

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Oasis Academy Brislington
Number of pupils in school	1163
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Peter Knight
Pupil premium lead	Joanne Barr-Yasdi
Governor / Trustee lead	John Murphy CEO Phillip Humphries Regional Director

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£361,847
Recovery premium funding allocation this academic year	£50,315
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£412,162

# Part A: Pupil premium strategy plan

## Statement of intent

We want to ensure that all of our young people, whatever their starting points or background, reach the highest standard of which they are capable, academically and in other fields such as sport, arts and culture. Our students will be fully equipped for their future lives, having the academic achievement and character development that enables them to ‘stand first amongst equals’.

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. Schools in England have also been awarded a recovery premium to help students recover from the school closures during the Pandemic in 2020-2021. As recommended by the Department for Education, the recovery premium and pupil premium have been combined to create this 3 year strategy.

This Strategy outlines how the pupil premium funding will be spent in order to narrow the achievement gap between disadvantaged and non-disadvantaged students, ensuring all students reach their full potential. As recommended by the Education Endowment Fund (EEF Guide to Pupil Premium, 2019), we have adopted a tiered approach which prioritises classroom teaching and also incorporates targeted academic support and wider academy strategies.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Teaching and Learning-</i> Engaging all students every lesson ensuring they are motivated to complete their best work, especially with extended writing
2	<i>Teaching and Learning-</i> Closing the vocabulary gap, ensuring all students develop their vocabulary and writing skills
3	<i>Teaching and Learning- Numeracy-</i> Closing the numeracy gap
4	<i>Targeted Academic Support-</i> Oasis fundamental offer addressing the low levels of independent learning completed at home
5	<i>Targeted Academic Support-</i> Low aspirations leading to inappropriate post-16 courses being selected by some students
6	<i>Wider Academy-</i> Attendance and Persistent Absenteeism below national average for pupil premium students

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Systems and training to ensure teachers are able to identify and support disadvantaged students</i>	<ul style="list-style-type: none"> <li>• Achieving a minimum P8 of -0.2 for disadvantaged pupils August 2024</li> <li>• Achieving a minimum of average attainment 8 of 4.00 for disadvantaged pupils</li> <li>• Minimum of 25% of disadvantaged students will achieve 5+ in both English and Maths.</li> <li>• Maintain Ebacc entry at 75%+ and achieve 20% standard pass for disadvantaged pupils</li> </ul>
Improve the quality of teaching and learning, incorporating the use of IPADs in lessons and ensuring equitable access to technology	<ul style="list-style-type: none"> <li>• Achieving a minimum P8 of -0.2 for disadvantaged pupils August 2024</li> <li>• Achieving a minimum of attainment 8 of 4.0 for disadvantaged pupils</li> <li>• Minimum of 25% of disadvantaged students will achieve 5+ in both English and Maths.</li> <li>• Maintain Ebacc entry at 75%+ and achieve 20% standard pass for disadvantaged pupils</li> </ul>
Improve extended writing skills and widen vocabulary range of disadvantaged students	<ul style="list-style-type: none"> <li>• Minimum of 25% of disadvantaged students will achieve 5+ in both English and Maths.</li> <li>• Maintain Ebacc entry at 75%+ and achieve 20% standard pass for disadvantaged pupils</li> </ul>
Ensure all disadvantaged year 11 students have an appropriate and ambitious post-16 placement that reflects their achievement	<ul style="list-style-type: none"> <li>• 100% of disadvantaged students will have secured an appropriate post-16 placement reflecting high aspirations relevant to their achievement</li> <li>• Maintain Ebacc entry at 75%+ and achieve 20% standard pass for disadvantaged pupils</li> </ul>
Reduce the attendance gap between disadvantaged and non-disadvantaged students	<ul style="list-style-type: none"> <li>• Achieve a minimum of national average attendance for all disadvantaged students</li> </ul>

Reduce fixed term exclusions for disadvantaged students and increase support to help them re-engage with learning

- Achieve a minimum of national average attendance for all disadvantaged students

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>First 5 Strategy- teachers to target 5 underperforming students with 5 simple teaching steps. Escalation process to include parental communication and Student Progress Leader meeting.</i></p>	<p><i>EEF Guide to Pupil Premium, 2019- 'Key Principal 3: Quality teaching helps every child.'</i></p>	<p>1</p>
<p><i>OCL Horizons Project to provide all students and staff with an IPAD. Provide Teacher Effectiveness Training on high quality delivery using technology, including use of accessibility functions to support disadvantaged students with Special Educational Needs.</i></p>	<ul style="list-style-type: none"> <li>• <i>The Sutton Trust January 2021 Remote Learning: the Digital Divide- 'In the first week of the January 2021 lockdown, just 10% of teachers overall report that all their students have adequate access to a device for remote learning (Figure 1). While 17% report that more than 1 in 5 of their students don't have such access.'</i></li> <li>• <i>PISA in Focus –OECD 2016- 'even when most students have easy access to new media, inequalities persist in the way they use these tools. The use of online media depends on the student's own level of skills, motivation, and support from family, friends and teachers, which vary across socio-economic groups. In their free time, disadvantaged students tend to prefer chatting rather than sending e-mails. They are also much less likely to read the news or obtain practical information from the Internet, perhaps because their navigation and reading skills are often more limited than those of advantaged students.'</i></li> </ul>	<p>1 and 3</p>
<p>Academy Literacy Lead- 3 tiered strategy for improving literacy: 1- To embed deliberate teaching of high-frequency academic</p>	<ul style="list-style-type: none"> <li>• <i>DfE: Understanding Progress in the 2020/21 Academic Year Complete findings from the Autumn term June 2021 – 'Pupils from disadvantaged backgrounds experienced higher levels of loss than their non-disadvantaged peers (1 month more</i></li> </ul>	<p>1 and 2</p>

<p>vocabulary in all lessons</p> <p>2- 2- All teachers to teach writing in context</p> <p>3- 3- All teachers use 'Control the Game' for shared class reading</p>	<p>learning loss in reading compared to their non-disadvantaged peers).</p> <ul style="list-style-type: none"> <li>• <i>Doug Lemov: Reading Reconsidered</i></li> <li>• <i>Hochman: The Writing Revolution</i></li> <li>• <i>Willingham: The Reading Mind</i></li> <li>• <i>Beck et al.: Bringing Words to Life</i></li> </ul>	
<p>Academy Numeracy Lead</p>	<p>EEF: <i>Improving Maths in Key Stages 2 and 3, eight recommendations to improve Maths in 7-14 year olds</i></p> <ul style="list-style-type: none"> <li>• 'School leaders should ensure that all staff, including non-teaching staff, encourage enjoyment in maths for all children.'</li> <li>• Use structured interventions to provide additional support</li> </ul>	<p>3</p>
<p>High Quality Teacher Professional Development: Use of Instructional Coaching model through Powerful Action Steps.</p>	<ul style="list-style-type: none"> <li>• <i>Sam Sims, Steve Farndon et al. : Four reasons instructional coaching is currently the best-evidenced form of CPD- 'Where possible, schools should strongly consider using instructional coaching for professional development. Indeed, it would be hard to justify the use of alternative approaches in the face of the existing evidence.'</i></li> </ul>	<p>1 and 2</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 130,162

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Targeted mentoring and destinations programme for disadvantaged students of each prior attainment group using Future Quests and South Bristol Youth</li> </ul>	<p><i>EEF Careers education: International literature review 2019:</i> 'there is strong evidence (from the OECD (2010) among others) that the provision of high quality, independent and impartial career guidance for young people (and adults) is key to supporting transitions into education, training and employment.'</p>	<p>4</p>

<ul style="list-style-type: none"> <li>• Envision and West of England mentoring</li> <li>• Careers Advisors- 1-1 sessions for all disadvantaged students</li> </ul>	<p><i>EEF Evidence Summaries- Mentoring:</i> 'Programmes which have a clear structure and expectations, provide training and support for mentors, and use mentors from a professional background, are associated with more successful outcomes.'</p>	
<ul style="list-style-type: none"> <li>• Brislington Prep Programme- Online lessons for year 11 focussed on knowledge retention</li> <li>• Boost sessions factored into 1265 for all staff allowing the offer to be extended to identified students in years 7-10 and also students in the Specialist Centre</li> </ul>	<ul style="list-style-type: none"> <li>• <i>EEF Covid 19 Support Guide for Schools-</i> 'There is some evidence that extending school time can have a small positive impact on learning as well as improving other outcomes, such as attendance and behaviour.'</li> <li>• <i>EEF Evidence Summaries-</i> 'The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.'</li> </ul>	1 and 3
<ul style="list-style-type: none"> <li>• Participation in DELTA project to use evidence informed practice to improve outcomes for Disadvantaged and SEND students. Key Priorities: 1- MELSA intervention for identified cohort to develop independent learning and</li> </ul>	<p><i>EEF guidance Making Best Use of Teaching Assistants 2018:</i> When TAs are supporting students in lessons 'ensure TAs know 1) concepts and facts being taught 2) Skills to be learned/applied 3) Intended learning outcomes 4) Expected feedback'</p>	1 and 3

memory skills. 2- TA Effectiveness Training on classroom pedagogy		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 102,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Increase capacity of pastoral team x2 appointments of 360 Year Team manager</li> <li>• Attendance strategies – Student Progress Leaders Quick Wins fortnightly</li> <li>• Use of SOL Tracker to identify First Five students at risk of Persistent Absenteeism for targeted tutor conversations</li> <li>• Use of SOL tracker to identify pupil premium persistent absentees for intervention sessions with safeguarding and welfare officer.</li> </ul>	<p><i>EEF Covid 19 Support Guide for Schools:</i> ‘Schools have provided extensive pastoral support to pupils and families throughout the pandemic. Additional support in the new school year could focus on providing regular and supportive communications with parents, especially to increase attendance and engagement with learning. There is a risk that high levels of absence after the summer pose a particular risk for disadvantaged pupils’</p> <p><i>EEF Promising Projects Texting Parents:</i> ‘The cost effectiveness of the approach and the easy availability of the technology to schools mean that communicating with parents through text messaging is an approach that school leaders should consider.’</p>	5
<ul style="list-style-type: none"> <li>• One Hub- Revolving Door Alternative Provision:</li> </ul>	<p><i>EEF Guide Improving Behaviour in Schools: Recommendation 5</i> ‘For pupils with more challenging</p>	5 and 6

<p>Bespoke learning package for students at risk of multiple exclusions or permanent exclusion</p> <ul style="list-style-type: none"> <li>• Social, emotional and wellbeing support provided through full time Butterfly counselling on site.</li> <li>• SAFe exclusions introduced to minimise absence through Fixed Term Exclusions, safeguarding students and supporting with attendance</li> <li>• Bright Sparks programme to engage and educate disadvantaged students who are at risk of anti-social behaviours and exclusions</li> </ul>	<p>behaviour, the approach should be adapted to individual needs.'</p> <p><i>EEF Covid 19 Support Guide for Schools: 'All pupils will need support to transition back to school. However, there are particular challenges for pupils starting a new school after the disruptions caused by Covid.'</i></p>	

**Total budgeted cost: £ 412,162**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

\*Note: 2020 data based on Centre Assessed Grades and 2021 data based on Teacher Assessed Grades. P8 figures for 2021 based on an internal formula comparative to 2019 external assessments. Comparable data therefore has limitations due to school closures.

Previous Strategy Target (strategy 2020-2021)	Outcome
Achieving P8 of 0 for disadvantaged pupils	This target has not been met. Disadvantaged students achieved a P8 of -0.2 in 2021 compared with -0.07 in 2020. However, if we compare to external assessments in 2019, P8 for disadvantaged students was -0.34 which shows an improvement in outcomes for disadvantaged students. School closures in 2020-2021 had a significant impact on this cohort.
Achieving attainment 8 of 40.0 for disadvantaged pupils	Average Attainment 8 in 2021 was 39.87 compared with 37.71 in 2020. Given the challenges of school closures, this is a successful outcome compared to the target.
Eng and Maths Cross-over 5+ of 25% for disadvantaged pupils	26.6% of students achieved a grade 5+ in both English and Maths in 2021 compared with 20.4% in 2020. Given the challenges of school closures, this is a successful outcome compared to the target. In external 2019 exams 11.3% of students achieved 5+ in English and Maths.

<p>Achieve national average attendance for disadvantage pupils</p>	<p>Attendance for disadvantaged students was 87.5% in 2021, lower than the national average of 91.8%.</p> <p>Persistent Absenteeism was 30.33% compared to national average of 24.7% in 2021.</p> <p>However, the trend prior to school closures was that disadvantage attendance was at or above national average:</p> <p>19/20- 91.4%      Nat ave 91.9% (to point of school closure)  18/19 - 93.2%      Nat ave 92.2%  17/18- 92.5%      Nat ave 92.5%</p> <p>Disadvantage attendance and persistent absenteeism has been affected by the school closures.</p>
<p>Maintain ebacc entry at 75%+ and achieve 30% standard pass for disadvantaged pupils</p>	<p>Ebaac entry in 2021 was 79.6% (73.4% disadvantaged).</p> <p>15.6% achieved a standard pass in 2021 compared with 14.3% in 2020. Whilst the target has not been met, Ebaac entry for disadvantage students remains high and outcomes have improved- 7.5 % students achieved the standard pass in 2019.</p>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Jigsaw PSHE Secondary Package	Jigsaw
Counselling Services	Butterfly

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)