

## 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 New Oak
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	44
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	
Date this statement was published	27 <sup>th</sup> September 2021
Date on which it will be reviewed	1 <sup>st</sup> September 2022
Statement authorised by	Philip Allan
Pupil premium lead	Philip Allan
Governor / Trustee lead	Tom Verity

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 103388
Recovery premium funding allocation this academic year	£ 11455
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	£ 114863

## Part A: Pupil premium strategy plan

### Statement of intent

*We are ambitious for all our pupils, including children who are disadvantaged and eligible for the Pupil Premium Grant. Despite our rapid response and thorough approach to blended learning, including the provision of devices, Lockdown, put some of our children at a further disadvantage.*

*Our aim is that, by the summer of 2022, all disadvantaged children will be attaining at least in line with prior attainment and that most children will have made accelerated progress, so the disadvantaged gap is reduced.*

*We want the pupil premium spending to ensure that all children have the same shared experience and we ensure equality through equity. When a child leaves New Oak they will have the same skills, knowledge, social independence and cultural capital. Enabling them to make deep connections in their learning.*

*Our current pupil premium strategy plan works towards achieving these objectives through:*

- Ensuring high quality first teaching for all children across the curriculum: a consistent, systematic approach to pedagogy and the delivery of curriculum content in every class.*
- Addressing social and emotional barriers to learning for our most vulnerable children so that they are ready and better equipped to succeed*
- Using data-led interventions to bridge gaps in knowledge and skills ensuring children can access all the curriculum.*
- Equipping our children with the motivation and emotional skills needed to take ownership of their own learning, and responsibility for their own success*

### Challenges

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

Challenge number	Detail of challenge
1	The disadvantaged gap has remained the same in <b>writing</b> but it is the weakest core area at the academy. Writing was also the area that was most affected by lockdown. We found this area the most challenging to teach remotely. Children lost opportunities to write at length often, to

	receive immediate and meaningful feedback and the engagement in these activities was lower.
2	The disadvantaged gap has widened in <b>mathematics</b> . Analysis showed a weakness in Arithmetic across the year groups. Disadvantaged children engaged less with online platforms to support recall of facts.
3	Disadvantaged children in year 1 and 2 have attained less well than other children in <b>Early reading and phonics</b> .
4	<b>Reading</b> is the strongest area in the academy due to strong leadership and a consistent approach across the academy. However, the gap has widened in some classes.
5	Some of our disadvantaged children face complex needs and there is a higher proportion of children with <b>SEMH</b> needs among our disadvantaged group than others. These emotional challenges present barriers to learning. Many of our children have missed the social interactions of normal school. Even though the majority of disadvantaged children were in school. Bubbles and remote learning didn't support the learning in this area.

## 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
<b>Writing</b> Children at least match prior attainment. Disadvantaged children make accelerated progress	<ul style="list-style-type: none"> <li>• Implementation of the Oasis curriculum based around the Write Stuff approach across the academy.</li> <li>• Writing results in KS2 to be in line or exceed national average.</li> <li>• Effective writing interventions based on accurate termly assessment</li> <li>• Pupil Progress conversation focus on PP</li> <li>• Children become more confident in ESPG</li> </ul>
<b>Maths</b> Children at least match prior attainment. Disadvantaged children make accelerated progress	<ul style="list-style-type: none"> <li>• Implementation of the Oasis curriculum</li> <li>• Intervention to support those who have not previous met ARE expectations</li> <li>• Children to score equally well on Arithmetic and reasoning.</li> <li>• Gaps in knowledge highlighted through summative assessment and AfL then plugged through QFT and intervention.</li> <li>• KS2 results to be in line or exceed national average.</li> </ul>
<b>Reading</b> Children at least match prior attainment.	<ul style="list-style-type: none"> <li>• Implementation of the new Oasis reading curriculum and its 3-part offer.</li> </ul>

<p>Disadvantaged children make accelerated progress</p>	<ul style="list-style-type: none"> <li>• Rigorous assessment cycle and AfL will consolidate learning and highlight gaps to be plugged through QFT and in class intervention.</li> <li>• 1:1 and small group intervention for targeted children.</li> <li>• Teachers target the individual who require additional support through QFT and bespoke intervention.</li> <li>• Extra phonics available and cross academy support for specific children.</li> </ul>
<p><b>SEMH</b> Robust support net work for all. Targeted intervention for those who need it</p>	<ul style="list-style-type: none"> <li>• Embedding of the new New Oak behaviour strategy.</li> <li>• Staff within the academy (ELSA, Sports Coach, Pastoral Lead) offer a range of support and therapeutic interventions to our children.</li> <li>• Sports coach to provide SEMH support</li> <li>• Work alongside the South Bristol Hub and outside agencies to provide support throughout the year. Including activities and food support.</li> </ul>

## 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: £ 43651

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional Coaching for all teachers every two weeks. Lead by NLP using Pas Pro	<a href="#">Link</a> NFER study to the Building Blocks of success	1,2,3
At least 5 hours a term of CPD to include support with subject knowledge, pedagogy and behaviour.	<a href="#">Link</a> NFER study to the Building Blocks of success	1,2,3
Introducing Book wings and the Oasis reading Curriculum	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	3
CPD on Trauma and the long-term effects on Brain structure. Embedding the New Oak behaviour strategy	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	4
Deploy an ELSA trained LSA to support SEMH needs across the academy	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	4
Embedding of the Oasis writing Curriculum and the Write Stuff. Including CPD from the Write Stuff team.	<a href="#">Link</a>	1
Recruit an LSA to support EYFS and early phonics. Deliver intervention across the key stages in reading, writing and maths.	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>	1,2,3

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

Budgeted cost: £ 17201

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Reading support through 1:1 reading and small group intervention from LSAs.	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>  Focus on children on KS2 who cannot access whole class reading.	3
Bespoke Phonics package to supplement Book Wings in KS1 and support phonics in KS2	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>  Targeted phonic intervention with specific children around specific sounds. The <a href="#">NFER</a> states when lessons are firmly focused and repeated, the sound being taught, will be encoded into long term memory.	3
Additional funding to supplement the School led funding for tutoring.	Government initiative	1,2,3

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

Budgeted cost: £ 54363

Activity	Evidence that supports this approach	Challenge number(s) addressed
0.8 Designated safeguarding lead.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	4
Attendance officer role and attendance team in place and meeting weekly	<a href="#">Link</a> NFER shows when attendance improves so do outcomes	1,2,3,4
Investment in curriculum enrichment and the offer of experiences within the school	Providing a range of experiences means children will not suffer a deficit when it comes to cultural capital. Also supports learning at home due to COVID or completing homework.	1,2,3,4
SEMH support for targeted children through PE.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> Physical Activity +1	1,2,3,4
Targeted therapeutic intervention: Lego Therapy	NFER states meeting individual needs as a 'building block'	1,2,3,4
Support with residential by paying for activities	Ensuring children have a rich and varied experience whilst at school.	4

**Total budgeted cost: £ 115215**



## 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.

#### **Priority 1: Phonics**

The phonics test hasn't been completed to date, but we delivered a bespoke package across KS1 including extra targeted sessions in the afternoon. We delivered phonics throughout lock down with high engagement. In year 1, those without SEN but are PP (5 children), are all expected to reach the standard. We used some of the grant to buy phonic decodable books and pre phonic books which have helped early readers across the academy.

#### **Priority 2: Progress at end of KS2.**

Even though KS2 SATs didn't happen our own internal data showed our year 6 cohort achieved results, in every subject, in line with the Oasis nationally. Which is an increase on the 52% combined measure from 2019. Our internal data shows that in 4 of the 6 year groups our classes performed better than Oasis Nationally.

#### **Wider strategies**

##### **DSL monitoring of children who have previously had social worker**

In the last year we have implemented: an updated vulnerable pupil tracker, an updated safeguarding team, CPOMS guidance. This has increased the profile of Safeguarding within the academy. We have seen the number of referrals on CPOMS rise dramatically to 11280 as the culture of safeguarding has been embedded. CPSW have been tracked and supported through the school year.

##### **Horizons rollout**

Horizons was rolled out in March 2020. This resulted in an increase in engagement over lock down from 43% to 87% of children accessing some learning at home. This has also supplemented learning at school. As a pilot curriculum the Horizons project has meant we can take a blended learning approach.



## Externally provided programmes

Programme	Provider
PiXL	PiXL