

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Oasis Academy Long Cross
Number of pupils in school	410 (R-6)
Proportion (%) of pupil premium eligible pupils	65%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	29.9.2023
Date on which it will be reviewed	1.9.2024
Statement authorised by	Karen Sheppard
Pupil premium lead	Alison Betts
Governor / Trustee lead	Clare Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£363,750
Recovery premium funding allocation this academic year	£43,158
Tutoring funding allocation this academic year	£30,116
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£437,024

Part A: Pupil premium strategy plan

Statement of intent

At Oasis Academy Long Cross we aspire for all children, including the most disadvantaged, to lead happy and healthy lives where they are able to make a positive contribution to their communities and society, whilst at school and beyond.

Our community is an area of high socio-economic deprivation and the vast majority of children live in postcodes that fall in the 0 – 10% most deprived areas in the country, according to the most recent deprivation indices. Now in the third year of this strategy, the percentage of children currently eligible for the Pupil Premium has risen again, and is now 65%. The community we serve is particularly acutely affected by the ongoing current cost of living crisis.

Building relationships in the community is key to our success and we strive to develop authentic and genuine connections with children and families. As a result, their needs and the academy context are at the heart of every decision we make. Through our knowledge of challenges our community faces (as outlined below) we identified three key outcomes of our three year strategy to directly enable the realisation of this intent and each of which cannot be fully achieved without the realisation of the previous statement.

1. Disadvantaged pupils are not further disadvantaged by poor school attendance.
2. Every child becomes a fluent reader.
3. All children, including the most disadvantaged, are equipped with the knowledge, skills and opportunities to make a positive contribution to the school and wider community.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1.	Reduced access to experiences and extra-curricular activity impacting on knowledge.
2.	Reduced access to books and high quality literature to support the development and love of reading.
3.	Additional barriers to good attainment associated with disadvantage eg. housing, food poverty, domestic abuse.
4	Barriers caused by adverse childhood experiences and trauma.
5	Attendance at school impacted on by barriers associated with disadvantage.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged pupils are not further disadvantaged by poor school attendance.	Attendance of disadvantaged pupils is in line or above national average and in line with attendance of non disadvantaged peers. Our curriculum has been implemented, embedded and evaluated to ensure it provides advantage to the disadvantaged.
Every child becomes a fluent reader.	Disadvantaged pupils achieve at least in line with their peers and national average in statutory assessments.
All children, including the most disadvantaged, are equipped with the knowledge, skills and opportunities to make a positive contribution to the school and wider community.	Disadvantaged pupils have access to a wide range of extra curricular activities and enrichment opportunities to explore and grow their interests and talents.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership time and additional release time for teachers to ensure Incremental Coaching is delivered to support teachers to continue to improve quality first teaching.	Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Leadership time and increased release time for teachers to receive planning support as we implement the Oasis Primary Curriculum		1, 2, 3, 4
Access to educational visits and wider curriculum opportunities	EEF - Provision of a range of initiatives to extend children's experiences see The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk)	1
Music enrichment opportunities including music lessons, choir, instrument clubs and Bristol events	EEF - Provision of a range of initiatives to extend children's experiences see The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk)	1

Participation in DELTA (Developing Effective Leadership of Teaching Assistants) project in association with the EEF and Bristol City Council.	Research implementation project based on previous EEF research 'Best Use of Teaching Assistants' and Implementation guide ' Putting Evidence to Work - A School's Guide to Implementation Education Endowment Foundation EEF Making Best Use of Teaching Assistants Education Endowment Foundation EEF	1, 2, 3, 4
Launch and implement 'Write Stuff' writing scheme in years R-6.	http://www.mundesley-jun.norfolk.sch.uk/wp-content/uploads/2021/02/The-Write-Stuff-Approach.pdf	1, 2, 3, 4
Embedding of Accelerated Reader and Myon	R61323.pdf (renlearn.com)	2
Implementation of Reading Plus	https://www.readingplus.com/research-results/	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £140,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Support Assistants to provide in class support and implement high quality interventions to meet the needs of disadvantaged pupils	Making Best Use of Teaching Assistants Education Endowment Foundation EEF	2, 3, 4
Bespoke SEND intervention through Pathway Plans including Lexia reading intervention	Research - LexiaUK SEND Code of Practice January 2015.pdf (publishing.service.gov.uk) Lexia Reading Core5® EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4

PiXL resources and intervention		1, 2, 3, 4
1:1 academic tutoring through Action Tutoring and academy teaching staff	action tutoring impact evaluation.pdf (nesta.org.uk)	1, 2, 3, 4
NELI early language intervention implemented in YR&1	Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 167,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed whole academy attendance strategy, including increase in leadership time dedicated to follow up.	Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk) The link between absence and attainment at KS2 and KS4 (publishing.service.gov.uk)	5
Deployment of Pupil and Family Support Lead to work with identified disadvantaged families in removing barriers to attendance.	The Pupil Premium - How schools are spending the funding.pdf (publishing.service.gov.uk)	3, 4, 5
Provision of school uniform so lack of uniform does not act as a barrier to attendance.	Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)	5
Embed academy approach as a Trauma Informed School (including continued development of the Behaviour Policy to be underpinned by trauma informed		4

practice). Continue and adapt journey towards Trauma Informed School Status.		
Continue to develop and resource lunch time provision for identified disadvantaged pupils who struggle during unstructured times	The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk) Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)	3, 4
Continuation of Play Leader to manage the playground at lunch and break times, train SMSAs and ensure positive, engaging social and play experiences	Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)	1, 3, 4
Continue meet and greet check ins for identified disadvantaged students to ensure positive starts to the day	Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)	3, 4, 5
Continue Stepping Stones Social, Emotional and Mental health provision to reach an increasing number of pupils. Develop in line with trauma informed approach.		3, 4, 5
Pupil and Family Support Lead - delivery of group and 1:1 Freedom programme for children who have lived in homes where there was domestic abuse.		3

Total budgeted cost: £ 437,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Poor attendance remains one of the greatest barriers for our disadvantaged pupils. However, some progress on the previous academic year has been achieved. Our overall attendance percentage (years R-6) for the academic year 2022-23 was 92.58%; a slight rise from 91.8% the previous year. This is still very significantly below the pre Covid national average of 95.8% and is reflective of a national picture. Year on year we have slightly closed the gap between attendance for disadvantaged pupils and that of their non-disadvantaged peers to 3.68% compared to 4% in the academic year 2021-22. This progress is despite new additional challenges which adversely affected disadvantaged pupils i.e. there were numerous strike days which, despite many year groups staying open, adversely affected disadvantaged pupils due to the correlation between larger than average families and disadvantage and many families keeping all siblings at home if one class was closed. Whilst disadvantaged pupils remain overrepresented within our persistent absentees, our persistently absent pupils have reduced significantly over the last academic year from 27% in the year 21-22 to 23.9% in the year 22-23. We know this progress is a direct result of our investment and strategy in prioritising improving attendance. We continue to acknowledge that until pupils attend, not in line with current national averages or compared to the previous year, but in line or above pre-pandemic levels and in line with non disadvantaged peers, other achievements will be capped and so we continue to invest significantly in this part of our strategy for disadvantaged pupils.

Accelerated Reader continues to be successfully embedded throughout the school, with over 20 million words being read via MyOn and Reading Plus. Children from Year 1 to Year 6 use the programme to regularly assess their reading age as well as assessing their understanding of the books they read through taking a short quiz. Reading Plus, in conjunction with Accelerated reader, has supported our most disadvantaged pupils in making tremendous gains in their reading. Through the use of this programme the Year 6 cohort on average made reading gains of 2.68 years, The average reading speed was 189.65 words a minutes and children were found to be using the programme on average 14.7 hours a week. Children in the Year 5 cohort made 1.08 years gain in their reading ability after using the programme for only a matter of weeks. Furthermore, the average reading speed in year 5 rose to 138.07 words a minute. Lexia Reading continues to be well utilised to support the lowest readers to make significant steps forwards from their starting points.

Exemplary provision from 'Stepping Stones' nurture support provision continued throughout the academic year (in line with Trauma Informed Practice) and directly supported over 40 pupils, the vast majority of whom are disadvantaged pupils. In the year 2022-23 there were no fixed term or permanent exclusions.

A wide range of extra curricular and enrichment activities have continued to be well attended by disadvantaged pupils. Clubs were offered throughout the year ranging from Cantonese to Chess. Every class went on at least one educational visit including a year 6 residential trip to London. Music enrichment opportunities including strings and choir were attended by several children and performance opportunities were available.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Accelerated Reader	Renaissance Learning
Reading Plus	Dream Box Learning
Lexia Reading	Lexia UK
PiXL Intervention	PiXL
The Write Stuff	The Training Space

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A