



Oasis Academy Broadoak

## Pupil premium strategy statement

### School overview

As a school community we want our children to have learning at their heart and have teachers who ignite their curiosity – together developing a love and independence for learning through a broad, relevant and active curriculum. They have a right to an aspiration and a sense of self-worth that comes from achievement and challenge, leading to outstanding progress so that they have the skills they need for the next stage of their life.

OAB 55% children who receive Pupil Premium Funding. 23% of our children have SEND & 22% of our children have English as an additional language. We currently have 15 children (4%) who have an EHCPs.

Of our EAL children, 24% are classed as disadvantaged. 53% of our disadvantaged children are boys. 35% of our disadvantaged children have an SEND.

We are a 2 form entry school at the heart of the Smallshaw and Broadoak community, we have strong relationships with parents and are currently developing our community hub building.

Metric	Data
School name	Oasis Academy Broadoak
Pupils in school	403
Proportion of disadvantaged pupils	223 children - 55% (Sept 2020)
Pupil premium allocation this academic year	£255,100
Academic year or years covered by statement	2020-2021
Publish date	30-09-2020
Review date	30-09-2021
Statement authorised by	Fiona Lomas
Pupil premium lead	Zoe Etchells
Governor lead	Helen Arya (RD)

### Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-1.26

Writing	0.77
Maths	-2.03

### Disadvantaged pupil performance overview for the last academic year.

Measure	Score
Meeting expected standard at KS2	48%
Achieving high standard at KS2	0

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure that more disadvantaged children reach the GLD or ARE in phonics, reading, writing, maths and GPS
Priority 2	Raise the self esteem, resilience and aspirations of disadvantaged pupils.
Barriers to learning these priorities address	Barriers in learning related to self confidence and academic struggles.
Projected spending	£65,000 PSHE lead: £10,000 Key worker time / EY TA & Small group teaching: £55,000

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading Significant spend this year in reading. Introduction of Reading Recovery and rolling our layers of Reading support for individuals including FFT, BRP & Nessy.	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2 Maths	Sept 21

	PIXL interventions are to be used throughout the school to support children in making progress. Investment in Sumdog for intervention across the school.	
Phonics	Achieve national average expected standard in Phonics Screening	Sept 21
Other	Attendance of disadvantaged pupils to be above national average	Sept 21

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure that staff throughout the school are trained to teach reading and phonics effectively.
Priority 2	Ensure all staff have the skills and knowledge to effectively teach maths in each year group.
Barriers to learning these priorities address	Ensure staff used evidence based, whole class teaching programmes.
Projected spending	£161,263 RR: £24,000 Reading Lead support: £20,000 TAs supporting Reading: £60,000 Lexia: £7000 Nessy: £585 Reading resources: £2000 Accelerated Reader: £3300 PIXL: £2700 Sumdog: £950 TA's supporting maths: £20,000 Maths Mastery: £4200 Speech Leap: £11,340 TT Rockstars: £188 PAS: Coaching SLT time: £5000

### Wider strategies for current academic year

Measure	Activity
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Priority 1	Embed positive mental health in school by introducing bounce and tracking the effectiveness of the school counselling service, the new PSHE curriculum and mental health interventions.
Priority 2	Building positive relationships with parents and carers to ensure they all have the support that they need if a local lock down / bubble closure occurred.
Barriers to learning these priorities address	Improving readiness to learn for the most disadvantaged pupils including having the technology to support learning in the current climate.
Projected spending	£73,500 Pastoral Staff: (Upwards of £50,000) Counsellor: £3700 Bounce: £1000 PSHE lead time: £10,000 Forest School Training: £800 Forest School Intervention: £8000

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring time is given for staff development which is provided by both external providers and subject leads.</p> <p>Ensuring quality resources are available.</p> <p>Ensuring tracking is in place to monitor the effectiveness throughout the year.</p>	<p>Use of INSET day, teach first student, staff meeting and additional cover to ensure that staff are trained in RR, FFT, phonics &amp; guided reading.</p> <p>Track phonics to ensure more children pass the Y1 / Y2 phonics check.</p> <p>Track interventions, highlighting progress in PP interventions.</p> <p>Regularly audit and purchase resources as needed.</p> <p>SLT to carry out monitoring following OAB monitoring schedule.</p>
Targeted support	Consistently deliver high quality interventions to ensure focused and rapid improvement.	Ensuring staff meeting time is given to train staff in delivering interventions.
Wider strategies	Engaging with families to understand difficulties.	Working with agencies & groups within the community on school /

		community outreach programmes.
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**Review: last year's aims and outcomes**

<b>Aim</b>	<b>Outcome</b>
Ensure quality first teaching in order to diminish the difference between disadvantaged pupils and their peers in reading, writing and maths.	Prior to school closure monitoring of teaching and learning showed that teaching was consistent, subject expectations were clear across the school. Y6 mock data showed that more disadvantaged children were achieving ARE than non disadvantaged in reading and maths.
To rigorously monitor and use data effectively in order to identify pupils at risk and provide timely intervention.	Internal data was used to identify pupils at risk, effective interventions were used up until school closure and children were making good progress (ie Lexia).
To develop pupils character, metacognition and self regulation in order to develop life long learning habits.	BLP and learning pits introduced across the school. Monitoring showed that children were developing better learning habits and using some vocabulary from BLP.
To ensure the wellbeing of disadvantaged pupils.	The rainbow room and a quiet space were used effectively at lunchtime. Staff used the referral process well so that the pastoral team implemented support where needed.
To engage parents in order to create a positive home school partnership which promotes pupils learning and wellbeing.	Most parents actively engaged in class dojo and throughout school closure, they positively engaged with the class teacher.