

## Pupil premium strategy statement (Primary)

### School overview

Metric	Data
School name	<b>Oasis Blakenhale Infants</b>
Pupils in school	277 (including Nursery)
Proportion of disadvantaged pupils	34%
Pupil premium allocation this academic year	£143,915
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 performance overview for last academic year- 2019

Measure	Score	
% achieving the expected standard in phonics	83%	
Meeting expected standard in reading at KS1	77%	GD: 23%
Meeting expected standard in writing at KS1	70%	GD: 18%
Meeting expected standard in maths at KS1	77%	GD: 20%

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 <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>• To embed Thrive – Class level approach</li> <li>• Y2 booster</li> <li>• Pupil Progress meetings half termly</li> <li>• Phonics interventions</li> <li>• SENDCo pupil premium support (in-class/interventions)</li> <li>• Comprehensive COVID catch-up</li> </ul>
Priority 2 <b>Targeted Support</b> - Academic	<ul style="list-style-type: none"> <li>• Continue to work with the maths hub to embed greater depth across all year groups</li> <li>• Small Phonic groups to enable targeted support and detailed level of need</li> </ul>

<ul style="list-style-type: none"> <li>- Well-being (mental, physical and social)</li> <li>- Parental engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Further improve children’s emotional wellbeing through increased THRIVE sessions post lockdown.</li> <li>• Family THRIVE</li> <li>• Targeted Sp&amp;L support for PP children</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 &amp; FSW</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>
<p>Priority 3</p> <p><b>Whole school strategies</b></p>	<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>• Training for staff by the in-house Speech &amp; Language therapist</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>
<p>Barriers to learning these priorities address</p>	<p>Poor oracy skills upon entry to EYFS          Little/No access to reading material/numeracy development at home          Maintaining access to greater depth learning          Staff are supported with well-structured CPD to address the barriers.</p>
<p>Projected spending</p>	<p>£143, 915</p>

### Teaching priorities for current academic year

Aim	Target	Target date
GLD	Achieve national average in GLD (72% in 2019)	Sept 21
Phonics	Achieve above national average expected standard in PSC (82% in 2019)	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 provide whole staff CPD in SP&L
Priority 4	Comprehensive COVID catch-up
Priority 5	Y2 Booster

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
Priority 11	Additional phonics support (in-class and interventions)
Barriers to learning these priorities address	Poor speech and language upon entry to EYFS Providing catch-up in phonics and mathematics
Projected spending	£57, 200

### Targeted support for current academic year

Measure	Activity
Priority 1	Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations and those needing to achieve greater depth
Priority 2	Provide catch-up interventions for those children expected to achieve greater depth in reading and writing
Priority 3	Y2 Booster
Priority 4	Speech & Language therapies
Priority 5	SENDCO PP support
Priority 6	Additional COVID wellbeing support
Priority 7	Pastoral support for targeted PP families
Priority 8	Hub FSW to provide greater support and increase parental engagement
Priority 9	Hardship fund for identified families
Priority 10	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	£50, 258

### 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	£36, 457

## Monitoring and Implementation

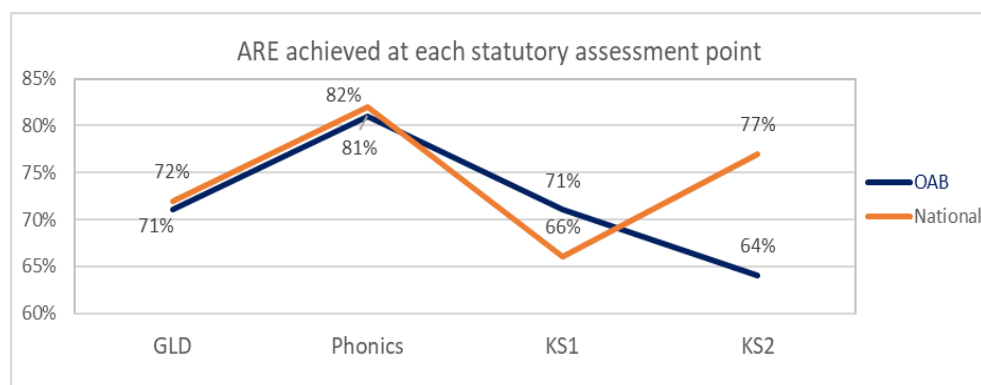
Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring enough time for school maths & English leads/catch-up teacher to support small groups. Allowing time for quality resourcing, feedback, PPM's.	Teacher to lead small groups, with a focus on mathematics and writing (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.



The below analysis shows children completing each Thrive & Flourishing stage:

### Social Emotional Development

In 2018-19, autumn assessments showed 60% of children to be working securely at ARE at the beginning of the year. By the end of the summer term, this had increased to 89%, an increase of nearly 1/4. At the end of the year 92% of children were working within the correct banding and the other 8% area all receiving 1-2-1 support from lead Thrive Practitioners in the academy.

Being (End of HH)		Thinking (End of pre-school)	
HH Autumn	HH July	Nursery Autumn	Nursery 6 July
60%	89%	53%	79%
Power and Identity (End of KS1)		Flourishing Data	
Year 2 Autumn	Year 2 July	Year 6 Autumn	Year 6 July
84%	96%	70%	92%

### Early Years

From very low starting points in Literacy and Maths (<10% 30-50 band) all groups make at least accelerated progress to ensure that most children are at age related in R 77% R, W 74% N 82% by the end of Reception and ready for their next stage of education.

### Phonics

Over the past 5 years the percentage of pupils who have passed the phonics screening has been above National average. In 2018, 87% of pupils passed, including 89% of our disadvantaged pupils, which was in the highest 10% in the country. In 2019 81% of pupils passed the 'screening' this figure was in line with the National average, during that academic year the academy did have a lot of mobility due to families having to be relocated because of a housing project in the area.

### KS1

GLD in EYs	Reading	Writing	Maths
62%	79%	74%	78%

In 2019, all KS1 results showed children performing at or exceeding national comparators for the first time, building on previous patterns of improved performance over time. In 2019, all groups of children made significant progress from their EYFS assessments compared to others nationally.

Children reaching ARE has increased across all subjects. Children performing at GDS increased to match or exceed national. The disadvantaged GAP at EYFS was R 23%, W31% and M 10% when baselined at the beginning of Reception. The gap has closed all subjects by the end of the academic year (R 3%, W 5% and M +4%)

The year 2 cohort in 2019 showed significant improvement of children reaching national expectation compared to those at GLD in EYFS representing strong progress from their starting points and attainment was slightly higher than National averages.

	Reading			Writing			Maths		
	2017	2018	2019	2017	2018	2019	2017	2018	2019
<b>Progress</b>	+2.2	+5.7	+1.6	+1.2	+4.3	+2.3	+1.6	+4.2	+1.0