

Pupil premium strategy statement

School overview

Metric	Data
School name	Oasis Academy Skinner Street
Pupils in school	364
Proportion of disadvantaged pupils	60.9%
Pupil premium allocation this academic year	£276,921
Academic year or years covered by statement	2020-2021
Publish date	25/09/2020
Review date	25/09/2021
Statement authorised by	Adam Browne
Pupil premium lead	Claire Dysart
Governor lead	Adam Browne

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	19-20 not available
Writing	19-20 not available
Maths	19-20 not available

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	19-20 not available
Achieving high standard at KS2	19-20 not available

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	<p>To obtain PiXL to support and accelerate learning with identified children in Year 5 & 6 to ensure they reach their true potential. This will be monitored through our PiXL lead and how the PLCs are being completed.</p> <p>It will also be monitored through in-year data.</p> <p>Monitoring impact of teaching on learning (lesson observations, book looks, learning walks and half termly summative assessment strategy)</p>
Achieving high standard at KS2	<p>All most-able disadvantaged pupils (defined as those at GD or those falling 'just below the greater depth expectation' in 2021 (or in 2016/17 those EXP+ at KS1) reach their true potential by the end of KS2.</p> <p>Leaders monitoring records of T&L (lessons and learning walks) evidence good or better progress in lessons for the most-able disadvantaged</p>

	Book scrutiny demonstrates that PP pupils rise to their teachers' challenges explained during feedback, marking and challenges
Projected spending	£60,000
Measure	Activity
Priority 1 - To develop reading skills at Key Stage 2	<p>This will provide structured support to develop children's reading from Year 1 – 6. It will provide children at home with access to a digital library so that learning can continue at home in case of additional lockdowns. Intervention groups will be run by the reading lead and by trained Teaching Assistants.</p> <p>This will be monitored by:</p> <p>STAR Reading ages</p> <p>Intervention tracked and monitor</p> <p>Assessments in reading</p> <p>Progress meetings</p> <p>Feedback from children</p>
Priority 2 - To increase the number of pupils passing the phonics screening and to continue phonics development across the Academy	<p>This will provide structured support to develop children's phonic knowledge from Year 1 – 6. EYFS and KS1 having twice daily Read Write Inc sessions. Targeted interventions for identified PP pupils. Packs sent home for all of EYFS, Y1 and targeted Y2 to support home learning and in preparation in case of further lockdowns.</p>

	Year 3 –6 following RWI spelling program to continue phonics knowledge and application to ongoing learning. Targeted interventions for those children requiring additional support.
Barriers to learning these priorities address	Attendance Staff training Workspaces within the Academy
Projected spending	Accelerated Reader £2,843 MyOn £1,000 Phonics home packs £1,800 Read Write Inc £10,600 Read Write Inc Spelling £1,400 Staff training £1,300 Staffing costs for phonics interventions £ 47,000 + Total £65000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21

Progress in Mathematics	Achieve national average progress scores in KS2 Mathematics (0)	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils to LA average (96%)	Sept 21

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively to increase the amount of pupils achieving the Phonics Screening Check.
Priority 2	To develop reading skills at Key Stage 2 using Accelerated reading, MyOn and RWI Spelling
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions
Projected spending	£45000

Wider strategies for current academic year

Measure	Activity
Priority 1	Attendance lead and Family Support Worker to improve attendance and support families.
Priority 2	Supporting funding of visits and residential trips

Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£45000

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 reading-lead to support small groups	Reading lead paired with Teach first teacher to free up 4 days a week to lead small groups.
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and other local schools on cross-school outreach programme

Review: last year's aims and outcomes

Aim	Outcome
Quality of Teaching for all	
Through intervention, accelerate disadvantaged pupil's progress in RWM.	The PiXL interventions were having a positive outcome on 2020 results. The current Year 6 children's attainment is slightly below expected and requires additional support to ensure the children achieve at least in line with their peers.
To improve maths across the academy through the implementation of Maths Mastery	Maths Mastery is being implemented across the academy. The mastery approach is taken to teaching maths so that there is a firm grounding in the basic skills

To develop reading skills at Key Stage 2	Target group in Year progressed in reading from Autumn to Spring demonstrating an increase in stamina, accuracy, enjoyment, confidence and engagement.
To develop phonics and vocabulary	Children on track to achieve target in the Year 1 screening test. Monitoring indicated that children enjoyed learning phonics and were making good progress prior to lockdown.
Targeted support	
Diminish the gap in attainment for Y6, Y2 and Y1 PP pupils	Judgements based on teacher assessment. Impact was positive need to continue this year to have full year to show impact.
To target pupils who have speech and language issues and accelerate their progress	Speech and language input enables children with speech and language to be well supported in their learning
Whole school strategies	
To improve educational outcomes for all pupils at OASS notably to ensure vulnerable pupils' personal development and welfare needs are met	Professional observations, assessments and reports were completed in a timely and meticulous way, enabling a fast response in 2019/20 and we are continuing with this approached in 2020/21
To increase attendance to meet the national average for primary schools to reduce persistence absence	Pastoral support was having an impact to improve attendance and parental support. Vulnerable children kept in touch during COVID and attending the Academy during lockdown. Focus on development of character and resilience.
To improve educational outcomes for all pupils at OASS through a board and balanced curriculum which enriches student character notably to ensure vulnerable pupils' personal development and welfare needs are met through our offer.	We have seen that the children learn so much better with first-hand experiences. Increased academic outcomes evidence this. Teachers will further extend curriculum enrichment and ensure equal access for disadvantaged pupils through allocation of the

	PP grant. Evidence indicates that children will need to time to adjust to routines and learning in school
Remove barriers to learning for identified disadvantaged pupils - emotional and/ or behavioural issues through our support offer.	Vulnerable children were enabled to be supported to access their learning through having access to targeted individual support programmes. Vulnerable children supported through lockdown with placement in school provision and twice weekly keeping in touch calls. Emotional support provided to children via ELSA during Summer 2 return to school programme
To ensure all pupils have equal access to our educational visit programme. Due to this, their learning is enriched and potential barriers (price) are removed.	To meet our aim of developing all pupils social, moral, social and cultural development (SMSC) we are committed to giving pupils relevant, cultural experiences, subsidising visits and trips as appropriate for disadvantaged pupils.
To ensure Year 6 pupils have had breakfast during SATs week and are all in school on time.	SATs did not take place, strategy to be continued.