

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	484
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020 - 2023
Date this statement was published	1.10.2021
Date on which it will be reviewed	1.9.2022
Statement authorised by	Karen Sheppard
Pupil premium lead	Alison Betts
Governor / Trustee lead	Tom Verity

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£326, 525
Recovery premium funding allocation this academic year	£35, 525
Tutoring funding allocation this academic year	£29, 768
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£391, 818

## 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. The percentage of children currently eligible for Pupil Premium is 60% although this is likely to continue to rise due to the COVID-19 pandemic.

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 have 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 (where necessary with adaptations in response to the COVID 19 crisis) 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: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Incremental coaching to continue to improve quality first teaching.	<a href="https://www.educationendowmentfoundation.org.uk/pupil-premium-guidance">Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</a>	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 <a href="https://www.gov.uk/government/news/the-pupil-premium-how-schools-are-spending-the-funding-successfully">The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk)</a>	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 <a href="https://www.gov.uk/government/news/the-pupil-premium-how-schools-are-spending-the-funding-successfully">The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk)</a>	1
Support and develop whole school implementation of Maths Mastery	Improvement of quality first teaching in line with <a href="https://www.educationendowmentfoundation.org.uk/pupil-premium-guidance">Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</a> <a href="https://www.arkcurriculumplus.org.uk/impact/mathematics-mastery/eef-impact-study">https://www.arkcurriculumplus.org.uk/impact/mathematics-mastery/eef-impact-study</a>	1, 2, 3, 4
Participation in DELTA (Developing Effective Leadership of Teaching Assistants) project in association	Research implementation project based on previous EEF research 'Best Use of Teaching Assistants' and Implementation guide ' <a href="https://www.educationendowmentfoundation.org.uk/putting-evidence-to-work-a-schools-guide-to-implementation">Putting Evidence to Work - A School's Guide to Implementation   Education Endowment Foundation   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   Education Endowment Foundation   EEF</a>	1, 2, 3, 4

with the EEF and Bristol City Council		
Embedding of Accelerated Reader and Myon	<a href="#">R61323.pdf (renlearn.com)</a>	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	<a href="#">Making Best Use of Teaching Assistants   Education Endowment Foundation   EEF</a>	2, 3, 4
Bespoke SEND intervention through Pathway Plans including Lexia reading intervention	<a href="#">Research - LexiaUK</a> <a href="#">SEND Code of Practice January 2015.pdf (publishing.service.gov.uk)</a>  <a href="#">Lexia Reading Core5®   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
PiXL resources and intervention		1, 2, 3, 4
1:1 academic tutoring through Action Tutoring and academy teaching staff	<a href="#">action tutoring impact evaluation.pdf (nesta.org.uk)</a>	1, 2, 3, 4

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

Budgeted cost: £ 160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed whole academy attendance strategy, elements in response to COVID 19 and recovery from extended period of school closures.	<a href="#">Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</a>  <a href="#">The link between absence and attainment at KS2 and KS4 (publishing.service.gov.uk)</a>	5
Deployment of Pupil and Family Support Lead to work with identified disadvantaged families in removing barriers to attendance.	<a href="#">The Pupil Premium - How schools are spending the funding.pdf (publishing.service.gov.uk)</a>	3, 4, 5
Provision of school uniform so lack of uniform does not act as a barrier to attendance.	<a href="#">Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</a>	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 in light of new challenges which have arisen from COVID –19 crisis		
Continue to develop and resource lunch time provision for identified disadvantaged pupils who struggle during unstructured times	<a href="https://www.gov.uk">The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk)</a> <a href="https://educationendowmentfoundation.org.uk">Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</a>	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	<a href="https://educationendowmentfoundation.org.uk">Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</a>	1, 3, 4
Continue meet and greet check ins for identified disadvantaged students to ensure positive starts to the day	<a href="https://educationendowmentfoundation.org.uk">Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk)</a>	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. Boxall profiles to ensure efficient and accurate identification and targeted intervention.		3, 4, 5
Play Therapies		4
Pupil and Family Support Lead -		3

delivery of group and 1:1 Freedom programme for children who have lived in homes where there was domestic abuse.		
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**Total budgeted cost: £ 390,000**

## 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 2020 to 2021 academic year.

- Accelerated Reader was successfully launched. In total, Accelerated Reader encouraged the reading of 8,134,763 books between September and May and 6,756 quizzes were taken, suggesting very high engagement.
- From September 2020 myON has been available to all children which, together with the Horizons project which provided every child with an ipad, enabled a total of 21,400 books to be read and enjoyed by children (Yr R –6) between September 2020 and May 2021 using this platform. This is particularly significant considering the winter 2021 period of national lockdown and multiple bubble closures, as provided remote access to reading.
- Lexia Reading continued to be used throughout the year by our most vulnerable readers (many with identified SEND). ipads enabled the continuity of access to this provision and the majority of readers with SEND continued to make good progress from their starting points and against their targets despites periods of lockdowns, isolation and bubble closures.
- Assessment using past SATs papers showed end of KS2 data of 67% reading at the Expected Standard and 13% at Greater Depth (within 5% of national from 2019).
- Pupil and Family Support Lead enabled exemplary safeguarding practices and support for our most vulnerable families through this highly challenging year. Twice weekly contact was provided for all vulnerable pupils for any periods not accessing on site learning and attendance for targeted pupils was good. In September 2021 OFSTED acknowledged that the 'Academy has an environment of vigilance' and that we are 'tenacious and skilled at getting appropriate support that makes a difference'.
- Exemplary provision from 'Stepping Stones' nurture support staff (in line with Trauma Informed Practice) enabled our most vulnerable pupils to maintain face to face schooling throughout the year. FTEs remained low (1) and there were no permanent exclusions.

### 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
Maths Mastery	Ark Curriculum
Accelerated Reader	Renaissance Learning

Lexia Reading	Lexia UK
PiXL Intervention	PiXL

## 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