



Exceptional Education at the Heart of the Community

Pupil Premium Strategy Statement:

1. Summary information					
School	Oasis Academy Brislington				
Academic Year	2019/2020	Total PP budget	£302,047	Date of most recent PP Review	July 2019
Total number of pupils	933	Number of pupils eligible for PP	322	Date for next internal review of this strategy (termly)	July 2020
2. Review of expenditure					
Previous Academic Year	2018/2019				
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	
Objective 1: Systems and training to ensure staff are readily able to identify and support PP students	Re-launch the F5 initiative Training for staff on how to use knowledge of F5 to circulate, prioritise and question to accelerate PP progress	P8 for PP students increased from -0.36 (unvalidated) in 2018 to -0.34 in 2019. The attainment 8 for PP is 31.91 whereas non-PP is 46.15. All staff had a clear understanding of the First Five students in their classes – regular up-dates of data on the Mint seating plans enabled teachers to modify their teaching and First Five cohort throughout the year.	In order to diminish the gap between disadvantaged and non-disadvantaged even further, there needs to be a clearer understanding of the gaps at an earlier stage in the year so that appropriate support can be offered to these students. AP1 analysis needs to have a rigorous focus on underperforming PP students and department leads need to cross-reference AP1 data with teachers' First Five students to quality assure that the right students are being targeted through the year. The First Five cohorts will also form the basis of discussions at line management meetings.	£20,000	

	<p>Simple strategies identified in All-in meetings to support the learning of disadvantaged students</p>	<p>The outcome of the All-In meeting gave teachers a better understanding of the barriers to learning for identified students as well as teaching strategies that have had a positive impact on these students.</p> <p>Homework completion decreased slightly from to 95% to 91% by the end of last year. Although those not completing homework was a small number of repeat offenders. 98% of those who didn't complete homework were PP students.</p> <p>Homework activities have been developed to self-marked knowledge based booklets/online tasks, making them more accessible.</p> <p>HWK club attendance was low and only used by KS3 students, however, SEND homework club in 1C5 is well attended due to clear communication with parents.</p>	<p>Book looks need to continue to focus on productivity and depth of understanding of content of disadvantaged students. Use of a range of behaviour management strategies and C-A needs to be consistently implemented for PP students to ensure expectations and productivity remains high in lessons. Revisit the supportive behaviour management strategies in TET sessions to ensure all teachers are equipped with the tools to get high quality work from all students.</p> <p>Boost session for Year 11 have shown a real impact. Sessions started earlier, from September, (two sessions per week) and then increased depending on need. Some students struggled in term 1 to keep up with the increased demand from Boost lessons so there will be a tiered approach in the next academic year. 1 Boost lesson until October half term, 2 Boosts between October and AP1 and then increasing to 4 Boost sessions per week after AP1 to fully prepare students for the summer examination period. This will support PP students and also students who are presenting with anxiety related to work-load.</p> <p>HWK club is a supportive environment and students attend depending on need. More students need to be directed to HW club for support. Tutors can support with making suggestions to students to use HW club.</p> <p>PP students are still the largest cohort of non-completers. Department leads and tutors need to use homework data on a week basis to speak to PP persistent offenders. SPL's to make parental contact for PP persistent offenders.</p>	
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Objective 2: Further improve the quality of T&L

High quality training and development for all teachers to ensure every lesson, every day is good or better

Maths mastery curriculum to be taught in year 8 as well as year 7.

Weekly departmental CPD for the maths department to ensure the effective delivery of maths mastery

Use of manipulatives and representatives within lessons.

Variability in the quality of teaching has been reduced. MST review feedback indicates that teaching is strong but variability occurs where teachers are teaching outside of their specialised subject area.

Subject Improvement meetings have been quality assured. Teachers are given time to co-plan and develop subject knowledge.

Coaching overall also had a positive impact on the improvement of the quality of teaching and learning. Use of Sisra Observe ensured that small action steps were recorded and focused. Teaching Innovation Group – researching and investigating research and ideas and sharing through teacher-led CPD

Impact: P8 moved from -0.54 2015 to -0.05 (unvalidated) 2019

Overall assessment scores for English Mastery are outlined below:

English Mastery Year 7 PP results.
PP grade 7-9 19.7%

PP %	9			8			7		
GRADE	Female	Male	TOTAL	Female	Male	TOTAL	Female	Male	TOTAL
#####	5.0%	0.0%	5.0%	2.0%	2.0%	4.0%	9.9%	2.0%	11.9%
#####	1.3%	0.0%	1.3%	1.3%	0.0%	1.3%	6.5%	1.3%	7.8%
Brislington	3.3%	1.6%	4.9%	1.6%	1.6%	3.3%	6.6%	4.9%	11.5%
#####	0.0%	0.0%	0.0%	1.7%	0.0%	1.7%	5.2%	3.4%	8.6%
#####	0.0%	5.2%	5.2%	3.4%	1.7%	5.2%	3.4%	1.7%	5.2%
#####	1.2%	0.0%	1.2%	3.5%	0.0%	3.5%	3.5%	1.2%	4.7%
#####	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3.8%	0.0%	3.8%
#####	0.0%	0.0%	0.0%	4.4%	2.9%	7.4%	2.9%	1.5%	4.4%
#####	3.3%	1.2%	4.5%	5.3%	0.4%	5.7%	7.0%	2.9%	9.8%
#####	3.9%	0.0%	3.9%	5.9%	0.0%	5.9%	3.9%	3.9%	7.8%
#####	6.3%	0.0%	6.3%	0.0%	6.3%	6.3%	0.0%	0.0%	0.0%
Grand Total	2.3%	0.8%	3.1%	3.3%	0.9%	4.2%	5.7%	2.3%	8.0%

PP grade 4-6 57.4%

This strategy will carry on during 2019/2020 and will focus on careful implementation and Brislington Lesson Outline

Subject improvement meetings to focus on curriculum intent and how to ensure this is embedded across all schemas and also is understood by all students.

Coaching pairs will be expanded into coaching triads to ensure that all coaches receive high quality feedback too. A move from Sisra Observe to Powerful Action Steps will ensure impactful targets are being set by coach and practice time will be given to teachers in the TET sessions.

The English Mastery programme is having a clear impact on student progress in English. Results have been the best in the South for 18months for both Y7 and Y8.

MST identifies EM curriculum as strong and the delivery continues to improve as teaching staff become more skilled.

Close working relationships with the creators of the programme have been valuable in developing teachers to deliver the programme well. These relationships need to be maintained and further developed.

Students on the phonics programme need to be more closely monitored to review progress and ensure that they continue to develop at an accelerated rate.

£65.000

6			5			4		
Female	Male	TOTAL	Female	Male	TOTAL	Female	Male	TOTAL
5.0%	4.0%	8.9%	15.8%	13.9%	29.7%	6.9%	7.9%	14.9%
5.2%	6.5%	11.7%	9.1%	10.4%	19.5%	15.6%	18.2%	33.8%
8.2%	6.6%	14.8%	11.5%	9.8%	21.3%	14.8%	6.6%	21.3%
3.4%	10.3%	13.8%	12.1%	13.8%	25.9%	3.4%	8.6%	12.1%
1.7%	13.8%	15.5%	8.6%	10.3%	19.0%	8.6%	8.6%	17.2%
12.9%	5.9%	18.8%	9.4%	8.2%	17.6%	12.9%	8.2%	21.2%
9.4%	1.9%	11.3%	9.4%	1.9%	11.3%	9.4%	11.3%	20.8%
8.8%	4.4%	13.2%	17.6%	8.8%	26.5%	5.9%	13.2%	19.1%
10.7%	6.1%	16.8%	10.2%	9.0%	19.3%	7.8%	8.2%	16.0%
7.8%	9.8%	17.6%	7.8%	9.8%	17.6%	7.8%	9.8%	17.6%
0.0%	6.3%	6.3%	25.0%	18.8%	43.8%	0.0%	12.5%	12.5%
7.9%	6.5%	14.4%	11.5%	9.9%	21.3%	8.9%	9.7%	18.7%

PP grades 1-3 22.9%

3			2			1		
Female	Male	TOTAL	Female	Male	TOTAL	Female	Male	TOTAL
2.0%	7.9%	9.9%	3.0%	5.9%	8.9%	1.0%	4.0%	5.0%
3.9%	7.8%	11.7%	3.9%	5.2%	9.1%	1.3%	2.6%	3.9%
13.1%	4.9%	18.0%	1.6%	3.3%	4.9%	0.0%	0.0%	0.0%
8.6%	6.9%	15.5%	3.4%	10.3%	13.8%	0.0%	3.4%	3.4%
6.9%	10.3%	17.2%	5.2%	1.7%	6.9%	3.4%	1.7%	5.2%
9.4%	5.9%	15.3%	5.9%	4.7%	10.6%	0.0%	4.7%	4.7%
9.4%	13.2%	22.6%	7.5%	7.5%	15.1%	0.0%	1.9%	1.9%
7.4%	10.3%	17.6%	0.0%	5.9%	5.9%	0.0%	2.9%	2.9%
3.7%	6.1%	9.8%	3.3%	7.8%	11.1%	1.6%	4.1%	5.7%
0.0%	9.8%	9.8%	3.9%	3.9%	7.8%	3.9%	5.9%	9.8%
0.0%	12.5%	12.5%	0.0%	12.5%	12.5%	0.0%	0.0%	0.0%
5.6%	7.8%	13.4%	3.6%	6.2%	9.7%	1.1%	3.3%	4.5%

Year 8 English Mastery PP Results

PP7-9 17.7%

PP %	9			8			7		
GRADE	Female	Male	TOTAL	Female	Male	TOTAL	Female	Male	TOTAL
#####	0.0%	1.7%	1.7%	8.5%	0.0%	8.5%	5.1%	1.7%	6.8%
Brislington	2.2%	0.0%	2.2%	2.2%	0.0%	2.2%	11.1%	2.2%	13.3%
#####	0.0%	0.0%	0.0%	0.0%	1.6%	1.6%	3.1%	0.0%	3.1%
#####	1.9%	0.0%	1.9%	1.9%	0.0%	1.9%	5.8%	0.0%	5.8%
#####	1.6%	0.0%	1.6%	3.2%	1.6%	4.8%	3.2%	4.8%	8.1%
Grand Total	1.1%	0.4%	1.4%	3.2%	0.7%	3.9%	5.3%	1.8%	7.1%

PP 4-6 62.2%

6			5			4		
Female	Male	TOTAL	Female	Male	TOTAL	Female	Male	TOTAL
10.2%	3.4%	13.6%	8.5%	15.3%	23.7%	5.1%	8.5%	13.6%
8.9%	6.7%	15.6%	8.9%	13.3%	22.2%	8.9%	15.6%	24.4%
3.1%	14.1%	17.2%	6.3%	6.3%	12.5%	20.3%	12.5%	32.8%
5.8%	1.9%	7.7%	13.5%	1.9%	15.4%	11.5%	9.6%	21.2%
11.3%	0.0%	11.3%	14.5%	8.1%	22.6%	14.5%	3.2%	17.7%
7.8%	5.3%	13.1%	10.3%	8.9%	19.1%	12.4%	9.6%	22.0%

PP 1-3 19.9%

3			2			1		
Female	Male	TOTAL	Female	Male	TOTAL	Female	Male	TOTAL
6.8%	3.4%	10.2%	3.4%	13.6%	16.9%	0.0%	1.7%	1.7%
4.4%	8.9%	13.3%	0.0%	2.2%	2.2%	0.0%	4.4%	4.4%
7.8%	7.8%	15.6%	0.0%	12.5%	12.5%	1.6%	0.0%	1.6%
11.5%	9.6%	21.2%	1.9%	5.8%	7.7%	5.8%	9.6%	15.4%
12.9%	3.2%	16.1%	6.5%	3.2%	9.7%	3.2%	1.6%	4.8%
8.9%	6.4%	15.2%	2.5%	7.8%	10.3%	2.1%	3.2%	5.3%

Maths Mastery

We adopted the OCL lesson resources for year 7 and 8. This allowed for less variability in quality of lesson as identified in visits by NLP, external consultant (John Sullivan) and Maths Mastery personnel.

Time in departments to practise teaching as improved consistency in teachers and buy in from staff.

2 x CPD sessions from Math Mastery have added to teacher understanding of theory behind our practice.

In year 8 Disadvantaged students were performing better than non-disadvantaged (0.67 compared to 0.46)

In Year 7 Disadvantaged students were performing above base grade, but slightly below non disadvantaged students (0.17 compared to 0.22)

Boost sessions were introduced earlier in the year and a 'no-opt out' mantra was encouraged with the students.

Impact: PP Student attendance to P6 in 2018 terms 1-3 = 46%
PP student attendance to Boost lessons in terms 4-6 2018= 84%

Progress in Maths is good and Mastery programme has been embedded. Data for Mastery assessments needs to be analysed by DOF and analysis of PP students compared with non-PP peers.

Some students struggled with the increased demand of Boost lessons and the year 11 tutors feedback that tutor time is valuable for checking on student wellbeing, discussing attendance, homework and behaviour concerns. Therefore, Boost sessions need to be balanced with quality tutor time. Staggered start to Boosts to be implemented.

		<p>Throughout the whole academic year 2018-19 only 1 PP student refused to attend Boost lessons.</p> <p>Book looks/ quality assurance cycles have shown that the Academy's assessment/ feedback policy has been adhered to by all staff.</p> <p>Developments of the TIG group have given staff a range of feedback strategies to use in class and best practice has been shared. This has improved feedback to all students, ensuring it is timely and of high quality, whilst being mindful of teacher workload.</p>	<p>SPL and 360 to monitor attendance report for Boost sessions and ensure any non-attendance is identified and parental contact made.</p> <p>Best practice feedback in all departments to be published in an updated feedback policy and shared with all staff. Further development of strategies which have had most impact e.g. Live Marking.</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
<p>Objective 3: An ethos of high aspirations and expectations for all</p>	<p>Regular opportunities for students to engage with employers and learn from the labour market information so that they can make informed choices about their career path.</p> <ul style="list-style-type: none"> - Motivational speakers - Assembly talks (employers and employees) <p>A coherent careers programme enables all students to learn about employability skills, college course, apprenticeships:</p> <ul style="list-style-type: none"> - Increase of variety of engagement in KS4 - Careers Fair for Years 9-11 to enable students to access information regarding Post-16 information - Various engagements with a variety of 	<p>12 students took part in the SBY/ Future Quest programme – all students have signed-up for college courses appropriate to their ability.</p> <p>All 55 disadvantaged students received 1:1 independent careers advice. 35% had more than 1 encounter with the careers adviser and 15% of disadvantaged students were supported in attending open events or visits to post 16 options – 54 disadvantaged students had a placement by July 2019.</p> <p>Year 11 Parent Careers event was successful – more disadvantaged students’ parents attended than non-disadvantaged – 55%of disadvantaged in comparison to 40 of non-disadvantaged students (targeted approach was clearly successful). More Providers than previous year attended the evening event, which enabled parents to engage with a variety of providers from different jobs sectors. All 15 sectors were represented.</p> <p>Key note speeches from apprenticeship providers and colleges as well alumni enable parents to gain an insight into the different routes and jobs.</p> <p>Students in KS4 have been able to engage in various careers related activities.</p> <p>All year 11 students were involved in:</p> <ul style="list-style-type: none"> • The careers fair • Positively mad – motivational workshop • Destinations interview day • Speakers from the world of work through “Speakers for Schools” • Grofar – recording of careers profile and activities <p>All year 10 students were involved in:</p> <ul style="list-style-type: none"> • University workshop delivered by WON • Careers Fair • Positively mad – motivational workshop • Discover day (St Brendan’s College) • Mock interview/ assessment day • Careers Related assembly talks • Grofar – recording of careers profile and activities 	<p>The majority of students who have been involved in a variety of programmes have shown a significant improvement in their academic progress and their belief in themselves. Only a small number on the SBY/ Future quest programme did not engage fully (1 student) .</p> <p>98%of students applied for appropriate pathways, i.e. disadvantaged HPA students have applied for A-Level courses or equivalent apprenticeship schemes; students with lower grades have applied to access courses which will enable them to apply for apprenticeships or level 3 courses.</p> <p>Careers web-site now includes a portal for parents who can support their child in making appropriate post-16 decisions.</p> <p>More work needs to be done to engage more businesses with the Academy to ensure more student engagement with people from the real world.</p>	<p>£25.000</p>

	<p>employers, colleges and HE</p> <p>High Quality impartial careers advice and guidance (1:1):</p> <ul style="list-style-type: none"> - Audit of HPA student's career aspirations. <p>Discussions around possibilities and opportunities</p>	<p>Some students (10% of the overall cohort) were also supported (60% disadvantaged students) through a mentoring programme with Envision (the group won the presentation award)</p> <p>Some students (HPA and HPA disadvantaged) attended a Mock Court Trial day</p>		
<p>Objective 4: Identify the main barriers to learning for disadvantaged pupils</p>	<p>Academy Leadership Team (ALT) Mentoring:</p> <ul style="list-style-type: none"> - Audit of barriers for learning during first mentoring session, including resources, study area, future aspirations. - Fortnightly meetings to check on HWK, issues, progress, attendance, attendance to boost. <p>Identified cross-over English and Maths students:</p> <ul style="list-style-type: none"> - Action tutoring/boost (opt-in process at the beginning of the year) for the subjects they have not yet 	<p>All disadvantaged students have been provided with all necessary revision materials and subject specific equipment especially for practical subjects.</p> <p>Financial support for all extra-curricular activities has been given, i.e. art/ photography, history, geography trips necessary for the preparation for the final exams.</p> <p>16 students received mentoring from members of ALT. These sessions ran on a regular basis and mentors and mentees discussed issues and barriers for these students and worked on solutions to overcome them.</p> <p>3 students received 4+ in Eng and Maths. 2 students received 4+ in English 1 student received 4+ Maths</p> <p>Mentoring Log was introduced and initial barriers to learning survey to completed for each student on the cohort.</p> <p>All year 11 students have received free music tuition and support throughout the academic year.</p>	<p>ALT mentoring identified what students needed and this was ordered earlier. This process needs to be repeated.</p> <p>ALT mentoring needs to be fortnightly update on ALT agenda.</p>	<p>£45.000</p>

	<p>reached a pass in.</p> <ul style="list-style-type: none"> - Intervention sessions (Thursday session 1) starting in December 2018 to further improve students' progress in both English and Maths. 												
<p>Objective 5: Reduce the attendance gap between disadvantaged and non-disadvantaged students even further.</p> <p>Further reduce the barrier created by students not being in the academy because of absence</p>	<p>Continue to use data to inform attendance strategy and implement interventions</p> <p>Calendared 'Quality assurance cycle' for attendance in each year group</p> <p>Relentless focus on 7,8 and 9</p> <p>Rigorous focus on Specialist Centre</p> <p>More rigorous tracking of the IAP's</p> <p>Further CPD-competent use of the attendance tracker</p>	<p>Inclusion panels held every other week for each year group. Attendance of critical students were prioritised with intervention recorded on the tracker.</p> <p>Specialist Centre 360 appointed who also attends Inclusion Panels and can support the removal of attendance barriers for PP students. Move to a whole academy attendance day to enable SPLs to offer the quick win reward and to also facilitate communication about attendance rewards.</p> <p>Texts were sent if students were not on site. Home visits completed and PP students prioritised.</p> <p>4 week Individual attendance plans in place for all disadvantaged students who are not at 95%</p> <p>Termly quick wins for disadvantaged cohort.</p> <p>End of year attendance for PP and non-PP students:</p> <table border="1"> <thead> <tr> <th></th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>Disadvantage</td> <td>92.4</td> <td>93.2</td> </tr> <tr> <td>Non Disadvantage</td> <td>96.1</td> <td>95.7</td> </tr> </tbody> </table> <p>Attendance for PP students was above the national average of 92.2%</p>		2017-18	2018-19	Disadvantage	92.4	93.2	Non Disadvantage	96.1	95.7	<p>The 360 team can be utilised elsewhere in the academy and therefore the home visits were not always completed as regularly as they should have been.</p>	<p>£45.000</p>
	2017-18	2018-19											
Disadvantage	92.4	93.2											
Non Disadvantage	96.1	95.7											
<p>Objective 6: Build on the positive behaviours of students in lessons</p>	<p>Implement a whole academy focus on the 'Work Hard' hybrid</p>	<p>Fixed Term Exclusion policy amended to ensure 'days lost' reduced to increase the number of learning days the disadvantaged students were in the academy.</p>	<p>Continuation of the Phoenix room helped to keep learning days lost through fixed term exclusions to a minimum.</p>	<p>£30.000</p>									

<p>and across the academy to create a culture of catching students doing well</p> <p>Address the barriers for certain students in certain lessons at certain times.</p>	<p>Evaluate and relaunch the BCP's</p> <p>BCP's used consistently in lessons to promote positive behaviours e.g. quick to focus, beautiful books, exceptional homework (linking with 'Work Hard' criteria.</p> <p>Modification to 'Inclusion panels'</p> <p>Calendared 'BEHAVIOUR' quality assurance cycles</p> <p>Review support room work for HT PPC students – personalised programme of work to catch up on lessons missed - DOF's</p> <p>Mentoring of HT PPC students- Mentor to track students' work in support room and become link with DOF/Class teacher.</p> <p>The Phoenix room- continue to use to reduce FTE's for PPC students across the whole academy</p>	<p>Overall exclusions reduced by 0.64% since last year. PP exclusions reduced by 2% from last year</p> <p>Feedback from DOF's about actions for tier 2 students in their area has been added to the ALT link sheets for regular updates during line leadership meetings.</p> <p>Introduction of 4 week Individual Education Plans for disadvantaged students who are TIER 1 students- out of 3 or more lessons across their curriculum entitlement.</p> <p>If failed Parent/carer expected to come in and spend one day in a room completing the work with their child.</p> <p>Behaviour data sent out to all key staff- interventions implemented via line management meetings</p> <p>Key workers have had an impact on High Tariff students and the interventions have shown a reasonable impact overall.</p>	<p>Continue to ensure that Academy Leadership Team line management meetings with DOF's regularly focus on the behaviour data and PP interventions are recorded and monitored.</p> <p>A more rigorous evaluation process needs to be in place to identify impact fully.</p>	
<p>Objective 7: PP students complete</p>	<p>HWK system for KS3/ 4 provides</p>	<p>Introduction of Planner policy helped to ensure more students use their planners to record homework and also improved parental</p>	<p>Regular checking of PP students planners by tutors to provide support</p>	<p>£10.000</p>

homework in line with their peers	structure and raises students' and parents' expectations of education	communication about homework. PP student completion of homework is still lower than non-PP students.	with recording homework and regular conversations to encourage completion.	
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3. Prior Year Achievement

Achievement for: 2018-2019 (pupils) Whole school	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
Progress 8	-0.34	+0.063
Attainment 8	31.91	46.15
% A* - C (9-5) English and Maths	English 21.8% Maths 20.0%	English 48.2% Maths 54.1%
% taking Ebacc	78.2%	90.6%
% achieving Ebacc	9.1%	28.2%
Basics 4-9	34.5	58.8%
Basics 5-9	12.7%	40.0%
Basics 6+	3.6%	7.1%

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.	PP High Prior Achieving Boys are making less progress in comparison to their starting point. PP and SEN students are making significantly less progress in comparison to their starting point.
B.	Resilience of disadvantaged students to overcome difficulties is lower than non-disadvantaged students and therefore disadvantaged students' behaviour is worse than non-disadvantaged students
C.	Equality of Chance – Significant attainment gap still exists within English and Maths which could impact on appropriate career pathways and Post-16 options. Students will be financially supported in order to complete option choice requirements, i.e. materials, funds for trips etc.

External barriers

D.	Reduce the attendance gap between disadvantaged and non-disadvantaged students even further, especially the PA gap.
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5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Progress gap between disadvantaged and non-disadvantaged students closes further, especially HPA disadvantaged boys.	Progress 8 of disadvantaged students is 0. HPA disadvantaged make on average the same progress as HPA non-disadvantaged.
B.	Less disadvantaged students attend the support room and I-Base. Number of learning days through fixed term exclusions for disadvantaged students is reduced.	Gap of negative behaviour points between disadvantaged and non- disadvantaged students diminishes significantly. Positive behaviour points (BCPs) increase significantly for disadvantaged students. % of possible days lost through fixed term exclusions is the same as non-disadvantaged students.
C.	Disadvantaged students receive support which enables them to be successful and as a result are able to make the appropriate career choices in the future. Further reduce the attainment gap in English and Maths to improve chances of desired post-16 courses for disadvantaged students.	Disadvantaged students are fully equipped and all resources necessary to successfully to meet / exceed their target have been provided. Attainment gap for English and Maths will half to 12.5% gap for English and 17.1% gap for Maths;
D.	Overall attendance gap between disadvantaged and non-disadvantaged closes even further and PA figure remain below national average	93.5% attendance for disadvantaged students for the whole Academy. PP attendance to be above national average of 91.9% PA target of 19% and to remain above national average of 24.6%

6. Planned expenditure

Academic year	2019/20
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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?)
Objective 1: Systems and training to ensure staff are readily able to identify and support PP students	Re-launch the F5 initiative Training for staff on how to use knowledge of F5 to circulate, prioritise and question to accelerate PP progress. Development of the strategy to include 3 simple teaching steps: 1) Question them at least once every lesson 2) Mark their work first	Ensure that all staff are aware, and can name, their underperforming disadvantaged students- highlighted on seating plan and indicated on Brom Com mark sheets so that they can be updated following each assessment point. Ensure that staff regularly engage with assessment data and evaluate student progress on a regular basis.	i) All staff, for each teaching group, to be able to quote who their F5 students are (adjusted to appropriate number of students in S.C classes) ii) F5 students change over time, ensuring F5 initiative is having an impact	JBA	Academic year, To be reviewed at AP1, AP2, AP3	£20.000

	<p>3) Check their exit ticket every lesson</p> <p>Simple strategies identified in All-in meetings to support the learning of disadvantaged students</p> <p>Development of strategy to include Specialist Centre students- feedback focused and live marking of underperforming PP students in every lesson.</p>	<p>Staff who teach individual students meet and discuss impactful strategies to accelerate PP progress. This process of sharing expertise and outlining best practise was very effective and well received by staff in previous years.</p> <p>Audit confidence and competency of S.C teachers at live marking and arrange TET session as per need. Ensure all S.C teachers have identified underperforming PP students on their seating plan and in Brom Com and are giving high quality feedback during the lesson.</p>				
<p>Objective 2: Further improve the quality of T&L</p> <p>Reduce the knowledge and skills deficit of PP students across each subject.</p>	<p>High quality training and development for all teachers to ensure every lesson, every day is good or better</p> <p>Use of Powerful Action Steps to ensure coaching targets are specific, appropriate and impactful.</p> <p>All teachers across the whole Academy to attend Subject Improvement Meetings regularly to participate in co-planning and moderation.</p>	<p>Variability in the quality of teaching has been reduced through:</p> <p>Consistency – Brislington Lesson Outline – lesson outline, based on what has worked for PP students, and best practice across the Academy is shared, refined and implemented across all classrooms in the Academy. Includes routines, strategies and techniques designed specifically to raise attainment for ALL pupils but particularly PP.</p> <p>Incremental coaching – each teacher in the school has a coach. This is non-judgemental, and regular and leads to small regular incremental improvements.</p> <p>Time given to subject improvement meetings will continue to impact on the overall improvement of the quality of teaching and learning and ensure that each teacher is a subject specialist, particularly as more subjects are now on 9-1 qualifications with much broader content.</p>	<p>Quality of T&L at least good</p> <p>No difference in diet for PP vs non</p> <p>Style of teaching at OAB particularly suits PP students</p>	RJA	Ongoing throughout the academic year	£65.000

	Knowledge rich curriculum which is designed to address knowledge and skills deficit for PP students.	Coaching overall also had a positive impact on the improvement of the quality of teaching and learning. Quality assure use of knowledge organisers, exit tickets and Do Nows designed to address misconceptions through regular QA cycle.	Evidence of knowledge organisers being used to support PP students. Learnt knowledge is evident in exercise books and through student voice during QA cycle.	RJA/JBA		
	Maths mastery curriculum to be taught in year 8 as well as year 7. English Mastery taught in years 7-9.	The Mastery programmes ensure that all students are mastering knowledge in sequential schemas that optimises learning.	All students leave the Academy with a strong grasp of numeracy and literacy The gap between PP and non-PP students in Maths and English continues to fall	WOV and RHA	Ongoing	

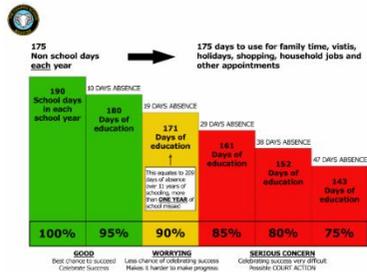
ii Targeted support

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?)
Objective 3: An ethos of high aspirations and expectations for all	Regular opportunities for students to engage with employers and learn from the labour market information so that they can make informed choices about their career path. - Motivational speakers	Research shows that young adults who have greater levels of contact with employers whilst at school are significantly less likely to become NEET (not in education, employment or training). (Careers and Enterprise Company)	Students to pro-actively engage with applications for Post 16 courses/ apprenticeships. Disadvantaged students to apply for appropriate courses – early intervention strategies for those	IGO	Ongoing	£25.000

	<ul style="list-style-type: none"> - Assembly talks (employers and employees) <p>A coherent careers programme enables all students to learn about employability skills, college course, apprenticeships:</p> <ul style="list-style-type: none"> - Increase of variety of engagement in KS4 - Careers Fair for Years 9-11 to enable students to access information regarding Post-16 information - Various engagements with a variety of employers, colleges and HE <p>High Quality impartial careers advice and guidance (1:1):</p> <ul style="list-style-type: none"> - Audit of HPA students' career aspirations. - Audit of PP and SEN students' career aspirations. - Discussions around possibilities and opportunities <p>We have a highly aspirational curriculum. Target to increase the % of PP students achieving the EBacc award.</p>	<p>Specifically, the purpose of employer/education partnerships is to help young people to: make well-informed career decisions, be aware of the requirements of the world of work, including employability skills. Students benefit from a culture of expectation and aspiration, progress their admission to university courses or apprenticeships and develop their knowledge of local and national skills gaps (Edge Foundation).</p> <p>Every young person needs high-quality career guidance to make informed decisions about their future. (Gatsby)</p> <p>A majority of 19 year-olds who have been eligible for free school meals leave education without a good standard of recognised qualifications in English and maths. These qualifications are prerequisites for progressing into secure, good quality employment. (Education Endowment Foundation)</p>	<p>who are less engaged in the process</p> <p>NEET figure to be below 2%</p> <p>All disadvantaged students apply for appropriate courses/ apprenticeships, especially HPA students – college applications for A-Levels to rise</p> <p>% of PP students achieving a standard pass in the Ebacc award will increase.</p>	<p>IGO BMU SPA</p> <p>IGO/JBA</p>	<p>Ongoing</p> <p>Ongoing</p>	
<p>Objective 4: Identify the main barriers to learning for disadvantaged pupils</p>	<p>Academy Leadership Team (ALT) Mentoring:</p> <ul style="list-style-type: none"> - Audit of barriers for learning during first mentoring session, including resources, study area, future aspirations. - Fortnightly meetings to check on HWK, issues, 	<p>Programmes, which have a clear structure and expectations, provide training and support for mentors, and use mentors from a professional background, are associated with more successful outcomes.</p> <p>Essential life skills (or 'character') are important in determining life chances</p>	<p>All 12 students on the programme achieve passes in English and Maths</p>	<p>ALT</p>	<p>Ongoing</p>	<p>£45.000</p>

	<p>progress, attendance, attendance to boost.</p> <p>Identified cross-over English and Maths students:</p> <ul style="list-style-type: none"> - Boost lessons for all students - Intervention sessions (Thursday session 1) to further improve students' progress in both English and Maths. - 	<p>and can be measured in a robust and comparable way (EFF)</p> <p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. (EEF)</p>	<p>All students attend regularly and show progress in both Maths and English in PPE and final exams.</p>	<p>HBR SPA</p>	<p>Ongoing</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>Objective 5: Reduce the attendance gap between disadvantaged and non-disadvantaged students even further.</p> <p>Further reduce the barrier created by students not being in the academy because of absence by maintaining PA for disadvantaged students above national average and continuing to close the PA gap.</p>	<p>Continue to use data to inform attendance strategy and implement interventions</p> <p>Calendared 'Quality assurance cycle' for attendance in each year group</p> <p>Relentless focus on 7,8 and 9</p> <p>Rigorous focus on Specialist Centre</p> <p>More rigorous tracking of the IAP's</p> <p>Termly quick wins to focus on PA and disadvantaged.</p>	<p>PPC national attendance target last year was 92.2- OAB achieved 93.2% Our strategy for PPC students is successful.</p>  <p>The chart shows 175 non-school days each year. It compares 190 school days (100% attendance) with 180 days of education (95% attendance), 171 days of education (90% attendance), 161 days of education (85% attendance), 152 days of education (80% attendance), and 143 days of education (75% attendance). A note states: 'The gap is to 200 days of education - that is 11 years of schooling more - THE ONE YEARLY school leaver!'</p> <p>Legend: GOOD Best chance of success WORRYING Little chance of achieving success SERIOUS CONCERN Considering success very difficult <small>Colour: Success</small> <small>Make it harder to make progress</small> <small>Possible COURT ACTION</small></p>	<p>PP 93.5% OAB target for this year</p> <p>National average is 91.8%</p> <p>96.5% non PP OAB attendance target.</p>	<p>NPU</p> <p>NPU</p> <p>SPL's</p> <p>ABE</p> <p>360s/ SPLs</p> <p>360's, SPL's</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>October 2018</p>	<p>£45.000</p>

				and Tutors		
<p>Objective: Build on the positive behaviours of students in lessons and across the academy to create a culture of catching students doing well</p> <p>Address the barriers for certain students in certain lessons at certain times.</p>	<p>Relaunch whole academy focus on the 'Work Hard' hybrid</p> <p>Relaunch Subject Stars</p> <p>BCP's used consistently in lessons to promote positive behaviours e.g. quick to focus, beautiful books, exceptional homework (linking with 'Work Hard' criteria.</p> <p>Calendared 'BEHAVIOUR' quality assurance cycles</p> <p>Review support room work for HT PPC students – personalised programme of work to catch up on lessons missed - DOF's</p> <p>The Phoenix room- continue to use to reduce FTE's for PP students and reduce number of learning days lost.</p> <p>Maintain focus on ensuring PP students receive rewards for positive behaviour through the year e.g. at least one student at Principal's Tea Party to be PP each term.</p>	<p>More of a specific focus on the support room and FTE from term 1.</p> <p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. (EEF)</p>	<p>Increase in rewards for PP students</p> <p>PP students embrace the "Work Hard" culture</p> <p>Reduction in FTE and support room referrals for PP Students.</p> <p>Reduction in % of learning days lost though fixed term exclusions for PP students.</p> <p>Increase in rewards received by PP students.</p>	<p>NPU</p> <p>NPU DoFs</p> <p>All Staff</p> <p>NPU</p> <p>NPU/JBA</p> <p>NPU</p> <p>NPU</p> <p>JBA</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>September 2018 – July 2019</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Summer term</p>	<p>£30.000</p>

	<p>Audit the number of PP students receiving an award at achievement evening and aim to increase this number if necessary so there is a true representation of cohort size.</p>		<p>More PP students and their families to attend achievement evening.</p>			
<p>Objective 7: PP students complete homework in line with their peers</p>	<p>HWK system for KS3/ 4 provides structure and raises students' and parents' expectations of education</p> <p>360 to make phone calls to all PP year 11 parents prior to year 11 revision evening and year 11 parents' evening to check and encourage a strong attendance.</p>	<p>Student homework timetable is published on the website so that it is accessible to parents.</p> <p>Students who do not complete homework are issued with homework catch-up session where they are expected to complete the homework with the help of MOS if necessary.</p> <p>Students who need support with homework are offered the opportunity to attend homework club. This runs 3 times per week and allows students to get support from staff or use ICT if this is not available at home.</p> <p>360 team receive a daily report highlighting students who have not completed homework. These students are spoken to each morning.</p> <p>Whole Academy CPD has been delivered sharing research on how students learn and how this can be used to create appropriate homework that supports students to develop their long term memory.</p>	<p>All students complete 100% of homework</p> <p>No gap between % of homework completed by PP vs non</p>	<p>RJA</p> <p>NPU/JBA</p>	<p>Academic year,</p> <p>To be reviewed at AP1, AP2, AP3</p>	<p>£10.000</p>

		All faculties have received training on how to make work accessible to all students.				
					Academic Year Review at end of term 2	

7. Additional detail