

Pupil premium strategy statement

School overview

Metric	Data
School name	Oasis Brislington
Pupils in school	1200
Proportion of disadvantaged pupils	29%
Pupil premium allocation this academic year	£333,295
Academic year or years covered by statement	2020-2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	Peter Knight
Pupil premium lead	Joanne Barr-Yasdi
Governor lead	

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.07
Ebacc entry	75.5%
Attainment 8	37.71
Percentage of Grade 5+ in English and maths	20.4%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieving P8 of 0 for disadvantaged pupils	Sept 21
Attainment 8	Achieving attainment 8 of 40.0 for disadvantaged pupils	Sept 21
Percentage of Grade 5+ in English and maths	Eng and Maths X-over 5+ of 25% for disadvantaged pupils	Sept 21
Other	Achieve national average attendance for disadvantage pupils	Sept 21
Ebacc entry	Maintain ebacc entry at 75%+ and achieve 30% standard pass for disadvantaged pupils	Sept 21

Teaching priorities for current academic year

Measure	Activity
Priority 1 Systems and training to ensure staff are readily able to identify and support disadvantage students	<ul style="list-style-type: none"> Re-launch the First 5 initiative. Development of the strategy to include 5 simple teaching steps and an escalation process. (EEF 'Supporting Great Teaching' pg 4)
Priority 2 Further improve the quality of T&L	<ul style="list-style-type: none"> Deliver Teacher Effectiveness Training on high quality blended learning (EEF 'Pupil Assessment and Feedback'Pg 4) Develop the coaching model, using Powerful Action Steps and lead coaches. Additional teaching capacity to reduce class sizes OCL Horizons Project to provide all students and staff with Ipad to facilitate home learning (EEF 'Access to Technology' Pg 6)
Barriers to learning these priorities address	<ul style="list-style-type: none"> Accessibility to high quality home learning- blended learning, homework and revision Engaging all students every lesson
Projected spending	£105,000

Targeted academic support for current academic year

Measure	Activity
Priority 1 Reduce the attainment gap for disadvantaged students	<ul style="list-style-type: none"> Brislington Prep Programme- Online lessons for year 11 focussed on knowledge retention (EEF 'Extended School Time and Intervention Programmes' Pg 5) Boost sessions factored into 1265 for all staff allowing the offer to be extended to identified students in years 7-10 (EEF 'Extended School Time and Intervention Programmes' Pg 5)
Priority 2 Build on our ethos of high aspirations and expectations for all, reducing NEETs	<ul style="list-style-type: none"> Targetted mentoring and destinations programme for disadvantage students of each prior attainment group using Future Quests and South Bristol Youth Envision and West of England mentoring Careers Advisors- 1-1 sessions for all pupil premium students
Barriers to learning these priorities address	<ul style="list-style-type: none"> Low levels of independent learning and revision done at home Low aspirations leading to inappropriate post-16 courses being selected by some students
Projected spending	£128,000

Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p> <p>Reduce the attendance gap between disadvantaged and non-disadvantaged students even further.</p>	<ul style="list-style-type: none"> • Increase capacity of pastoral team x2 appointments of 360 Year Team manager (EEF 'Supporting Parents and Carers' Pg 6) • Attendance strategies – Student Progress Leaders Quick Wins fortnightly (EEF 'Supporting Parents and Carers' Pg 6) • Use of SOL Tracker to identify First Five students at risk of Persistent Absenteeism for targeted tutor conversations • Use of SOL tracker to identify pupil premium persistent absentees for intervention sessions with safeguarding and welfare officer.
<p>Priority 2</p> <p>Reduce fixed term exclusions for disadvantaged students and increase support to help them re-engage with learning</p>	<ul style="list-style-type: none"> • Alternative Learning Hybrid Model- 4 week programme (EEF 'Transition Support' Pg 4) • Social, Emotional and Wellbeing support provided through full-time Butterfly counselling on site (EEF 'Transition Support' Pg 4) • SAFe exclusions introduced to minimise absence through Fixed Term Exclusions, safeguarding students and supporting with attendance • Bright Sparks programme to engage and educate Pupil Premium students who are at risk of anti-social behaviours and exclusions
<p>Barriers to learning these priorities address</p>	<ul style="list-style-type: none"> • Attendance and persistent absenteeism below national average • Absence through fixed term exclusions
<p>Projected spending</p>	<p>£100,295</p>

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> • Ensuring teachers use the first five strategies in class consistently 	<ul style="list-style-type: none"> • Learning walks and Monitoring Standards reviews
Targeted support	<ul style="list-style-type: none"> • Motivating students to engage online with prep lessons 	<ul style="list-style-type: none"> • Student Progress Leader rewards for engagement • Parental communication

	<ul style="list-style-type: none"> Teachers volunteering to teach online prep lessons 	<ul style="list-style-type: none"> Remuneration offered for lessons taught
Wider strategies	<ul style="list-style-type: none"> New 360s learning new procedures and protocols 	<ul style="list-style-type: none"> Inclusion Panels to discuss key students' attendance and behaviour

Review: last year's aims and outcomes

Aim	Outcome
Systems and training to ensure staff are readily able to identify and support PP students	Achieved- P8 for PP students increased from -0.34 in 2019 to -0.07 in 2020.
Further improve the quality of T&L	Achieved- Overall outcomes increased from -0.04 2019 to +0.19 2020
An ethos of high aspirations and expectations for all	Achieved- NEETS improved from 2.53% 2019 to 1.4% 2020
Identify the main barriers to learning for disadvantaged pupils	Not achieved. Literacy still a barrier impacting cross-over. 20.4% 5-9 in Eng and Maths for disadvantaged students
Reduce the attendance gap between disadvantaged and non-disadvantaged students even further.	Not achieved- 3 year trend showing 17/18 and 18/19 years disadvantaged attendance was at or above national average. 19/20 year disadvantaged attendance was below national average at the point of Covid-19 closure 19/20- 91.4% Nat ave 91.9% 18/19 - 93.2% Nat ave 92.2% 17/18- 92.5% Nat ave 92.5%
Build on the positive behaviours of students in lessons and across the academy to create a culture of catching students doing well	Achieved- Work Hard and Subject Stars embedded into culture of academy

KEY:

-  = Cross over with Catch-up funding
- (EEF_____) = Priorities and Actions cross-referenced with the Education Endowment Foundation 'Covid 19 Support Guide for Schools' <https://educationendowmentfoundation.org.uk/covid-19-resources/national-tutoring-programme/covid-19-support-guide-for-schools/>