Oasis Academy Brislington

Barriers to Learning for Vulnerable and Disadvantaged Students 2025-2026

Details of the support offered to ensure students can overcome these barriers and the impact of each approach is outlined below.

Please refer to the expenditure report to identify how Pupil Premium money has been allocated to be able to deliver this support.

Improving the attainment and progress of vulnerable children and those from disadvantaged backgrounds is a key priority for Oasis Academy Brislington. The needs of each student are identified and assessed, ensuring that any academic or social barriers they have in their learning and progression are overcome.

Area	Barriers to learning	Support Provided at Oasis Brislington	Success Criteria
Readiness for Learning	**Being fully equipped for lessons**	360 pastoral team x 2 per year group provide daily equipment checks and contact home to offer support. IPads given to every student to support learning. Pens, pencil case, calculators, rulers, Art folders purchased for any PP student who needs it. Tutors complete equipment checks daily.	Every PP student has the required equipment for daily learning. Students are regularly checked and supported in replenishing equipment. Students are fully prepared for Examinations.
	Wearing the correct uniform	The academy purchases all items of uniform, including full PE kit and shoes for any PP student who needs it. PE team have spare kit to loan to students who need it. Kit washed after each use. The academy has spare stock of certain uniform items to support students on a daily basis. 360 pastoral team x 2 per year group provide daily uniform checks and contact home to offer support.	Each PP student wears the correct academy uniform. All students wear correct PE kit and can immediately access reserves as required prior to purchase to avoid missing lessons.
	Access to course material and reading books	Ipads have revision guide Apps for all students to access. All students have a Teams account where their teachers upload their full lessons and any supporting learning resources. Students can also use their Teams account to message their teachers and ask for further help. Fully equipped library in the academy where all students have access to loan reading books. Any books used as class readers are given to students in class. Cooking ingredients or specialist equipment can be purchased for PP students who need it. Revision guides and past exam papers can be provided for PP students who need it.	Students are able to access their chosen curriculum fully and be well supported in their studies.

	Purchasing food and drink in the academy	Breakfast club available to all students daily from 8.15-8.55am. Free School Meals available for eligible students and the link to check eligibility and apply is continuously available on the academy website. Water is freely available around the academy at filling stations. Pastoral and SEND team have biscuits and cereal bars available to support students who have not eaten before arriving to the academy and who may have missed breakfast club. Main canteen for hot food and 4 additional food serveries are open at break and lunch time so that students have a choice on offer.	Students access the food throughout the day to prepare them for their lessons.
	Attending School trips and extra-curricular activities	All Trips are subsidised up to 25%. This will increase on an individual basis depending on need. Trip Leads aim to include at least 30% PP students on each extracurricular or curriculum offer so that there is proportionate representation. Contact information for key staff who can discuss payment options or offer of support is clearly stated in all trip letters. We track attendance of PP students on all school trips and extra-curricular activities to ensure equitable participation. A learning journey for extra-curricular opportunities is carefully mapped out to ensure that all students in every year have equal opportunities, in conjunction with the Oasis entitlement offer.	All students have opportunities to attend trips and activities throughout the year.
Behaviour	**Behavioural and emotional barriers**	Expectations and routines are clearly outlined in student-friendly consistent language through the Brislington Way. Expectations are explicit taught during tutor time through our culture curriculum.	There are clear boundaries and expectations throughout all aspects of the academy.

		Regular reminders of expectations are displayed around the academy using the plasma screens, posters and daily tannoy announcements. All staff at the academy have regular training on trauma-informed practice and understand how ACEs (Adverse Childhood Experiences) can affect young people Zones of Regulation is delivered to all our students through assemblies and through classroom teacher. An emotional regulation zone is available for students to access when they need it. Time-out cards provided for students who need one based on collaborative decision between parents/carers and the academy. On-site counselling services available. Daily/weekly keyworker check-ins for all SEND students according to level of need. Language for Behaviour and Emotions intervention and Drawing and Talking Therapy support delivered to students who need it. A tiered behaviour system which involves reasonable adjustments (according to student need) and time in leadership classrooms or immersion suspensions, to avoid suspensions and students becoming further disenfranchised. SEMH is one of the academy's identified 4 areas of highest SEN need. Teachers have had professional development on strategies to use for SEMH learners in the classroom. All teachers are equipped with SEND toolboxes to support.	All students behave well around the academy site. Students know where they can go to support them to regulate. Students avoid unnecessary missed learning time due to the tiered sanction system.
	Feeling safe and a sense of belonging within the academy.	Regular student voice opportunities around feeling safe to ensure the academy can respond to any students who need support.	All students feel a sense of belonging in the academy.

		Building a sense of belonging and a relational behaviour system is a key priority for the whole academy. Staff are given key strategies to support with this. Pastoral team including Student Progress Leader and 2 360 Year Team managers attached to every year group. Every student has a tutor who they see twice per day. Well planned and DfE compliant RSHE curriculum delivered to all students.	Students feel safe and confident and know where to go when they need support. Oasis Academy take a flexible approach to adapting to each student's need.
	Personal Issues	Daily morning greetings by pastoral team for all students provide an opportunity for wellbeing checks. School Robin messages can easily be sent to all staff to ensure immediate communication of any important information for students to their class teachers. Flexible and strategic seating plans to support students' wellbeing. All staff have had professional development in how to use seating plans to support disadvantaged learners.	Oasis Academy take a flexible approach to adapting to each student's need. Staff awareness of barriers to learning and appropriate strategies to ensure success is extremely thorough.
Social	Low self-esteem and self-belief	All staff have training in trauma- informed practice and PACE. Students who need it are identified for self-esteem intervention.	Students have high self-worth and can engage with students and staff confidently.
	Low expectations and sense of accomplishment	The pastoral team contact parents prior to student progress meetings to encourage attendance. Students can earn rewards for character, competence and community. They can also earn rewards for attendance, punctuality and academic success.	PP students' families will regularly attend student progress meetings. Students will feel motivated to participate in the wider life of the academy.
	Building positive relationships	Students who need it are identified for social skills intervention and Lego Therapy. Unit on healthy relationships is in the RSHE curriculum and is visited in greater depth year-on-year from year 7-11. Relational learning is at the heart of the Brislington Way. All students are greeted every lesson with a warm welcome and a fresh start.	Students quickly form positive relationships with peers and staff alike.

	Contributing to the wider community	Academy reward system encourages community contributions. Wide range of student leadership opportunities which contribute to the academy and local community. PP participation in these positions is tracked carefully to ensure equitable representation.	PP students are participating in extra-curricular activities including productions / sporting events.
	Low aspirations post-16	Individual careers advice for every student and bespoke support for PP students who need it. External speakers in as part of careers programme. Work experience for all year 10 students and support through tutor and student progress leader to apply for placements for PP students who need it. Additional raising aspirations opportunities e.g. South Bristol Youth.	Career plans in place for students. Disadvantaged and vulnerable students make significant progress socially, in line with their peers. Staff awareness of promoting positive life choices is highly evident.
Academic Success	Confidence with literacy	All students have 2 x 25 minute fundamental skills lessons each week that focus on: vocabulary development, reading for pleasure and Sparx Reader (literacy programme). Recognition each week for students making effort with their literacy programmes. Phonics intervention delivered to all students who are identified as needing it.	Significant improvements in literacy.
	Confidence with numeracy	All students have a 25 minute fundamental skills lesson each week which focuses on numeracy. Numeracy intervention is delivered to all students who are identified as needing it.	Significant improvements in literacy.

	Completing homework and revision	Every student has a Teams account where teachers can upload their homework and students can talk to their teachers through this account for additional support. We use Sparx Reader and Maths platform at KS3 to support students with their Literacy and Numeracy at home. This programme tailors its activities to the level of the student. Homework completion is recorded and monitored and the pastoral team contact parents/carers when needed. Revision guides are available for all students on their Ipads. Homework club runs every day after school so that students can complete it in the building with support.	Homework completed more consistently and to a better standard across the curriculum.

Contextual Safeguarding	The Academy has some contextual issues that affect our most vulnerable young people. Anxiety and Mental Health (sometimes involving Self Harm) Domestic Violence in the home Neglect and Poverty Substance misuse within the home Inappropriate online behaviour Sexual Harm	Robust safeguarding procedures in place across the academy ("Leaders have ensured there is a strong culture of safeguarding in the academy" from *the Trust Monitoring and Evaluation Team September 2025)* External counselling agency used to support young people who need it. School nurse referrals for those who need it. Fortnightly Attendance and Inclusion Panel meetings to monitor students at risk and respond through our Graduated Response and Assess, Plan, Do, Review cycles. Oasis Mental Health Team referrals for those who need it. 360, meet and greet 'soft landing' for identified students who are regularly late or may need breakfast. Referral to external agencies- children's services etc.. Use of risk assessments and Safety plans Educational packages – E and D work and the OCL RSHE curriculum Culture Curriculum specifically teaching 'how to behave?' Relational reintegration plans following suspensions. Reasonable Adjustments to sanctions and suspensions	