

In 2017-18, funding was allocated for students that had KS2 levels of below Level 4 (Scaled score 95 or below) at KS2 in Reading, Maths or both.

Total funding provided for 2017-18= £12,918

Barriers identified to raising attainment:

1. Weak Literacy skills

Students enter Year 7 significantly below the national average in Reading. This prevents them from accessing the curriculum fully and the revised, toughened GCSE specifications in particular where more marks will be allocated for literacy skills.

2. Weak Numeracy skills

Students enter Year 7 significantly below the national average for maths. This means that parts of the curriculum that focus on different aspects of numeracy in some way will be difficult to access for many students

3. Deprivation of local area

Around 45-47% of students qualify for Free School Meals, a proportion that is significantly above the national average. Many students have complex and challenging home lives. The immediate catchment area is identified as having very high levels of deprivation as identified in the English index of multiple deprivation, where Oak falls within the first decile.

As a result of these barriers, two key targets were set:

1. To improve the progress of Catch up premium students to bring their outcomes in line with the cohort
2. To increase the attendance of Catch up premium students who are persistently absent

Overall Review Rating & Comment: **AMBER**

The overall impact of the spend is rated as "Amber." Most actions have been fully achieved with some partially achieved. However, due to legacy systems and structures, the scale of the achievement gaps was significant. These have now been changed by the Senior Leadership Team and Ambitions Academies Trust. Reports for governors show that ARE gaps in literacy and numeracy are closing quickly. Rapid gains have been made and further improvements are forecast in all year groups in 2018-19.

Target 1: To improve the progress of Catch up premium students to bring their outcomes in line with the cohort.		
Objective What	Actions including CPD	Review Comments
1: Deliver an appropriate, high quality curriculum to students through engaging, personalised and consistently good teaching & learning experiences	<p>1.1 Ensure teaching & learning improves by consistently using modelled examples with classes in all subjects</p> <p>1.2 Deliver the Reading Plus Programme to Y7D & Y8E groups to improve reading stamina</p> <p>1.3 Modify the KS3 curriculum to include three additional literacy lessons for less able students in Years 7&8</p> <p>1.4 Appoint a KS3 Raising Standards postholder with overall responsibility for driving up KS3 standards and championing the progress of the least able</p> <p>1.5 Improve transition links with feeder schools</p> <p>1.6 Provide one to one reading for students requiring intensive support</p> <p>1.7 Provide small group numeracy catch up opportunities for students throughout the year on priority topics that have been identified</p>	<p>1. Achieved: Reviews by AAT have confirmed that teaching and learning is improving. Exam scripts are now recalled</p> <p>2. Achieved: Reading Plus programme is now in use with Year 7 & Year 8 CUP groups and delivered by a stable team</p> <p>3. Achieved</p> <p>4. Achieved: KS3 data is now robustly tracked and monitored. It is reported termly to AAT APSR</p> <p>5. Achieved: The Principal continues to regularly visit feeder schools. A Year 5 Open Evening is now established</p> <p>6. Achieved: The SSC provides intensive support for individual students where appropriate</p> <p>7. Partially achieved: The SSC provides resources in this area but there is a need to recruit more SEN Teaching Assistants</p>

Target 2: To increase the attendance of Catch up premium students who are persistently absent		
Objective What	Actions including CPD How	
<p>2: Increase attendance rates so that the gap is closed between catch-up and non-catch up students by providing a wide range of support for students and families</p>	<p>2.1 Implement a revised reward system which is communicated to students and parents to engender a positive attitude towards attending school</p> <p>2.2 Appoint a Family Liaison Officer to monitor students, follow up on truancy/non-attendance and put appropriate support in place for families</p> <p>2.3 Establish a Family Support Hub to improve engagement with the school & other services</p> <p>2.4 Identify at risk KS2/primary transition students to participate in a 4 week settling in programme</p> <p>2.5 Appoint a F/T Attendance Officer to work alongside Inclusion Team and Family Liaison Office to provide front line communication support with parents and carers, thereby driving up attendance rates</p>	<p>1. Achieved: Oak Academy implemented a new BFL approach in 2017-18 which led to a reduction in FTEs and supported gains in teaching and learning</p> <p>2. Achieved: the FLO post was successfully filled and had a clear improvement in improving attendance rates</p> <p>3. Partially Achieved: this was established but parental take up and engagement was a low. A revised approach is required</p> <p>4. Partially Achieved: students were identified and support put in place. However, the complexities of need in Year 7 meant that further support continues now into Year 8 for identified students</p> <p>5. Achieved: the appointment of the A/O to support the work of the ISC and FLO has improved attendance due to first day calling and clearly accountable systems and procedures</p>