

# Pupil Premium Strategy Statement

## School overview

Metric	Data
School name	Oasis Academy Marksbury Road
Pupils in school	327
Proportion of disadvantaged pupils	24.2% - 79 pupils (minus reception – checks still to be made)
Pupil premium allocation this academic year	£109,255
Academic year or years covered by statement	2020-2021
Publish date	21/09/2020
Review date	01/09/2021
Statement authorised by	Clare Robinson
Pupil premium lead	Sammi McCulloch
Governor lead	Carly Jenkins

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	N/A – no KS2 data
Writing	N/A – no KS2 data
Maths	N/A – no KS2 data

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS1 (2018-2019)	Reading – 90% Writing – 85% Maths – 88%  PP Pupils: Reading – 92% Writing – 85% Maths – 92%
Achieving high standard at KS1 (2018-2019)	Reading – 36% Writing – 25% Maths – 29%

	PP Pupils: Reading – 8% Writing – 8% Maths – 23%
--	---

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure that all staff have coaching development and leadership time to implement the new curriculum to ensure high quality teaching and learning across the academy.
Priority 2	Ensure that academy attendance remains above national average with PP and SEN children recognised as vulnerable groups.
Barriers to learning these priorities address	Ensure that all staff can meet the needs of all pupils, can deliver the new curriculum and can all teach to an outstanding/good standard.
Projected spending	£46,105

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Continue to achieve above national average KS1 SATs results (national average 75%)	July 2021
Progress in Writing	Continue to achieve above national average KS1 SATs results (national average 69%)	July 2021
Progress in Mathematics	Continue to achieve above national average KS1 SATs results (national average 76%)	July 2021
Phonics	Continue to achieve above national expected standard or above in phonics screening check for children in Yr2 and Yr1.	December 2020/May 2021
Other	To ensure that disadvantaged pupils are as likely as non-disadvantaged pupils to achieve greater depth in KS1 SATs (particularly PP boys).	July 2021

**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 reading outcomes for all children are maintained and continue to improve by embedding the use of PIXL as a targeted intervention in Year 5, Accelerated Reader across KS2 and Story Time Phonics across KS1.
Priority 2	Ensure writing and maths outcomes for all children are maintained and continue to improve by embed the use of Power of Reading and Maths Mastery/White Rose Maths across the academy.
Barriers to learning these priorities address	Ensuring all staff used evidence-based whole class teaching schemes and interventions known to drive up pupil progress. Ensuring that progress remains strong across the academy. Ensuring that KS1 SATS, arithmetic check and phonics data remains at or above national average.
Projected spending	Total: £39,950

### Wider strategies for current academic year

Measure	Activity
Priority 1	Set up and run nurture based provision (known as The Green Room) for children struggling to access the academy
Priority 2	Ensure no PP child faces barriers to learning by employing a speech and language traded services therapist to work; a coach to work with PP children; and ELSA therapist.
Barriers to learning these priorities address	Ensuring that no children need to face PEX. Ensuring that all children can access an appropriate curriculum. Ensuring that early barriers to learning (Speech and language) identified as one of the schools biggest areas of need amongst PP pupils can be addressed at the roots (EYFS/KS1) and does not impact learning as children move up the school.
Projected spending	£ 23,200

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough for new curriculum development.	2x staff meetings given a term to curriculum development. Leadership Time given to all staff weekly or every three weeks – cover provide internally. Study guide examples given to all staff.
Targeted support	Ensuring mentoring of new staff delivering interventions including PE Teacher/coach, ELSA therapist and S&L therapist.	AP/DP to have time with staff fortnightly. PPA with AP Ongoing mentoring of ELSA therapist by local authority and SENCo.
Wider strategies	Engaging PP families with attendance initiatives.	DP working closely with the office and these families. Daily phone calls home and personalised rewards.

## Review: last year's aims and outcomes

Aim	Outcome
Ensure that the attainment gap for PP children is narrowed at the end of reception, in the phonics check and KS1 outcomes.	No SATs/GLD/Phonics Screener taken due to COVID-19 in 2019-2020 but results from the previous year indicate this gap is narrowing. Now a need to focus on PP children achieving GD.
Whole academy attendance should improve and attendance for PP children should be in line with others.	Attendance was 97% at the point of closure in 2020, and our target was 96.2%. PP attendance was in line with national (95.4%). The gains in attendance are due to a relentless drive to raise standards in this area.
Disadvantaged children are afforded the same opportunities as other children through careful academy planning and spending	The academy is a pilot school for the Oasis Horizons project ensuring all children have access to a device for home learning. The academy has become a CLPE beacon school ensuring all children have access to a high quality reading/writing curriculum and quality teaching. The academy is developing a Student Entitlement Commitment ensuring all children have access to an offer of support and rich learning experiences.

	<p>The academy is beginning Strategic overarching plan in discussion with Aisling Bennett to identify intentional opportunities for more community involvement in line with our curriculum offer to further benefit all pupils.</p>
--	---