actual spending	£125,511
ii. Targeted support					
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
A C D	Introduction of Accelerated Reader approach to Years 5 & 6. This will closely monitor engagement and progress of reading and will support teacher assessments.	<i>Medium impact.</i> A significant number of children really engaged with AR and enjoyed celebrating through class displays. Teachers were using some functions of the AR programme to motivate and monitor children's reading but the full functionality was not fully understood until the end of the academic year I the final CPD session provided by AR. Support form HAT librarian has supported the reading leader to make decisions on where books should be stored/accessed.	Approach will continue as AR has been purchased for all of KS2 from September 2018. A new cataloguing system as well as AR will be in place for start of academic year. The reading leader will provide training for all staff to ensure maximum effect and utilisation of tools for both new systems for engaging children in reading. AR books will become the main reading book for all KS2 children form September enabling teacher's to track all books and children's achievements in reading them.	£900 (35% of overall cost)	
A C D	Year 6 First Class small group private tuition (R&M) for children identified as furthest from their expected attainment. Sept-July.	<i>Medium impact.</i> First Class Tuition analysis/assessments indicate that all children made improvements in their knowledge and understanding of the KS2 curriculum for reading and maths. 60% of children achieved their end of KS attainment/scaled score in reading/maths.	Approach will continue however analysis of new Year 6 data has identified maths as the main priority. Tutors will be working with children identified as being furthest away from their expected progress measure.	£13,950	

A B C D	Purchased homework books for grammar, punctuation and spelling.	<p><i>Low impact.</i></p> <p>Homework tracking has indicated that the books purchased were used intermittently. Teachers adapted how they used the resource to ensure homework was consolidating classroom learning.</p>	Grammar and spelling homework will continue however the approaches will be adapted to ensure strong links to classroom practice and close monitoring. The books will not be purchased next year.	£650 (35% of cost)
A B C D	Appointment of three intervention/additional teachers (Year 5/6, Year 3/4 and Year 1/2)	<p><i>Medium impact.</i></p> <p>It was difficult to find suitable candidates for the identified posts during the academic year. As a result we used a full time supply teacher in Year 6 from January to July and a part time teacher in Year 4 from April to July. A full time additional teacher for Year 2 was appointed from May. These were in addition to the roles of the Assistant Principals as detailed above.</p>	This approach will continue and will be enhanced. For 2019-8-19 there is an additional teacher attached to each year group with the exception of Year 3 where a TA4 has this role. Each of these roles is 3 days per week. Clearly defined interventions are identified for this role through data analysis of disadvantaged progress and attainment. Records and monitoring will closely evaluate the impact of these roles 6x a year.	£18,412 (35% of overall cost)
E	Appointment of additional teacher in EYFS Foundation 2, January 2018. Part time post is to enable clearer focus of EYFS leader on quality of T&L and interventions for children who have to make 5+ stages of progress.	<p><i>High impact.</i></p> <p>Monitoring and tracking of children in the intervention groups for additional teacher show high impact on disadvantaged children. 100% of disadvantaged children made more than 5 steps progress in writing and maths with 83% in reading.</p> <p>The teacher has a high level of phonics knowledge and this is demonstrated through her practice. As a result she will also lead phonics across the academy next year.</p>	This approach will continue. The additional teacher will be in post immediately from September 2018 as is a permanent member of staff.	£23, 200
Planned spending				
Actual spending				£57,112

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A B C D E F G	Commissioned Pupil Premium review of Oakway Academy practice and impact.	<i>High impact.</i> The review took place in February 2018 with feedback and challenge informing this review and forward planning. A professional link with the reviewer is established and will continue after completion of the review process.	There is no requirement for a repeat review next year.	£2000
F	The commissioning of alternative provision for disadvantaged children on high level support plans involving external services.	<i>Medium impact.</i> 4 disadvantaged pupils attended this provision for 2 days per week for 18 weeks. disadvantaged funding supported 1 day a week of this provision. 1 LAC child was able to successfully transition to full time education in another setting following this support. 1 pupil remained in full time education as a result of having alternative provision as now has an EHC plan.	The provision will continue next academic year but will be reduced and used for different children with a different level of need. The funding will be drawn from other external funding sources such as LAC, HNF and EHC.	£7,920
A B C D E F	Inclusion team structure to include: SENCO, Assistant SENCO, Counsellor, Welfare Assistants, Admin assistant, Attendance Officer, Head of Pupil Welfare & Safety	<i>High impact.</i> Leaders regularly analyse and evaluate data from the relevant safeguarding and inclusion systems. One example of impact is that on disadvantaged attendance where attendance has increased by 0.84% this year reaching 94.8% and persistent absence has decreased by 9.2% and is now reported as 13.5%.	This approach will continue. Roles are refined and more clearly defined for example the Assistant SENCO will be leading provision for Nurture and daily intervention for SEND children with cognitive delay who will access special education in the near future.	£71,451 (35% of overall cost)

F G	All costs for trips and visits for disadvantaged children are subsidised by 50% of cost.	<i>High impact.</i> All children, unless absent, attend the trips and visits across all year groups. Disadvantaged children are supported through the subsidy or full payment where appropriate. 8 disadvantaged children in Y6 attended a residential visit. This was subsidised and in one case fully paid.	This approach will continue. Parents are informed of this provision as they join the academy and at key points in the year.	£5000
F G	All children in years 3 and 5 are taught how to play a musical instrument through commissioning of NMPAT.	<i>Medium impact.</i> All Y3 and Y5 children participated in the music projects this year. Where good practice is evident our assessments reflect the impact of the high quality first teaching from the music service on attainment and progress of learners. The music leader has identified a CPD need to ensure that teachers in these key year groups are able to assess accurately.	This approach will continue. CPD on assessing music will be provided by the leader for teachers in these year groups. The impact of which will be monitored each short term by evaluating the curriculum coverage.	3,500 (35% of overall cost)
Planned spending				
Actual spending				£89,871
Total				£272,494

3. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.