

Exceptional Education at the Heart of the Community

Pupil Premium Strategy Statement:

1. Summary information					
School	Oasis Academy Brightstowe				
Academic Year	2020/2021	Total PP budget	£327,671	Date of most recent PP Review	02/10/20
Total number of pupils	802	Number of pupils eligible for PP	349	Date for next internal review of this strategy (termly)	20/09/21
2. Review of expenditure					
Previous Academic Year	2019/2020				
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Impact:	Lessons learned Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?	Cost	
Improvement of progress and attainment in Maths and English	<p>Maths Mastery and English mastery in year 7. To run this programme we have I] increased capacity in English and Maths to facilitate delivery of Mastery curriculum.</p> <p>1x English teacher and 1x Maths teacher.</p> <p>Raising Standards Leaders (RSLs) English, Maths and science appointed. Their focus was:</p> <ul style="list-style-type: none"> <li>monitoring progress (specifically disadvantaged students)</li> <li>provision of departmental CPD to improve teaching strategies used by staff</li> </ul>	<p>Progress reports for mastery programme in Maths and English:</p> <p>English Attainment – in line with national figures for year 7 and 9 grades 5-9 (year 7 45% and year 9 47%)</p> <p>Maths progress by 0.5 grade y8 -0.7 to y9 -0.2</p>	<p>Mastery strategy to continue</p> <p>Build on improvements within English and Maths team through:</p> <ul style="list-style-type: none"> <li>emphasis on co-planning</li> <li>targeted induction for new staff</li> </ul>	£220,456	

<p>Improving and sustaining transition to post 16 education</p>	<p>Use of CEIAG coordinator/year 11 intervention manager to support students applying for post 16 education. To increase the understanding of career pathways to students in year 7 -10.</p> <p>Future Quest: 20 MPA/HPA PP students in Year 9, 10 and 11</p> <p>1:1 mentoring provided 1:1 training on aspirations and resilience</p>	<p>External audit of practice indicated that CEIAG practice within the academy is significantly above national average on all benchmarks.</p> <p>86% staying in education or employment in 2018. This is a 4% increase on previous year.</p> <p>4 PP students progressed to University.</p> <p>3 MPA/HPA PP students progressed to scholarships at local private schools</p>	<p>Destination data needs collecting much sooner due to Covid 19.</p> <p>Developing social capital and aspirations is a key area for development in the coming year.</p> <p>Developing skills and aspirations to be reviewed and built into the PSHE programme.</p> <p>Future request to continue – this is a high impact intervention that is having a significantly positive impact upon student progression to Post 16 education.</p> <p>The 1:1 mentoring is enabling students to think through their potential future progression choices and the expertise and support provided is removing barriers to Post 16 qualifications.</p>	<p>£22,227</p>
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ii. Targeted support

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?	Cost
<p>Improved rates of progress for year 11 PP students</p>	<p>Year 11 interventions included:</p> <ul style="list-style-type: none"> <li>• Class level action plans that identified PP students who have negative P8</li> <li>• Small group interventions in place for target students</li> <li>• 1:1 mentoring with ALT and lead teachers</li> <li>• 1:1 reading with community partners</li> <li>• External speakers and coaches</li> <li>• Parental engagement evenings</li> </ul>	<p>High levels of engagement with intervention programmes in school. Student voice and parental feedback indicating that support was valuable. Mock data indicated that PP gap between PP and non PP students halved within on term.</p>	<p>To continue</p>	<p>£4000</p>
<p>PP attendance gap decreases</p>	<p>Training from SOL attendance to improve use of attendance trackers. CPD for staff</p>	<p>Term 1 and 2 attendance for PP exceeding previous academic years. Due to impact of covid unable to draw</p>	<p>Develop further through appointing attendance officer</p>	

	and teachers. Reviewed roles and responsibilities in relation to attendance. Increased contact with families of low attending students. Ensure that actions for persistent low attending students are completed by all stakeholders. Individual education plans written for students to address barriers to learning to increase student engagement and attendance.	comparisons with previous years in subsequent terms for 2020	Attendance lead appointed with remit to increase engagement with hard to reach families and speed up accountability processes.	
PP students with SEMH needs met	Expand capacity of counselling for PP students	Increased time for support by 10 hours per week. Increased numbers of students receiving support and increased numbers of students who accessed provision from external partners.	Continue	£20,000
Ensuring wider needs met to include food/social care/housing are essential for students to maintain high levels of attendance and engagement in education.	Targeted interventions matched to the needs of individuals based upon case review meetings for target students to ensure effective deployment of resources.  Mentoring Parental support School engagement programmes Foodbank/poverty referrals	Access to Parental support School engagement programmes Foodbank/poverty referrals  High levels of engagement with summer engagement programme and supported social service referrals. Mentoring in school for 10 students	Continue and expand through brightzone	£10,000
PP students additional pastoral support is required	Maintaining capacity within the pastoral team is a key aspect of the academy development plan. The increased capacity is in place to ensure that for our PP students we address: <ul style="list-style-type: none"> <li>• Attendance</li> <li>• FTE</li> <li>• Progress and attainment</li> </ul>	Improved attendance * Parental support School engagement programmes Foodbank/poverty referrals(see above), reduction in FTE by 10%	Continue and expand through appointment of attendance officer and create TLR	Staffing: 0.5 5xaHOY £99,802

3. Prior Year Achievement		
Achievement for: 2019-2020 ( pupils) Whole school	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
Progress 8	No validated data available due to covid	No validated data available due to covid
Attainment 8		

% A* - C (9-5) English and Maths		
% taking Ebacc		
% achieving Ebacc		
Basics 4-9		
Basics 5-9		
Basics 7+		
<b>4. Barriers to future attainment (for pupils eligible for PP, including high ability)</b> Please refer to the EEF documents Teaching and Learning Toolkit, Families of schools database and Evaluation Tool and also the Pupil Premium Awards website.		
<b>In-school barriers</b>		
A.	Literacy and numeracy whilst improving continues to remain below national standard, with a significant proportion of PP students below the expected chronological reading age	
B.	Behaviour (both internal exclusions and FTE) and attendance for PP students remains an area for improvement	
C.		
<b>External barriers</b>		
D.	Parental engagement – some of the most vulnerable families do not engage with the support offered through the academy. Both at a pastoral and academic level we are seeking to strengthen the links between home and the academy so that PP students are able to thrive.	
E.	Opportunities for academic and personal development. Disadvantaged students receive fewer opportunities for 1:1 support (mentoring and tutoring) and fewer opportunities to develop social capital.	
<b>5. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve attendance	Attendance for PP exceeds 94%
B.	Improve progress for disadvantaged students and reduce gap to national other	PP progress exceeds -0.1 PP progress gap to all students less than 0.2
C.	Improve destinations for PP students	Increased numbers of PP students progress to post 16 education. No gap between PP and Non PP destinations data and all progression rates to education or employment at 94% (National).

6. Planned expenditure						
Academic year	2020/21					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i Quality of teaching for all						
Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP funding in addition?)
Teaching is not consistently good	Development of: <ul style="list-style-type: none"> <li>Monitoring and self-evaluation cycle to focus on raising attainment and accelerating progress particularly of PP students</li> <li>Bespoke coaching programme for specific teachers</li> <li>Training and support for NQTs and new teaching staff so that they are able to deliver strive for 5 and implement agreed teaching and learning strategies to stretch and challenge PP students.</li> <li>Co-planning for all curriculum areas is a priority each week</li> </ul>	Ensuring that all staff understand that PP students are a priority within the academy is essential. Effective teaching and has a disproportionately positive impact upon PP student progress and therefore induction training and support for new staff is essential to ensure that we narrow the PP gap.  Research evidence that has informed this approach includes: <ul style="list-style-type: none"> <li>Sutton Trust 'What makes great teaching?'</li> <li>EEF metacognition and self-regulation July 2018</li> <li>Centre for Excellence and Outcomes in children and young people's services (C4EO). Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty</li> </ul>	PP P8 gap narrows to below 0.2  Narrow within school variation so that progress of PP students is in line with non PP. 2022 P8 PP =0.0	RDJ	3 years	Staffing: ALT time £3,000  Coaching training day and lesson observation funding: £1,000

Over 25% PP students 3 or more years behind chronological reading age	<p>Training programme in place for teachers and support staff that includes a focus on:</p> <ul style="list-style-type: none"> <li>• Vocabulary,</li> <li>• Reading,</li> <li>• Speaking,</li> <li>• Writing.</li> </ul>	<p>PP student literacy is sig negative and behind non PP</p> <p>75% students enter academy below national standard for reading and writing.</p> <p>Literacy is a significant blocker to accessing curriculum and future employment.</p> <p>45% of Y7 cohort one or more year below chronological reading age.</p> <p>43% of Y9 cohort are one or more year behind chronological reading age.</p> <p>25% of KS3 students are 3 or more years behind chronological reading age.</p>	<p>NGRT demonstrate that all students improving reading age</p> <p>Quality assurance demonstrates that standards of reading writing and speaking improved particularly for PP students</p>	<p>SCL</p> <p>ASY</p>	<p>July 2019</p>	<p>Staffing: £5,000 Deputy Principal time</p>
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ii Targeted support

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP funding in addition?)
Subgroup of PP students have high levels of internal exclusions and low attendance as a result they disproportionately impact on PP P8 outcomes.	Brightzone provision in place to ensure that students access support both in class and through interventions	Identification of PP students who have poor levels of attendance and progress. Unmet learning and SEMH need linked to high internal and FTE	<p>PP P8 exceeds 0.0</p> <p>PP P8 gap narrows to below 0.2</p> <p>Reduction in FTE and internal exclusion for PP students with no gap between PP and non PP</p>	JCL	ongoing	Brightzone staffing (see below)
NEET PP 8% above national.	<p>Year 9 careers support programme in place to support options process</p> <p>Post applications for year 11</p>	<p>NEET higher than national average.</p> <p>Curriculum designed to address lack of opportunities for PP students</p>	<p>0% NEET (all students)</p> <p>100% PP students have post 16 placement</p>	ABO	ongoing	Staffing TLR £8,219

	Redesign the PSHE programme to include CEIAG  Continue future quest for target MPA and HPA PP students					
50% of PP cohort one or more years behind chronological reading age. PP student literacy is sig negative and behind non PP  25% students enter academy below national standard for reading and writing.  45% of Y7 cohort one or more year below chronological reading age.  43% of Y9 cohort are one or more year behind chronological reading age.  25% of KS3 students are 3 or more years behind chronological reading age.	Targeted 1:1 support for students from across the key stages will be provided to ensure that PP students most at risk of not making good progress receive support.  To include; <ul style="list-style-type: none"> <li>Fresh start phonics teaching in KS3 (1 hour per day for 15 students)</li> <li>1:1 reading using accelerated reader programme</li> </ul>	Literacy is a significant blocker to accessing curriculum and future employment.  Accelerated Reader and Star Test – following an initial assessment students are provided with a Zone of Proximal Development. This supports their growth of reading and they quiz on books to check their comprehension and understanding.  EEF evaluation indicates that fresh start phonics and Accelerated reader have potential to add an additional 6 months progress.	Each term all PP year 9 students progress to next level using STAR reader  NGRT data indicates that disadvantaged year 9 students make at least 3 months progress so that all students are at or progressing rapidly towards their chronological reading age by July 2021.  All PP students reach chronological reading age at end of KS4	SCI	August 2019	Library staffing £36,958  Resourcing costs inc. library budget £5,000  Intervention staffing £18,561
Academy catchment is in top 10% deprivation measured against national benchmarks.	<b>North Bristol Oasis Hub</b> Through the Hub coordinate a programme of training and support: Mentoring Academic support Anger management Social skills	Significant social disadvantage leading to food and fuel poverty. Academy catchment is in top 10% deprivation measured against national benchmarks.	Eradicate gap between PP and non PP for FTE and for both groups this FTE reduced.  Basic needs of all PP students met	JCI	3 years	£10,000

PP students overrepresented in FTE data	Social support (food/fuel etc)	<p>Targeted interventions matched to the needs of individuals based upon case review meetings for target students to ensure effective deployment of resources.</p> <p>Ensuring wider needs met to include food/social care/housing are essential for students to maintain high levels of attendance and engagement in education.</p>				
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iii Whole school strategies

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP funding in addition?)
Progress and attainment in Maths and English below national both at KS3 and 4.	<p>Maths mastery and English mastery in year 7.</p> <p>Addition of 1x English teacher and 1x Maths teacher.</p>	<p>Mastery programmes have had a significant positive effect on pupils' English scores. Pupils in the English mastery treatment group scored on average, 4.32 percentage points higher than the control group.</p> <p>A similar effect has been reported with Maths mastery programmes Supporting teachers in English to deliver the mastery programme. Specific support and guidance will be provided to those teachers who are struggling to address PP gap.</p>	Rates of progress between PP and non-PP students continues to narrow. In year 11 GCSE P8 to exceed – 0.1 for PP students. PP progress in best English to exceed 0.0.		3 years	<p>Staffing: £41,594 x 2 Total £83,188</p> <p>To include time for co-planning, resources and additional maths and English teachers.</p>
<p>45% of PP Y9 cohort one or more year below chronological reading age.</p> <p>25% students enter academy below national standard for reading and writing.</p>	<p>Programme in place to accelerate reading ages for year 9 PP students who are below chronological reading age.</p> <p>Specialist literacy intervention to students with low reading ages.</p> <p>Literacy curriculum recovery programme to accelerate student chronological reading and comprehension ages.</p>	<p>Literacy is a significant blocker to accessing curriculum and future employment.</p> <p>EEF literacy development toolkit indicates that disciplinary literacy is</p>	<p>All students at chronological reading age at end of KS4</p> <p>All year 9 PP students make at least an additional 6 months gain in reading age through AR and a focus on reading comprehension.</p>	SCL	ongoing	Staffing cost of skills lessons £31,329.70 - 3 days literacy leader



<p>25% of Y9 students are 3 or more years behind chronological reading age.</p>	<p>Appointment of literacy coordinator 0.6FTE 6 teachers teaching 1xper week reading comprehension focused on year 9</p> <p>Academy focus on every subject:</p> <ul style="list-style-type: none"> <li>• Explicitly teaching Tier 2 and 3 vocabulary</li> <li>• Developing extended writing</li> <li>• Including opportunities teaching reading</li> <li>• Structured talk</li> </ul>	<p>key to accelerating standards in school.</p>				
<p>For some PP students additional pastoral support is required</p>	<p>The pastoral team includes 5 assistant heads of year</p> <p>Restructured and expanded to include 1 senior pastoral leader with oversight of year 8 and 9).</p> <p>Appointment of attendance lead to work with hard to reach families</p>	<p>Maintaining capacity within the pastoral team is a key aspect of the academy development plan. The increased capacity is in place to ensure that for our PP students we address:</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• FTE</li> <li>• Progress and attainment</li> </ul> <p>Improving attendance will have a significant impact on progress. The cycle of poor attendance and poor behaviour for a small minority of our PP students is something that we will be seeking to break. The additional capacity provided through the expansion of the pastoral team will ensure that we can; strengthen links between the academy and families; rapidly intervene where student attendance is flagged as a concern; ensure that the causes of persistent poor behaviour area addressed so that PP students can engage with lessons and make good progress.</p>	<p>Reduction in FTE for PP to maintain 3 year trend so that gap to national eradicated</p> <p>Increased attendance for PP so that this exceeds 94%</p> <p>PP progress exceeds -0.1</p>	<p>DHa</p>	<p>ongoing</p>	<p>Staffing: 0.5 5xaHOY £99,802</p> <p>1 senior pastoral leader (Y8+9) TLR £14,030</p> <p>0.5 Attendance lead £20,142</p>

Academy catchment is in top 10% deprivation measured against national benchmarks.	Increase capacity for support for students for whom SEMH need identified Specialist SEMH unit provides training, emotional support and family support to increase student progress, reduce exclusion from lessons and signpost support with external agencies/Hub and charities.	rationale	Reduction in FTE; iFTE and RR referrals Improved attendance Improved student and parental engagement	JCL	ongoing	Brightzone staffing £33,205
					TOTAL COST	£359,481

7. Additional detail