

Pupil premium strategy statement

School overview

Metric	Data
School name	Oasis Academy Shirley Park
Pupils in school	1600 - Secondary 887
Proportion of disadvantaged pupils	303 PPG pupils - 38.75% 456 PPG pupils - 50.61%
Pupil premium allocation this academic year	Primary: £357,549 Secondary £403,000
Academic year or years covered by statement	2020-2021
Publish date	November 2020
Review date	July 2021
Statement authorised by	Mr A Booth
Pupil premium lead	
Governor lead	Mr A Browne

Disadvantaged pupil progress scores for last academic year

Measure	Score
KS2 Reading	End of KS1 for last year' s Year 6 EXS 67% GDS 22%
	End of KS2 for last year's Year 6 EXS 85% GDS 31%
KS2 Writing	End of KS1 for last year' s Year 6 EXS 59% GDS 17%
	End of KS2 for last year's Year 6 EXS 84% GDS 26%
KS2 Maths	End of KS1 for last year' s Year 6 EXS 67% GDS 17%

	End of KS2 for last year's Year 6 EXS 87% GDS 26%
Progress 8	N/A
Ebacc entry	74.7%
Attainment 8	43.3
Percentage of Grade 5+ in English and maths	29.5%

Strategy aims for disadvantaged pupils

Measure – Primary	Score
Meeting expected standard at KS2	Reading 76% Writing 75% Maths 81%
Achieving high standard at KS2	Reading 17% Writing 17% Maths 19%

Measure	Activity
Priority 1: Meeting expected standard at KS2	Effective attendance monitoring and improvement Exec Principal to lead on Attendance Improvement Increased access to technology for learning through the Horizon Project Baseline with Oasis tests. Jigsaw and zones of regulation Recovery curriculum and catch up High focus upon gap analysis. EAL and additional support in Year 6 PIXL interventions Year 6 breakfast club Effective transition from year two to year three.
Priority 2: Achieving high standard at KS2	As above. Focus in pupil progress on Higher Prior Attainers
Barriers to learning these priorities address	Attendance Remote Learning in Covid situation Address transition between Y2 and Y3 Meeting children's emotional and social needs High deprivation locally
Projected spending	Horizons: £17,000 SOL consultancy: £11.500

	Full time attendance officer: £39,000 Subsidised breakfast club for all PPG children: £500 Jigsaw: £1,945 Zones of Regulation from R-Y6: £2000 Yr 6 subsidy for residential alternative: £5400 Louise Bomber training: £550 EAL Teacher: £36,306 Pixl Membership: £3000 Maths Mastery Membership: £4500 Year 6 breakfast club: £1000 Exec Principal Share of salary £31,400 Cool Milk for PPG chn: £200	
<u>Aim – Secondary</u>	<u>Target</u>	<u>Target date</u>
Progress 8	Increase the progress of disadvantaged high prior attaining students to national average	Sept 21
Attainment 8	Increase the attainment of high prior attaining disadvantaged students to national average	Sept 21
Percentage of Grade 5+ in English and maths	Achieve over 35%+ of disadvantaged students achieve a 5+ in both English and Maths.	Sept 21
Other	Improve the attendance of disadvantaged students to the academy to national average as well as reduce the PA %	Sept 21
Ebacc entry	Continue to enter a minimum of 75% of disadvantaged students	Sept 21

Teaching priorities for current academic year

<u>Aim – Primary</u>	Target	Target date
Progress in Reading	Expected standard 76% Greater Depth Standard 17% At the end of Key Stage 2.	July 2021
Progress in Writing	Expected standard 75% Greater Depth Standard 17% At the end of Key Stage 2.	July 2021
Progress in Mathematics	Expected standard 81% Greater Depth Standard 19% At the end of Key Stage 2.	July 2021
Phonics	90% or above passing the year 1 phonics screening check. All year 2 children passing the check.	June 2021
<u>Measure – Secondary</u>	Activity	
Priority 1	Development of the MFL, Geography, History and Maths curriculum as well as the CPD and support given to the departments to stretch and challenge all learners	
Priority 2	Embed GCSE Pod across KS4 to further students' learning outside of the classroom	
Barriers to learning these priorities address	Staff turnover in mentioned departments, staff understanding of pedagogy in their area and a strong knowledge based curriculum that stretches and challenges all learners	
Projected spending	£100,000	

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Phonics in Years N-3	<p>Phonics interventions lead by JSI in year 2 and eventually in year 1.</p> <p>LSA used to lead an extra SFA group</p> <p>iPads used in interventions</p> <p>Phonics lessons doubled in year 1 and 2</p> <p>Year 3 SFA sessions to incorporate phonics. Phonic check- It has been reported earlier this year, schools will have to administer the check in the second half of the autumn term – between the October half term and Christmas. Phonic sessions are being targeted to the children identified by year 2 teachers as struggling with phonics.</p>
Progress in Reading	<p>IDL intervention</p> <p>CGP for all PP children</p> <p>KS2 TAs to provide targeted intervention</p> <p>More teachers delivering PPA in Early Years, Y3 and 4</p>
Progress in Writing	<p>IDL Intervention</p> <p>CGP for all PP children</p> <p>KS2 TAs to provide targeted intervention</p>
Progress in Maths	<p>IDL intervention</p> <p>CGP for all PP children</p> <p>Renewal Maths Mastery</p> <p>KS2 TAs to provide targeted intervention</p> <p>PIXL renewal</p> <p>LKS2 AP salary</p>
Barriers to learning these priorities address	<p>Attendance</p> <p>Remote Learning in Covid situation</p> <p>Address transition between Y2 and Y3</p> <p>Meeting children's emotional and social needs</p> <p>High local depravity rate</p>
Projected spending	<p>IDL Cost: £700</p> <p>KS2 TAs to provide targeted intervention: £44,000</p> <p>KS1 TA: £22,000</p> <p>Rec TA: £22,000</p> <p>Phase leader TLR £4,200</p>

	LSA lead SFA: £13,000 CGP: £900
Secondary	Targeted transition support for students in year 7 that enables them to make rapid progress
Secondary	KS3 literacy, numeracy and ELSA emotional literacy programmes delivered through trained professionals
Secondary	Ensuring student engagement and that all learners are able to access the curriculum

Wider strategies for current academic year

Measure	Activity
Priority 1: Improving Attendance	Cleaning across the sites to a high quality Additional agency cleaners so that sites can be cleaned throughout the day Improvement in cleanliness to limit illness
Priority 2: Curriculum Breadth – BTC / CLs	Jigsaw purchase Bug Club purchase Purple Mash purchase TLRs for focussed development of DT, Computing, RE, PSHE, Geography, Music and Break the Cycle AP leading on Diversity, Equality and Representation Break the Cycle
Barriers to learning these priorities address	Zones of Regulation to address emotional regulation Specialist SEN teacher and SEN TA to teach selected children and support other staff. OT interventions and training. Team around children who need extra support, to make their journey a whole school and home responsibility. Place2Be counselling service to work with children directly and to train staff to provide these services; drop in, place to talk, counselling for children and parents, place to think, targeted groups and specific class circle times for year 3 (settling at Long Lane) and year 6 (transition).

Projected spending	<p>Zones of Regulation: £2000 - as above</p> <p>Break the Cycle budget: £420</p> <p>Bug Club: £1,679</p> <p>Purple Mash: £1541</p> <p>TLRs for focused development of DT, Computing, RE, PSHE, Geography, Music and Break the Cycle £32,592</p> <p>Diversity, Equality and Representation lead: £4656</p> <p>Specialist SEN teacher and SEN TA: £64,000</p> <p>TA trained to deliver necessary OT interventions and training: £11.5</p> <p>Team around children resources: £1000 resources.</p> <p>Place to be: £15,000</p> <p>Family worker full time - £39,498</p>
Secondary	Use of pastoral managers as layers of support for disadvantaged students that allow early intervention for both behaviour and attendance
	Targeted attendance intervention through the use of the local authority and the Educational Welfare Officer
Barriers to learning these priorities address	Students have access to mentoring, therapy and family support in order to attend and get the most out of their time at the academy
Secondary	£150,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	High number of PP children across the school. Require rapid progress to close gap after lockdown period. Being trauma informed – ACEs. Staffing – limited on number of staff across the bubbles.	Additional TF teachers to boost capacity for interventions to run. Trauma informed and ACEs training for all staff. Recovery curriculum with strand 1 focus on wellbeing.
Targeted support	Access for all Interventions in year 2 will be based on needs of children with phonics assessment in Aut 2. Year 2 have an extra SFA group which is LSA lead	iPads (Horizons) Interventions include phonics and early reading, catch up groups and pixy.

Wider strategies	Covid situation on attendance Timetabling to give time to all subjects	Focus on vulnerable children; OCL SG audit actions Focus on pastoral strand / staff training on importance of all
Teaching	Ensuring the departmental reviews identify highest leverage priorities to address the needs of the department	Use of regular departmental CPD and coaching to improve departmental curriculum and staff practise
Targeted support	Ensuring that supplemented withdrawal does not impact on the progress learners make inside their classroom	Further reduction of SENCO timetable to ensure strong strategic oversight of implemented programmes
Wider strategies	Engaging those families where there is a historic disengagement between home and school	Ensuring joint up approach to the work done by the pastoral managers and the EWO

Review: last year's aims and outcomes

Aim	Outcome
<i>Improve attendance and punctuality</i>	Attendance before pandemic – on track for improvement but not quick enough. 95.2% before lockdown
<i>Early gaps closed quickly and progress equitable with Non PPG</i>	Data unavailable for 2019-20. Before we closed for lockdown there was still a gap in every year group between disadvantaged and non-disadvantaged. Historically, the summer term is where the disadvantaged children make the most progress over the year and the gap is narrowed. Unfortunately, we have not been able to see that this year and therefore the focus on recovery for all is in place.
1. <i>Broader curriculum at KS2</i>	MFL, History, Art and Music transformed over the year. History audited as a strength in February MST. Training in Computing.
<ul style="list-style-type: none"> <i>All PP chn participate in residential</i> 	No residential due to partial school closure
<ul style="list-style-type: none"> <i>Greater engagement with parents</i> 	Basic skills not attended well, incl knife crime. SG team and Pastoral team efficient and

	<p>skilled. All children with SG or pastoral needs are well-supported.</p>
<ul style="list-style-type: none"> • <i>Greater capacity to support children with their well-being</i> 	<p>Those receiving TA support for OT care plans have made progress and reviews from professionals have again, been positive about the support in place.</p> <p>Behaviour support plans have included mentoring and TACs and as a result, those requiring additional, prolonged plans to be in place has reduced. Place2Be has also played an important role in supporting these children.</p> <p>Pupils' emotional support and well-being will be a continued theme moving into the next academic year.</p>