

## Pupil premium strategy statement (Primary)

### School overview

| Metric                                      | Data                           |
|---|--------------------------------|
| School name                                 | <b>Oasis Blakenhale Junior</b> |
| Pupils in school                            | 321                            |
| Proportion of disadvantaged pupils          | 61%                            |
| Pupil premium allocation this academic year | £274,380                       |
| Academic year or years covered by statement | 2020-21                        |
| Publish date                                | October 2020                   |
| Review date                                 | Termly                         |
| Statement authorised by                     | Clare Hoods-Truman             |
| Pupil premium lead                          | Chris Clements                 |
| Governor lead                               | Juliet Silverton               |

### Disadvantaged pupil progress scores for last academic year 2019 results

| Measure | Score |
|---------|-------|
| Reading | +2.81 |
| Writing | +2.09 |
| Maths   | +0.45 |

### Disadvantaged pupil performance overview for last academic year

| Measure                          | Score |
|----------------------------------|-------|
| Meeting expected standard at KS2 | 67%   |
| Achieving high standard at KS2   | 3%    |

### Strategy aims for disadvantaged pupils

| Measure   | Activity  |
|---|---|
| Priority 1<br><b>Improving Classroom Pedagogy</b> | <ul style="list-style-type: none"> <li>• Further raise staff awareness of forensic analysis of PP data at each assessment point</li> <li>• To continue the positive trajectory of 2019 reading and writing attainment and progress between pupils eligible for PP and their peers throughout all phases.</li> <li>• Ensuring staff use evidence based whole class teaching interventions – with a focus on GD</li> <li>• Continue to embed Accelerated Reader across all year groups</li> <li>• To embed Thrive – Class level approach</li> <li>• Y6 booster</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Pupil Progress meetings half termly</li> <li>• PiXL therapies</li> <li>• SENDCo pupil premium support (in-class/interventions)</li> <li>• Comprehensive COVID catch-up</li> </ul>  |
| <b>Priority 2</b><br><b>Targeted Support</b> <ul style="list-style-type: none"> <li>- Academic</li> <li>- Well-being (mental, physical and social)</li> <li>- Parental engagement</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to work with the maths hub to embed Teaching for Mastery across all year groups</li> <li>• Further improve children's emotional wellbeing through increased THRIVE sessions post lockdown.</li> <li>• Family THRIVE</li> <li>• Hardship fund for persistently disadvantaged</li> <li>• Extra-curricular provision with a focus on pupil premium</li> <li>• Support for pupils and families through SLM</li> <li>• Whole school focus on raising attendance</li> <li>• SENDCo support</li> <li>• Identifying G&amp;T art and PE/Sports based students for individual/small group intervention</li> <li>• Hub Development - targeting parents for adult training opportunities, social support and life skills</li> <li>• Workshops strategically planned by ALT. Pupil Premium families identified and engaged with prior to workshop to improve attendance</li> <li>• Maths workshops/support with parents</li> </ul> |
| <b>Priority 3</b><br><b>Whole school strategies</b>  | <ul style="list-style-type: none"> <li>• Trips and experiences are linked to OAB bespoke curriculum and enrichment programme and focus on cultural capital</li> <li>• Continued development of Friday enrichment programme</li> <li>• Further develop and enhance existing successful strategies in promoting health and well-being</li> <li>• Pastoral support</li> <li>• COVID communication with parents should bubble close, lockdown and home learning is required (email, Teams, website, work packs &amp; videos)</li> </ul>   |
| <b>Barriers to learning these priorities address</b>   | <p>Little/No access to reading material/numeracy development at home</p> <p>Maintaining access to greater depth learning</p> <p>Staff are supported with well-structured CPD to address the barriers.</p>   |
| <b>Projected spending</b>  | <b>£274, 380</b>  |

### Teaching priorities for current academic year

| <b>Aim</b>              | <b>Target</b>  | <b>Target date</b> |
|-------------------------|--|--------------------|
| Progress in Reading     | Achieve national average progress scores in KS2 Reading (2.8)  | Sept 21            |
| Progress in Writing     | Achieve national average progress scores in KS2 Writing (2.0)  | Sept 21            |
| Progress in Mathematics | Achieve national average KS2 Mathematics progress score (0.45) | Sept 21            |
| Other                   | Improve attendance of disadvantaged pupils (97%)               | Sept 21            |

### Teaching priorities for current academic year

| <b>Measure</b> | <b>Activity</b> |
|----------------|-----------------|
|----------------|-----------------|

|   |   |
|---|---|
| Priority 1                                    | Further raise staff awareness of forensic analysis of PP data at each assessment point          |
| Priority 2                                    | Detailed FFT target setting for pupil premium   |
| Priority 3                                    | Continue to embed Accelerated Reader across all year groups                                     |
| Priority 4                                    | Comprehensive COVID catch-up  |
| Priority 5                                    | Embed new books into the Accelerated reader system  |
| Priority 6                                    | Ensuring staff use evidence based whole class teaching interventions – with a focus on GD       |
| Priority 7                                    | SENDCo pupil premium support (in-class/interventions)   |
| Priority 8                                    | To embed Thrive – Class level approach  |
| Priority 9                                    | Pupil Progress meetings half termly   |
| Priority 10                                   | Extra-curriculum provision for pupil premium students   |
| Barriers to learning these priorities address | Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness |
| Projected spending                            | £100, 648   |

### Targeted support for current academic year

| Measure                                       | Activity  |
|---|---|
| Priority 1                                    | Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations                |
| Priority 2                                    | Y6 Booster  |
| Priority 3                                    | PiXL intervention (therapies)   |
| Priority 4                                    | SENDCO PP support   |
| Priority 5                                    | Additional COVID wellbeing support  |
| Priority 6                                    | Pastoral support for targeted PP families   |
| Priority 7                                    | Hub FSW to provide greater support and increase parental engagement   |
| Priority 8                                    | Hardship fund for identified families   |
| Priority 9                                    | G&T Art/PE & Sports pupils to receive targeted intervention   |
| Barriers to learning these priorities address | Encouraging school readiness and support for families. Little/No access to reading material/numeracy development at home. |
| Projected spending                            | £88, 197  |

### Wider strategies for current academic year

| Measure    | Activity  |
|------------|---|
| Priority 1 | Trips and experiences are linked to OAB bespoke curriculum and enrichment programme and focus on cultural capital |

|   |   |
|---|---|
| Priority 2                                    | Continued development of Friday enrichment programme  |
| Priority 3                                    | Further develop and enhance existing successful strategies in promoting health and well-being   |
| Priority 4                                    | Pastoral support  |
| Priority 5                                    | COVID communication with parents should bubble close, lockdown and home learning is required (email, Teams, website, work packs & videos) |
| Priority 6                                    | Trips and experiences are linked to OAB bespoke curriculum and enrichment programme and focus on cultural capital                         |
| Priority 7                                    | Continued development of Friday enrichment programme  |
| Priority 8                                    | Further develop and enhance existing successful strategies in promoting health and well-being   |
| Priority 9                                    | Middle leader development – PSHE, PD, Thrive  |
| Priority 10                                   | Further raise awareness of Oasis 9 habits   |
| Priority 11                                   | Hub development – bereavement counselling, adult education, mental health support   |
| Priority 12                                   | Breakfast Club  |
| Priority 13                                   | Embed Flourish programme (mental well-being)  |
| Barriers to learning these priorities address | Improving attendance and readiness to learn for the most disadvantaged pupils   |
| Projected spending                            | £85, 535  |

### Monitoring and Implementation

| Area             | Challenge  | Mitigating action  |
|------------------|--|--|
| Teaching         | Ensuring enough time is given over to allow for staff professional development   | Use of INSET days and additional cover being provided by senior leaders  |
| Targeted support | Ensuring enough time for school maths-lead/catch-up teacher to support small groups.<br>Allowing time for quality resourcing, feedback, PPM's. | Teacher to lead small groups, with a focus on mathematics (1-2 days a week).<br>PDM's for target setting, analysis of data to target specific pupils/groups. |
| Wider strategies | Engaging the families facing most challenges   | Working closely with the hub lead and FSW to ensure cohesive family support is given and reviewed.   |

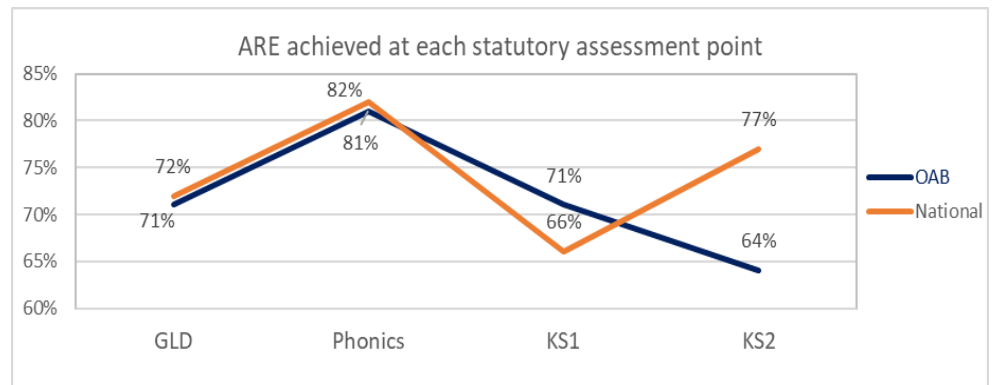
### Review: last year's aims and outcomes - 2019 cohort due to no SATs in 2020

| Aim                             | Outcome   |
|---------------------------------|---|
| Progress in Reading and Writing | Steady improvement in disadvantaged pupil progress from 2018 to 2019. |

|                         |   |
|-------------------------|---|
| Progress in Mathematics | Improvement in GD, but mastery will be embedded across the school, to ensure we meet the aim. |
| Other                   | Attendance remains at above national since last year.   |

### Summary of academy outcomes and trends

The pedagogy and strategies outlined above enable us to ensure learners develop detailed knowledge and skills across the curriculum. This is reflected in national tests where children exceed national averages and make significant progress from prior attainment points compared to peers nationally. Social-emotional development is analysed using the Thrive approach and assessment tool for EYFS/KS1 and Flourishing Life survey data for KS2.



#### KS2

The gap between the percentages of pupils achieving the national standard shows a consistently improving picture and now exceeding national in all subjects. These percentages have improved from well below in 2017 in Reading and Mathematics

Progress scores significantly exceeded national in all subjects, in 2018 progress scores were in the highest percentile in the country.

|                             | Reading |      |      | Writing |      |      | Maths |      |      |
|-----------------------------|---------|------|------|---------|------|------|-------|------|------|
|                             | 2017    | 2018 | 2019 | 2017    | 2018 | 2019 | 2017  | 2018 | 2019 |
| Comparison to National Avg. | -15     | +8   | +5   | -5      | -6   | +1   | -15   | +3   | +8   |

#### Disadvantaged outcomes

- Gap closed for disadvantaged from 12% combined in KS1 to 1% at end of KS2.
- The disadvantaged gap is reducing annually as children in KS2 performed in line with peers in 2019. The gap across all subjects is significantly less than the national picture.

|                  | Reading |      | Writing |      | Maths |      |
|------------------|---------|------|---------|------|-------|------|
|                  | 2018    | 2019 | 2018    | 2019 | 2018  | 2019 |
| Disadvantage Gap | 13%     | 17%  | 18%     | 4%   | 23%   | 6%   |

|          | Reading |      | Writing |      | Maths |      |
|----------|---------|------|---------|------|-------|------|
|          | 2018    | 2019 | 2018    | 2019 | 2018  | 2019 |
| Progress | +5.5    | 0    | +4.6    | +2.3 | +2.9  | +1.4 |

- Disadvantaged progress exceeded national other group in all subjects indicating a closing of the gap. Outcomes have been consistently strong for the last 2 years: