

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium 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	1389
Proportion (%) of pupil premium eligible pupils	30.74%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	First Published: September 2021 Reviewed September 2022 and October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Benjamin Bond
Pupil premium lead	Joanne Barr-Yasdi
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£435,218
Recovery premium funding allocation this academic year	£137,446
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£572,664,

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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 Oasis Brislington strategy combines the pupil premium and recovery funding and spans over 3 years to allow time for efficient implementation and review of the action points.

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- Closing the numeracy gap</i>
4	<i>Targetted Academic Support</i> - Low levels of independent learning completed at home
5	<i>Targetted 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 lower for pupil premium students compared to non-pupil premium students.
7	<i>Wider Academy-</i> Absence through suspensions

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024)** 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"> Achieving a minimum P8 of -0.2 for disadvantaged pupils August 2024 Achieving a minimum of average attainment 8 of 4.00 for disadvantaged pupils Minimum of 25% of disadvantaged students will achieve 5+ in both English and Maths. Maintain Ebacc entry at 75%+ and achieve 20% standard pass for disadvantaged pupils
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"> Achieving a minimum P8 of -0.2 for disadvantaged pupils August 2024 Achieving a minimum of attainment 8 of 4.0 for disadvantaged pupils Minimum of 25% of disadvantaged students will achieve 5+ in both English and Maths. Maintain Ebacc entry at 75%+ and achieve 20% standard pass for disadvantaged pupils
Improve extended writing skills and widen vocabulary range of disadvantaged students	<ul style="list-style-type: none"> Minimum of 25% of disadvantaged students will achieve 5+ in both English and Maths. Maintain Ebacc entry at 75%+ and achieve 20% standard pass for disadvantaged pupils
Ensure all disadvantaged year 11 students have an appropriate and ambitious post-16 placement that reflects their achievement	<ul style="list-style-type: none"> 100% of disadvantaged students will have secured an appropriate post-16 placement reflecting high aspirations relevant to their achievement Maintain Ebacc entry at 75%+ and achieve 20% standard pass for disadvantaged pupils
Reduce the attendance gap between disadvantaged and non-disadvantaged students	<ul style="list-style-type: none"> Achieve a minimum of national average attendance for all disadvantaged students

Reduce suspensions for disadvantaged students and increase support to help them re-engage with learning	<ul style="list-style-type: none"> • Achieve a minimum of national average attendance for all disadvantaged students
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 200,000

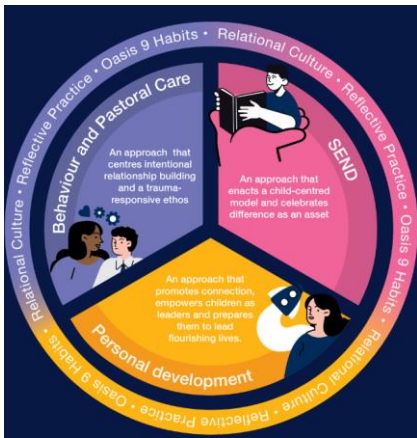
Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Further development of the First Five strategy to focus on Teaching and Learning techniques in the classroom that support disadvantaged students. There will be a focus on Metacognition in staff training. There will be deliberate practice of the First Five strategies in Teacher Effectiveness Training. There will be a whole academy approach to how we foster a sense of 'belonging' for all students. This is embedded within the First Five strategy and follows the principals of the Oasis Way.</i>	<p><i>EEF Guide to Pupil Premium, 2019- 'Key Principal 3: Quality teaching helps every child.'</i></p> <p><i>EEF toolkit- Metacognition is least-cost but most impact (7 months progress) compared to other school initiatives for Disadvantaged students. 2022.</i></p> <p><i>Reconnect- Doug Lemov et al. (2022)</i></p> <p><i>Belonging: The ancient code of togetherness- Owen Eastwood (2021)</i></p>	1
<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>	<ul style="list-style-type: none"> <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> <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</i> 	1 and 3

	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.'	
<p>Academy Literacy Lead- 3 tiered strategy for improving literacy:</p> <p>1- To embed deliberate teaching of high-frequency academic 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>Timetabled fundamental Skills sessions 3 x 25 minutes per week, focussed on these sessions.</p>	<ul style="list-style-type: none"> • <i>DfE: Understanding Progress in the 2020/21 Academic Year Complete findings from the Autumn term June 2021</i> – 'Pupils from disadvantaged backgrounds experienced higher levels of loss than their non-disadvantaged peers (1 month more learning loss in reading compared to their non-disadvantaged peers). • <i>Doug Lemov: Reading Reconsidered</i> • <i>Hochman: The Writing Revolution</i> • <i>Willingham: The Reading Mind</i> • <i>Beck et al.: Bringing Words to Life</i> 	1 and 2
<p>Academy Numeracy Lead</p> <p>Delivery of Numeracy programme to all year groups</p> <p>Timetabled fundamental Skills sessions 1 x 25 minutes per week, focussed on these sessions.</p>	<div>EEF: <i>Improving Maths in Key Stages 2 and 3, eight recommendations to improve Maths in 7-14 year olds</i></div> <ul style="list-style-type: none"> • 'School leaders should ensure that all staff, including non-teaching staff, encourage enjoyment in maths for all children.' • Use structured interventions to provide additional support 	3
<p>High Quality Teacher Professional Development: Use of Instructional Coaching model through Powerful Action Steps.</p>	<ul style="list-style-type: none"> • <i>Sam Sims, Steve Farndon et al. : Four reasons instructional coaching is currently the best-evidenced form of CPD</i>- '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.' 	1 and 2

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

Budgeted cost: £ 150,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Targeted mentoring and destinations programme for disadvantaged 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 disadvantaged students 	<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><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>	4
<ul style="list-style-type: none"> Boost sessions factored into 1265 for all staff allowing targeted support for year 11 following intense data analysis and pupil progress monitoring 	<ul style="list-style-type: none"> <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.' <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 	1 and 3

	attendance at school, improved behaviour, and better relationships with peers.'	
<ul style="list-style-type: none"> • Participation in DELTA project to use evidence informed practice to improve outcomes for Disadvantaged and SEND students. Launch of TA Effectiveness Training on classroom pedagogy • Participation in the Oasis Way training for key leaders- focusing on building a relational culture, reflective practice and a sense of belonging- Leaders for culture and inclusion to attend 6x full day training conferences for school leaders and to disseminate strategies to whole staff 	<ul style="list-style-type: none"> • <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' • TA training focuses on developing 3 of the components of the Wider Pedagogical Role Model (First introduced by Blatchford et al. 2009 and refined by Webster et al. 2011) Leaders should ensure they develop TAs preparedness, deployment and practice. • The Oasis Way brochure and policies draw upon experiences, feedback and research from the OCL National Lead Practitioners in all academies across the Trust:  <ul style="list-style-type: none"> • 	1 and 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 222,504

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Increase capacity of pastoral team x2 appointments of 360 Year Team manager • Attendance strategies – Student Progress Leaders Quick Wins fortnightly • Switch over from use of SOL tracker to OCL attendance monitoring system: identify students at risk of Persistent Absenteeism for targeted tutor conversations-built into tutor programme • Use of attendance tracker to identify pupil premium persistent absentees for intervention sessions with safeguarding and welfare officer. 	<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"> • One Hub- Revolving Door Revolving Door: Bespoke learning package for students at risk of multiple 	<p><i>EEF Guide Improving Behaviour in Schools: Recommendation 5</i> ‘For pupils with more challenging behaviour, the approach should be adapted to individual needs.’</p>	5 and 6

<p>suspensions or permanent exclusion</p> <ul style="list-style-type: none"> • Appointment of permanent Assistant Principal to lead the One Hub Revolving Door provision • Social, emotional and wellbeing support provided through full time Butterfly counselling on site. • SAFe exclusions introduced to minimise absence through Fixed Term Exclusions, safeguarding students and supporting with attendance • Bright Sparks programme and Empire Fighting Chance to engage and educate disadvantaged students who are at risk of anti-social behaviours and suspensions • Introduction of PACE strategy (playfulness, acceptance, curiosity and empathy) as a whole academy approach to behaviour and to support our trauma informed practice 	<p><i>EEF Covid 19 Support Guide for Schools:</i> '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.'</p>	
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Total budgeted cost: £ 572,664

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 2022 to 2023 academic year.

	Outcome
Achieving P8 of -0.2 for disadvantaged pupils by August 2024	<p>Disadvantaged students achieved a P8 of -0.38 in 2023 compared to -0.12 in 2022 . Whilst this is down on 2022 results, it has been recognised by the DFE that a fair comparison between 2022 and 2023 has to still consider the impact of Covid as 2023 is the first full examination year returning to pre-pandemic grading:</p> <p><i>In 2022 outcomes broadly reflected a mid-point between 2019 and 2021, to take account of the impact of the pandemic and in line with Ofqual's approach to grading in 2022. It is expected that performance in 2023 will generally be lower than in 2022 For this reason, users need to exercise extreme caution when considering comparisons over time, as they may not reflect changes in pupil performance alone</i> DFE KS4 Performance Statistics</p> <p>National disadvantage gap is 3.95 The highest gap since 2011. OAB gap is 1.03 which is significantly smaller than the national average. Whilst OAB has seen a decrease in the P8 figures for disadvantaged student, this has been seen nationally and the impact of Covid on attendance, in particular, has been highlighted by the DFE.</p>

<p>Achieving attainment 8 of 40.0 for disadvantaged pupils</p>	<p>Average Attainment 8 in 2023 was 33.12 compared to 37.14 in 2022. The National Attainment 8 Gap in 2023 was 15.3 between disadvantaged and non-disadvantaged and the OAB gap was 15.16, still just slightly above national average.</p> <p>As outlined above for progress 8 measures, given the challenges of school closures and this being the first full year of pre-covid examination grading, this is an expected outcome compared to the target.</p>
<p>Eng and Maths Cross-over 5+ of 25% for disadvantaged pupils</p>	<p>19.2% of students achieved a grade 5+ in both English and Maths in 2023 compared with 20% of students in 2022. In the last comparative year of pre-pandemic examinations (2019), 11.3% of students achieved 5+ in English and Maths. The National average gap was 27.2 and the OAB gap was 27.3 in 2023 for students achieving 5+ in English and Maths.</p>
<p>Achieve national average attendance for disadvantage pupils</p>	<p>Disadvantaged attendance in 2023 was 85.1% National Average was 91.1%.</p> <p>Attendance for Non disadvantaged was 93.2%</p> <p>Persistent Absenteeism for disadvantaged in 2023 was 46.3% National Average was 27.77%</p> <p>Oasis Brislington are still working towards achieving National Average for attendance of disadvantaged students. It remains a key priority for the academy and a new attendance office has been appointed, along with the roll out of the</p>

	<p>OCL attendance tracker, to support with this target.</p> <p>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>
Maintain ebacc entry at 75%+ and achieve 30% standard pass for disadvantaged pupils	<p>Ebaac entry for disadvantaged students in 2023 was 75.3% compared with 68% in 2022. National Average Ebaac entry in 2023 was 27.7%</p> <p>The percentage point gap for Ebaac entry was 12.3 compared to a national gap of 15.7%.</p> <p>The data demonstrates that OAB maintains its 'unapologetically ambitious curriculum' for all students and expectations of achievement are high.</p> <p>15.1% of disadvantaged students achieved a standard pass in the Ebaac in 2023 compared with 14% in 2022.</p>

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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
Edukey Provision Map	TES
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)