

Pupil premium strategy statement (Primary)

School overview

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

	<ul style="list-style-type: none"> • Pupil Progress meetings half termly • PiXL therapies • SENDCo pupil premium support (in-class/interventions) • Comprehensive COVID catch-up
Priority 2 Targeted Support <ul style="list-style-type: none"> - Academic - Well-being (mental, physical and social) - Parental engagement 	<ul style="list-style-type: none"> • Continue to work with the maths hub to embed Teaching for Mastery across all year groups • Further improve children's emotional wellbeing through increased THRIVE sessions post lockdown. • Family THRIVE • Hardship fund for persistently disadvantaged • Extra-curricular provision with a focus on pupil premium • Support for pupils and families through SLM • Whole school focus on raising attendance • SENDCo support • Identifying G&T art and PE/Sports based students for individual/small group intervention • Hub Development - targeting parents for adult training opportunities, social support and life skills • Workshops strategically planned by ALT. Pupil Premium families identified and engaged with prior to workshop to improve attendance • Maths workshops/support with parents
Priority 3 Whole school strategies	<ul style="list-style-type: none"> • Trips and experiences are linked to OAB bespoke curriculum and enrichment programme and focus on cultural capital • Continued development of Friday enrichment programme • Further develop and enhance existing successful strategies in promoting health and well-being • Pastoral support • COVID communication with parents should bubble close, lockdown and home learning is required (email, Teams, website, work packs & videos)
Barriers to learning these priorities address	<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>
Projected spending	£274, 380

Teaching priorities for current academic year

Aim	Target	Target date
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

Measure	Activity
----------------	-----------------

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. Allowing time for quality resourcing, feedback, PPM's.	Teacher to lead small groups, with a focus on mathematics (1-2 days a week). 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.

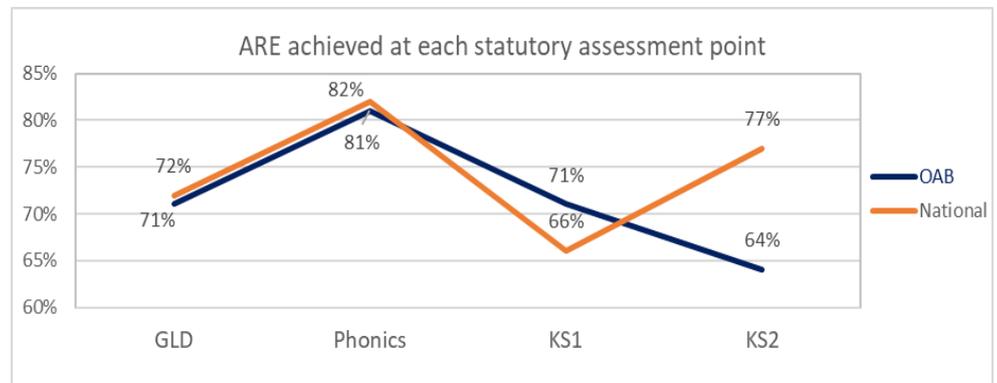
Review: last year's aims and outcomes - 2019 cohort due to no SATs in 2020

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: