

# Oasis Academy Long Cross

## Pupil premium strategy statement

### School overview

| Metric                                      | Data                           |
|---|--------------------------------|
| School name                                 | Oasis Academy Long Cross       |
| Pupils in school                            | 498                            |
| Proportion of disadvantaged pupils          | 60% (Reception to Year 6)      |
| Pupil premium allocation this academic year | £314,417                       |
| Academic year or years covered by statement | 2020 - 2021                    |
| Publish date                                | 2 <sup>nd</sup> October 2020   |
| Review date                                 | 1 <sup>st</sup> September 2020 |
| Statement authorised by                     | Karen Sheppard                 |
| Pupil premium lead                          | Karen Sheppard                 |
| Governor lead                               |                                |

### Disadvantaged pupil progress scores for last academic year

| Measure | Score                           |
|---------|---------------------------------|
| Reading | N/A – no KS2 data for 2019-20   |
| Writing | N/A – no KS2 data for 2019 - 20 |
| Maths   | N/A – no KS2 data for 2019 - 20 |

### Strategy aims for disadvantaged pupils

| Measure                          | Score    |         |               |
|----------------------------------|----------|---------|---------------|
| Meeting expected standard at KS2 |          | Academy | Disadvantaged |
|                                  | Reading  | 80%     | 72%           |
|                                  | Writing  | 74%     | 66%           |
|                                  | Maths    | 76%     | 69%           |
|                                  | Combined | 70%     | 63%           |
| Achieving high standard at KS2   |          | Academy | Disadvantaged |
|                                  | Reading  | 22%     | 16%           |
|                                  | Writing  | 20%     | 13%           |
|                                  | Maths    | 24%     | 16%           |
|                                  | Combined | 19%     | 9%            |

| <b>Measure</b>  | <b>Activity</b>   |
|---|---|
| <p>Priority 1</p> <p>Implement, embed and evaluate the curriculum (where necessary with adaptations in response to the COVID 19 crisis) so that it provides advantage to the disadvantaged through:</p> | <ul style="list-style-type: none"> <li>• Incremental coaching to continue to improve quality first teaching</li> <li>• Access to educational visits and wider curriculum opportunities.</li> <li>• Music enrichment opportunities including music lessons, choir, instrument clubs and Bristol events</li> <li>• Continue to invest in library resources to ensure access to high quality literature and as a means to challenge discrimination.</li> </ul> |
| <p>Priority 2</p> <p>Continued development of CPD offer including the Oasis Pedagogy Program providing bespoke coaching and support for all teachers.</p>   | <ul style="list-style-type: none"> <li>• Use and embed the Oasis PAS incremental coaching model for all teachers</li> <li>• Enhanced support and coaching for NQTs and RQTs through the Teach First Early Career Programme</li> </ul>   |
| <p>Barriers to learning these priorities address</p>  | <ul style="list-style-type: none"> <li>• Reduced access to experiences and extra-curricular activity impacting on knowledge</li> <li>• Access to books and high quality literature to support the development and love of reading</li> <li>• Further develop teacher understanding of the complexities of barriers that may impact on the progress of disadvantaged pupils and how we can effectively address these</li> </ul>                              |
| <p>Projected spending</p>   | <p>£62,000</p>  |

### Teaching priorities for current academic year

| <b>Aim</b>              | <b>Target</b>  | <b>Target date</b> |
|-------------------------|--|--------------------|
| Progress in Reading     | Disadvantaged pupils continue to achieve at least the expected standard at the end of KS2 in line with their non-disadvantaged peers | July 2021          |
| Progress in Writing     | Disadvantaged pupils continue to achieve at least the expected standard at the end of KS2 in line with their non-disadvantaged peers | July 2021          |
| Progress in Mathematics | Disadvantaged pupils continue to achieve at least the expected standard at the end of KS2 in line with their non-disadvantaged peers | July 2021          |

|         |  |                        |
|---------|--|------------------------|
| Phonics | Disadvantaged pupils continue to achieve at least the expected standard at the end of KS2 in line with their non-disadvantaged peers | December 2020/May 2021 |
| Other   | GLD - There is no gap in attainment between disadvantaged and non-disadvantaged pupils   | June 2021              |

### Targeted academic support for current academic year

| Measure   | Activity   |
|---|--|
| Priority 1<br>To introduce and embed the use of Accelerated Reader                              | <ul style="list-style-type: none"> <li>Investment in and implementation of Accelerated Reader and Myon.</li> <li>Prioritise disadvantaged pupils for initial roll out</li> </ul>   |
| Priority 2<br>To implement high quality interventions to meet the needs of disadvantaged pupils | <ul style="list-style-type: none"> <li>Support and develop whole school implementation of Maths Mastery. In class support and intervention.</li> <li>Reading Recovery teacher 0.25</li> <li>Bespoke SEND intervention through Pathway Plans including Lexia reading intervention and Nessy writing and spelling intervention.</li> <li>PiXL resources and intervention.</li> </ul> |
| Barriers to learning these priorities address   | <ul style="list-style-type: none"> <li>Speed of progress in reading fluency and comprehension</li> <li>Rapid response to gaps in learning as they occur to ensure disadvantaged pupils do not fall out of step with their peers</li> <li>Barriers caused by adverse childhood experiences and trauma</li> </ul>  |
| Projected spending  | £110,793   |

### Wider strategies for current academic year

| Measure   | Activity  |
|---|---|
| Priority 1<br>Attendance of disadvantaged pupils is in line or above national average and in line with attendance of non-disadvantaged peers. | <ul style="list-style-type: none"> <li>Assistant Principal (Attendance Lead)- Develop and implement whole academy attendance strategy, elements in response to COVID 19 and recovery from extended period of school closures.</li> <li>Deployment of Pupil and Family Support Lead to work with identified disadvantaged families in removing barriers to attendance.</li> <li>Attendance rewards</li> <li>Provision of school uniform so lack of uniform does not act as a barrier to attendance.</li> </ul> |

|  |  |
|--|--|
| <p>Priority 2</p> <p>Further development of academy approach to become a Trauma Informed School (including continued development of the Behaviour Policy to be underpinned by trauma informed practice).</p> | <ul style="list-style-type: none"> <li>• Continue and adapt journey towards Trauma Informed School Status in light of new challenges which have arisen from COVID – 19 crisis.</li> <li>• Continue to develop and resource lunch time provision for identified disadvantaged pupils who struggle during unstructured times</li> <li>• Continuation of Play Leader to manage the playground at lunch and break times, train SMSAs and ensure positive, engaging social and play experiences.</li> <li>• Continue meet and greet check ins for identified disadvantaged students to ensure positive starts to the day</li> <li>• Continue Stepping Stones Social, Emotional and Mental health provision to reach an increasing number of pupils. Develop in line with trauma informed approach.</li> <li>• Boxall profiles to ensure efficient and accurate identification and targeted intervention.</li> <li>• Play therapies</li> <li>• 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.</li> </ul> |
| <p>Barriers to learning these priorities address</p>   | <ul style="list-style-type: none"> <li>• Attendance at school impacted on by barriers associated with disadvantage</li> <li>• Barriers caused by adverse childhood experiences and trauma</li> <li>• Less structured time proving a challenge for behaviour and engagement which them impacts on learning in the classroom</li> <li>• Adults in the Academy have a better understanding of the developmental needs of pupils requiring additional support. This will enable more targeted and intentional intervention to ensure progress</li> <li>• Wider family support can be provided to address factors impacting on school attendance and attainment e.g. housing, food poverty, domestic abuse</li> </ul>   |
| <p>Projected spending</p>  | <p>£147,030</p>  |

## Monitoring and Implementation

| Area            | Challenge  | Mitigating action   |
|-----------------|--|---|
| <p>Teaching</p> | <p>Ensuring enough CPD time for new curriculum development.</p> <p>Access to educational visits and wider curriculum opportunities due to ongoing concerns and restrictions</p> <p>Impact of disruption due to current COVID situation</p> | <p>2x staff meetings given a term to curriculum development</p> <p>Continue to review situation and build in as many outdoor experiences in the local area as possible.</p> <p>Regular review and adaptation of the curriculum timetable to meet the needs of children</p> <p>Training for children and staff on how to access and provide high quality online learning</p> |

|                  |  |   |
|------------------|--|---|
| Targeted support | <p>Ensuring capacity for effective mentoring of staff delivering new interventions</p> <p>Access to enough IT equipment to deliver widely and effectively</p> <p>Impact of disruption due to current COVID situation</p> | <p>Release built into the daily timetable for coaching conversations and training</p> <p>Oasis Horizons Project – to begin in January 2021</p> <p>Development of same day interventions and ‘catch-up’ interventions for children who miss school due to COVID</p> <p>Home learning packs for children who miss school due to COVID</p> |
| Wider strategies | <p>Engaging highly vulnerable families with attendance initiatives.</p> <p>Impact of disruption due to current COVID situation</p>   | <p>Pupil and family support lead and Youth and Community Engagement worker on site</p> <p>Regular contact through phone calls, texts and home visits</p> <p>Multi agency working</p> <p>Regular celebrations of success in attendance and sharing the impact with parents/carers</p>  |

### Review: last year’s aims and outcomes

| Aim  | Outcome  |
|--|--|
| 1. Reduce the disadvantage gap in maths to less than 10% in all year groups.   | <p>Some of the actions we took to address these key issues were:</p> <ol style="list-style-type: none"> <li>1) Development of Maths Team including middle and senior leadership investment through the NPQs with project foci of closing the disadvantaged gap in maths.</li> <li>2) Whole school focus on multiplication fact recall. High profile and quality CPD and implementation of Times Tables Rock Stars.</li> <li>3) High quality CPD and monitoring to improve quality first teaching.</li> <li>4) Financial support to ensure disadvantaged pupils access to educational visits and wider curriculum opportunities.</li> <li>5) Investment in library resources.</li> <li>6) Delivery of intervention, including bespoke SEND intervention through Pathways Plans, including Lexia, Better Reading Partners, Nessy and PiXL resources.</li> <li>7) Launch and development of new CPD offer.</li> <li>8) Further development of attendance strategy including the appointment of a Pupil and Family Support Lead to enable enhanced support for identified families including those of students with poor attendance.</li> <li>9) Investment in enhanced staffing and resourcing for breakfast club to allow targeted support for pupils with poor attendance.</li> <li>10) Deputy Principal for the Resource Base completed qualification as a Trauma Informed practitioner with distinction. Delivered whole school CPD relating to qualification.</li> <li>11) Formation of lunch time provision for identified disadvantaged pupils.</li> <li>12) Further development of on-site alternative provision (Stepping Stones). Implementation of BOXALL Profiles to help further identify and target bespoke provision.</li> </ol> <p>In light of the COVID 19 national crisis and resulting school closures from 23<sup>rd</sup> March 2020 significant support was provided to address new</p> |
| 2. Eliminate the disadvantage gap at the end of KS2 for combined subjects.   |  |
| 3. Ensure attendance of disadvantaged pupils in in line with or above national average for all pupils.   |  |
| 4. Develop our approach as a Trauma Informed School; as part of a commitment to character education to create the right conditions in which great learning can thrive. |  |

priorities relating to the crisis and associated additional vulnerability of disadvantaged pupils and their families. This included:

- 1) Continuous opening of school (including during the Easter holidays) to provide childcare provision for vulnerable pupils.
- 2) Device and Wi-Fi allocation to children at home.
- 3) Provision of food vouchers, food parcels and packed lunches.
- 4) Provision of home learning packs, including a range of rich activities eg. art bags.

Up until school closures the impact of the above actions had been:

- 1) Very high engagement across all groups of pupils with times tables – particularly evident through Times Tables Rock Stars usage, informal conversations with pupils and pupil comments on end of year reports.
- 2) End of Term 2 KS2 data demonstrated gains in all subjects and combined (15% to 26%). Where there were smaller % gains we still saw improvements in scaled scores which indicated children are on track to achieve targets set.
- 3) Disadvantaged attendance was 95.5% - 1.2% above the national average for disadvantaged pupils, and 0.3% lower than the national average for all pupils. Rates of persistent absence for disadvantaged pupils was 9.3% - significantly lower than the national average of 16.5%.
- 4) Significant positive impact and progress for individuals accessing Stepping Stones as evidenced through BOXALL profile, continuation of reduction in incidences of high level behaviours and the need for physical intervention and no fixed term exclusions.