

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Brightstowe
Number of pupils in school	768
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Andráea Davies
Pupil premium lead	Ian Walsh, Vice Principal Quality of Education
Governor / Trustee lead	Peter Knight

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£336, 893
Recovery premium funding allocation this academic year	£90, 114
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£427,007

Part A: Pupil premium strategy plan

Statement of intent

We want to ensure that all our young people, whatever their starting points or background to reach the highest standard of which they are capable. To do this we must identify the individual barriers our pupils may face and commit to ensure that these barriers are mitigated so that our pupils can achieve the very best in every aspect of their education. Our students will be fully equipped for their future lives, having the academic achievement and character development that allows for chances and choices.

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 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 priorities classroom teaching and incorporates targeted academic support and wider academy strategies.

As a staff body we are committed to ensure that all pupils in our school achieve their full potential, regardless of socio-economic backgrounds and this policy sets out our aim as a staff body to ensure that there is no achievement gap between disadvantaged and non-disadvantaged pupils at Oasis Academy Brightstowe.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Improving attendance and persistent absenteeism so that it is in line with National Average</u></p> <p>Outcomes from 2024 show a clear impact of poor attendance on students at OAB with those students having attendance above 80% having an SPI of 1.48 above those with attendance below 80%. Those with attendance above 50% had an SPI of 2.22 compared to those who were severely absent. Whilst the gap in attainment is narrowed for our disadvantaged students in 2023 in Basics 4+, Basics 5+ and Basics 7+ indicators, this is reflective of a higher prior attaining year group and therefore remains an area to improve.</p> <p>Overall attendance for disadvantaged students remains lower than non-disadvantaged students and PA remains higher, however the gap in 2022-23 closed and early indicators for this academic year show this trend being maintained.</p> <p>Improving attendance remains a key priority for the Academy.</p>
2	<p><u>Improving reading ages and wider literacy skills to allow accessibility for all to the curriculum, and support in promoting strong attendance</u></p> <p>Currently, analysis of NGRT data against attendance shows a positive correlation for all year groups.</p> <p>As such, the Academy has a strong focus on improving reading ability and wider literacy skills. There is a clear strategy in place from Ordinarily Available Provision to targeted support, in line with our Academy wide graduated response; supplemented by strong curriculum design.</p>
3	<p><u>Improving numeracy skills</u></p> <p>Overall, outcomes in Mathematics showed increases in 9, 8, 7, 5 and 4 plus grade on 2019.with an increase of 8.6% for grade 4+ from 2019, this still remains an area of development for us within the Academy.</p> <p>Disadvantaged gap decreased in 4+ and below 2019 figures, sitting 2% above OCL average. The gap for 5+ decreased on 2022, but sat above 2019 pre-pandemic figures.</p> <p>Overall, outcomes in Mathematics showed increases in 9, 8, 7, 5 and 4 plus grade on 2019.with an increase of 8.6% for grade 4+ from 2019, this still remains an area of development for us within the Academy.</p> <p>Disadvantaged gap decreased in 4+ and below 2019 figures, sitting 2% above OCL average. The gap for 5+ decreased on 2022, but sat above 2019 pre-pandemic figures.</p> <p>As such, improving numeracy skills remains a focus for the Academy this academic year.</p>

4	<p><u>Develop a strong relational culture</u></p> <p>FTS numbers remain too high overall and for PP students, however initial data from 2023/24 shows a smaller proportion of students have received an FTS, demonstrating the impact of our strategy to date: 8.9% of the school cohort being issued with an FTS in HT1 2023/24, compared with 20% in T1 2022/23. However, the number of PP students receiving an FTS is higher than non-PP students and therefore this remains an area of focus for us this year. Analysis shows that over half of these PP students have SEND (see Challenge 5, below).</p> <p>Initial EBSA pilot showed impact of strong relationships on good attendance (see Challenge 1). As a school we recognize that 'school avoidance' has its root in emotional, mental health or wellbeing issues and this is reflected in our whole school graduated response to improving attendance and student outcomes.</p>
5	<p><u>Improving SEND provision against a challenging local landscape</u></p> <p>FTS data and attendance data for SEND needs to improve (see above).</p> <p>Local capacity issues with regards to alternative provision for students on the North of the city adds an added complexity to ensuring provision matches need at Brightstowe.</p> <p>Further adaptation to the curriculum required to ensure it is meeting the needs of more complex cohorts and lack of alternative provision spaces, post pandemic.</p>

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>Quality First Teaching is evidenced in all areas of the curriculum underpinned by Rosenshine's Principles of Instruction and Teach Like a Champion by Doug Lemov</i>	<ul style="list-style-type: none"> Narrow P8 gap between PP and non-PP students from -0.63 in 2023. Continue to narrow the gap between PP and non-PP students in Basics indicators, working towards PP students being in line with National measures by August 2025.
<i>The curriculum is personalised and contextualised, with a particular focus on improving literacy and supporting SEND; thus ensuring access for all to the curriculum</i>	<ul style="list-style-type: none"> All lessons, including the OCL curriculum, are personalised and localised to meet the needs of the individual classes at Brightstowe in line with our 'Brightstowe Way'. Do Now tasks are accessible for <i>all</i> students with a focus on retrieval practice. High levels of engagement and progress are observed through drop-ins recorded on Step Lab. Drop ins show effective use of pupil information, including Pupil Passports, to support adaptive planning.
<i>Widen vocabulary range of disadvantaged students</i>	<ul style="list-style-type: none"> Drop ins and book looks show evidence of Tier 2/3 vocabulary being appropriately identified and frontloaded in lessons so that students are supported to develop the breadth of their vocabulary, improve cultural capital and access the intended curriculum. This explicit vocabulary instruction includes application questions and checks for understanding. Staff use Robust Reading strategies and effective use of sentence stems to improve reading and writing skills. Minimum of 25% of disadvantaged students will achieve 5+ in both English and Maths in August 2023, Disadvantaged students will meet national expectations for 5+ in both English and Maths by 2025.
<i>Ensure that all pupils can read to at least their chronological age by the end of Year 11</i>	<ul style="list-style-type: none"> Students make progress against their Reading Plus proficiency baseline score by August 2023. 100% of Year 11 pupils score at chronological age on the given reading test at the start of Year 11 in 2025.
<i>Reduce the attendance gap between disadvantaged and non-disadvantaged students</i>	<ul style="list-style-type: none"> Achieve a minimum of national average attendance for all disadvantaged students.
<i>Reduce fixed term exclusions for disadvantaged students and increase support to help them re-engage with learning</i>	<ul style="list-style-type: none"> Number of incidents and days lost to Fixed term suspensions continue to reduce from 2020-21. Proportion of school community receiving FTS continues to reduce from 2022-23.

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: £ 117, 800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embed Quality First teaching to support the progress of all learners</i>	<p>EEF Guide to Pupil Premium, 2019- ‘Key Principle 3: Quality teaching helps every child.’</p> <p>Sutton Trust: Improving the Impact of Teachers on Pupil Achievement in the UK</p> <p><i>“The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year’s learning.” (Page 2)</i></p> <p>Sutton Trust: What Makes Great Teaching?</p> <p>Coe et. al. state that high-quality teaching involves strong pedagogical content knowledge and strong quality of instruction. Lemov and Rosenshine’s work is predicated on both principles. Therefore, it is essential that the staff body is exposed to these pedagogical paradigms through the school’s CPD offer.</p>	1, 2, 3, 4, 5
<i>Embed a tiered literacy policy to improve levels of literacy across the academy</i>	<p>EEF: Improving Literacy in Secondary Schools</p> <p>The academy’s literacy policy is based on the EEF guidance on improving literacy in secondary schools. The literacy policy will focus on the following strategic areas outlined in the document:</p> <ul style="list-style-type: none"> • Disciplinary Literacy – provide CPD and department time to allow teachers to effectively develop literacy using domain-specific approaches. • Reading Fluency – ensure that a strong focus is placed on students reading aloud (using Control the Game strategies) and reading fiction and non-fiction texts to develop fluency • Intervention – ensure that students are baseline assessed and then selected for appropriate 	1, 2, 5

	<p>interventions to address the development of phonics, improving vocabulary, fluency and comprehension where necessary.</p> <ul style="list-style-type: none"> • Vocabulary – provide CPD and ensure that all teaching staff frontload and check understanding of tier 2 and 3 vocabulary • Exploration Through Literacy – ensure that students have access to and are directed to appropriate texts that provide an insight into the wider world and promote equality, diversity, and inclusion 	
<i>Embed a robust reading programme into Individual Development Time (IDT) to support the advancement of reading across the Academy and access to the curriculum for all pupils</i>	<p>DfE: Now the Whole School is Reading</p> <p>Evidence suggests that improving reading fluency (automaticity) will free up students' working memory so that they are able to commit more attention to develop their comprehension. This is essential for students to be able to read and understand complex academic texts.</p>	1, 2, 5
<i>High Quality Teacher Professional Development: Use of Instructional Coaching model through Powerful Action Steps, explicitly linked to 'The Brightstowe Way'.</i>	<p>Ambition Institute: What is Instructional Coaching? 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.'</p> <p>Evidence: EEF – Improving Behaviour In Schools Evidence Review 2019 states that a training programme that involves teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time holds promise.</p>	1, 2, 3, 4, 5
<i>Employ the use of the Sparks Maths programme to aid in closing the numeracy gap through regular practice and targeted homework and Numeracy Ninjas into IDT to develop numeracy fluency.</i>	<p>EEF: Improving Mathematics in Key Stages 2 and 3</p> <p>Consistently use SparxMaths to ensure that homework and XP Boost engagement data held in the database allows students to build upon their existing knowledge and understanding to accelerate progress.</p> <p>Develop students' independence and motivation by using the platform to ensure that they take responsibility for, and play an active role in, their own learning.</p> <p>Use SparxMaths as an effective intervention tool where homework is linked to the intended curriculum offer, it is responsive to students' individual performance, and spaces retrieval of acquired knowledge in a timely manner.</p> <p>Implement Numeracy Ninjas into Individual Development Time (IDT)</p>	1, 3, 5

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

Budgeted cost: £167,059

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers Advice - 1-1 sessions for all disadvantaged students	<p>EEF Careers education: International literature review 2019: ‘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>EEF Evidence Summaries- Mentoring: ‘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> <p>Sutton Trust. Future Plans and Aspirations Study 2022, COSMO Study: Access to high quality IAG at school is especially important for those from lower socio-economic backgrounds – where young people “are less likely to have access to support from family and friends, or to have networks which provide an insight into a wide range of career options”. As such, pandemic disruption to school-based IAG has the potential to particularly affect those from disadvantaged backgrounds.</p> <p>Sutton Trust, Paving The Way, Careers Guidance for Secondary Schools 2022: High quality careers education, information, advice and guidance is vital to ensure young people can access jobs that suit their talents and aspirations. For those from lower socioeconomic backgrounds, this advice is particularly important, as they are less likely to have access to support from family and friends, or to have networks which provide an insight into a wide range of career options.</p> <p>Accessing independent and impartial advice on education, training and career paths is therefore a central plank of social mobility, empowering young people to make informed decisions about their future pathways.</p>	4

After school intervention programme for year 11 students.	<p>EEF Evidence Summaries- 'The evidence indicates that, on average, pupils make 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.'</p> <p>Sutton Trust, Education Recovery and Catch Up Briefing, 2022 COSMO Study:</p> <p>While it is welcome that students at schools with the most deprived intakes are more likely to have accessed catch-up, 39% of those in the most disadvantaged state comprehensives didn't take part in any. There is a need for a renewed focus and greater investment in catch-up activities for young people affected by the pandemic, so that all young people are able to benefit from this support.</p>	1, 2, 3, 4, 5
<p>MELSA intervention for identified cohort to develop independent learning and memory skills.</p> <p>ELSA intervention for identified cohort to support emotional wellbeing.</p> <p>Recruit and train TAs to support access to school for disadvantaged SEND pupils.</p>	<p>Evidence: EEF – Improving Behaviour In Schools Evidence Review 2019. interventions for targeted populations of students with more behavioural issues are often highly effective when they are tailored to the needs of the individuals involved, rather than attempting to implement the same strategies for all individuals.</p> <p>Sutton Trust, Mental Health and Wellbeing Briefing, 2022 COSMO Study: Mental health and wellbeing support should be added to catch-up activities in schools and colleges for all students, with specific interventions for those with existing mental health issues who feel that the pandemic has affected their academic progress. A proportion of funding for education-related catch up should also be added to funding allocations and ringfenced for mental health support.</p>	1, 4, 5
Small group tutoring (one-two) for LAC pupils in Maths and Literacy	<p>EEF Toolkit: One to One Tuition + 5 months: On average, one to one average tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Tuition is more likely to make an additional impact if it is additional and explicitly links with normal lessons.</p>	1, 2, 3
Zones of regulation to support pupils struggling to self-regulate	<p>EEF Toolkit Behaviour Interventions + 4 months</p> <p>There is evidence across a range of different interventions with highest impacts on approaches that focus on self-management, or role-play or rehearsal.</p>	1, 4, 5

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

Budgeted cost: £142,148

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Use of Academy Attendance Tracker to identify students at risk of Persistent Absenteeism for targeted tutor conversations</i></p> <p><i>Use of Attendance tracker to identify pupil premium persistent absentees for intervention sessions with safeguarding and welfare officer.</i></p> <p><i>Continue to establish the attendance bus to improve attendance of those late to school.</i></p>	<p>Supporting the attainment of disadvantaged pupils: articulating success and good practice (DofE, 2015) states robust attendance data tracking and monitoring systems in schools is vital to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance and requires strong and determined leadership.</p>	1, 4, 5
<p><i>Work with North Bristol Hub to develop a Belonging and Engagement (BE) project for re – engaging pupils back to school</i></p> <p><i>Explore use of AV1 telepresence robots as part of the Academy's EBSA strategy.</i></p>	<p>EBSA: Information and Guidance for Schools and Educational Settings (Somerset Educational Psychology Service, 2021) Children who avoid school due to 'emotional difficulties are different to those who 'truant'. This therefore requires a different approach, and positive staff-child-parent relationships, along with a flexible approach, are invaluable.</p> <p>School Refusal (S. Kawsar; Musa Yilanli; Raman Marwaha, 2022) Addressing school avoidance requires an interprofessional approach for effective evaluation and management of school refusal.</p> <p>Anna Freud National Centre for Children and Families/Mentally Healthy Schools https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/school-based-risk-factors/relationships-and-belonging/</p>	1, 4, 5
<p><i>Establish PA target groups</i></p>	<p>Securing good attendance and tackling persistent absence (Ofsted, 2022) It is important for schools to be analytical and address the reasons why individual students are persistently absent.</p>	1, 4, 5

<i>Continue to embed the roles of the Pastoral Support Team to ensure that disadvantaged pupils improve their attendance and access the curriculum</i>	Pastoral care in the curriculum (DofE, 2020) Good pastoral support requires strong information sharing between staff and pupils. The pastoral needs of pupils cannot come second to their academic needs.	1, 2, 4, 5
<i>Continue to develop the Pastoral Support Team to ensure that barriers to learning are removed (access to uniform, regular communication with parents, behaviour)</i>	EEF “Working with parents to support Children’s learning” stated that regularly engaging parents in or with any interventions can strengthen the result of said intervention. The Pastoral support team enable our students to start the day right and with regular communication with parents regarding their support means that barriers to learning are removed. This is often focused on our PP students especially with support of uniform.	1, 4, 5
<i>Continue to embed the use of Class Charts to track pupil behaviour across the academy and ensure that the behaviour of disadvantaged pupils does not impede progress</i>	Evidence: EEF – Improving Behaviour In Schools Evidence Review 2019 states that either training teachers or putting in place clear reward systems can improve pupil behaviour in the classroom, not just for those pupils most likely to misbehave.	1, 2, 4, 5
<i>Continue to develop the Assistant Heads of Year (non- teaching) to support the development of excellent behaviour and standards for learning across the academy.</i>	Evidence: Best, R. (2014). Forty years of pastoral care: An appraisal of Michael Marland’s seminal book and its significance for pastoral care in schools. The ASLs role is to remove barriers to learning for their students and our PP students are disproportionately affected by this. Recent reviews in the literature have highlighted renewed attention to pastoral care, pastoral structures in education and how effective pastoral care can augment academic outcomes and assist in enriching learners lives and wellbeing. This echoes Marland’s six complementary aims of pastoral care, to: enhance learners’ experiences, support teaching and learning, prepare learners for their next steps, ensure that learners benefit from onsite counselling services, teach learners to show respect for others and maintain an orderly environment. Evidence: EEF – Improving Behaviour In Schools Evidence Review 2019 states whole school behaviour systems ensure consistency and coherence are paramount. The Pastoral Support Team ensure that The ASL’s can focus on tailored individual approaches and academic issues/barriers rather than the behaviour systems as a whole.	1, 2, 3, 4, 5

<p><i>Community Engagement</i> <i>Person to work with</i> <i>North Bristol HUB</i> <i>partners to run a</i> <i>breakfast club every</i> <i>morning</i></p>	<p>Evidence: EEF – Improving Behaviour In Schools Evidence Review 2019: <i>Adolphus et al. (2013)</i> shows that a School Breakfast Programme improves on task behaviours. By running this provision, we can ensure that our pupils are well set up for the day ahead and are able to perform in class in terms of cognition and learning. The Breakfast Club also allows us to make important pastoral interventions with pupils on a daily basis in a safe space. It also strengthens the link between the school and our partner agencies.</p>	<p>1, 4</p>
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Total budgeted cost: £ £427,007

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.

Strategy	Impact																				
Improve literacy of students who have not achieved the expected standard at KS2 in year 6.	<p>This remains a priority for the Academy.</p> <p>This target was not fully achieved and is an ongoing priority for the school. Moving forward, all pupils have been assessed and tested to gather their accurate reading age, so that appropriate interventions can be put in place to ensure that all pupils are reading at their chronological age or above.</p> <p>The Academy has devised a graduated response to improving reading.</p> <p><u>Wave 1 literacy interventions - Reading Plus</u></p> <p>324 students completed the Reading Plus baseline and final assessment last year. 185 students' proficiency scores improved on average by 2.1 in one academic year. That equates to 57% of students making over 2 years of progress. 73 of those students made above 2 years of progress that equates to 39% of the students. Across all students in years 7-9 an average increase of one academic year was achieved.</p> <p>Pupil premium students who completed both the initial and final assessment (129 students). 68 of the students 53% make on average 2.3 years of progress in one academic year.</p> <p>SEND students (based on the register at the time) (48 students) 22 students increased with a n average of 3. In term 6 alone SEND students make 1.18 years progress compared to non-SEND students achieving 0.83 years in term 6.</p> <p>Reading age NGRT data:</p> <table><tr><th></th><th>Year 7 (Feb 2023)</th><th>Year 8 (Sept 2023)</th><th>Progress in months</th></tr><tr><td>All</td><td>11.2</td><td>12.0</td><td>+10</td></tr><tr><td>SEND</td><td>10.9</td><td>10.1</td><td>N/A*</td></tr><tr><td>PP</td><td>10.0</td><td>11.6</td><td>+18</td></tr><tr><td>EAL</td><td>10.6</td><td>11.0</td><td>+6</td></tr></table> <p><u>Wave 2 literacy interventions – 1:1 Phonic Group Intervention</u></p> <p><u>Impact of 1:1 Phonic Group Intervention</u></p> <p>85% (n = 12/14) of PP students in receipt of this intervention made accelerated progress and have progressed to comprehension skills.</p>		Year 7 (Feb 2023)	Year 8 (Sept 2023)	Progress in months	All	11.2	12.0	+10	SEND	10.9	10.1	N/A*	PP	10.0	11.6	+18	EAL	10.6	11.0	+6
	Year 7 (Feb 2023)	Year 8 (Sept 2023)	Progress in months																		
All	11.2	12.0	+10																		
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PP	10.0	11.6	+18																		
EAL	10.6	11.0	+6																		

<p>PP attendance improved to be in line with or above national expectations and non-PP attendance at OAB.</p>	<p><u>Overall impact</u></p> <p>There has been limited impact in this area for the 2022/23 academic year. Attendance for PP students in 2022/23 was 73.2% against a National picture of 85.1%. In 2021, PP attendance was 76.9% compared to a National picture of 89.2%.</p> <p>Persistent absenteeism for PP in 2022/23 was 67.5% against a National picture of 47.0%. In 2021, PP PA was 73.1% compared to a National picture of 37.2%.</p> <p>Improved attendance and engagement for over half of the girls involved with the Y10 PP target group in 2022-23.</p> <p>Improving attendance continues to be a priority, with a clear attendance strategy in place, with a clear focus on PP students.</p>
<p>All children receive exceptional emotional support in their time at OAB.</p>	<p>Assistant Heads of Year were recruited to all posts in 2022-23. As a result pupils engaged in emotional support interventions led by the AHOYs to build emotional resilience. Regular Commitment to Include meetings are held for each year group and during this meeting Heads of Year discuss all pupils in their year group and plan targeted interventions for those pupils who need additional support. This links directly to our Graduate Response which sets out our offer over and above OAP and is broken into three strands – behaviour and attendance, wellbeing and academic. Pupils who require increased support are triaged through the Commitment to Include meetings and the relevant pathway support is then explored with the pupil, using a Pastoral Support Plan.</p> <p>Pupils who engaged in the EBSA project were supported in an off-site provision which gradually led into integration back into lessons at the Academy. A multi-agency approach was taken with EBSA students and families, and the programme factored in support for parents, as well as students. Low stakes visits to the Academy were factored into the programme, in addition to external visits, mentoring, social skills and regular emotional support and life skills.</p> <p>Inclusion continues to be a priority with additional teaching assistants successfully being appointed to expand the support. A range of interventions are planned and delivered as part of a graduated approach. These include trained ELSA, Thrive and Fresh Start practitioners as well as small group social skills, life skills and emotional regulation interventions.</p> <p><u>EBSA programme</u></p> <p>Systems put in place this year have ensured that attendance is now recorded accurately and monitored and tracked effectively. A pilot Hub project focussing on ESBA students has supported 8 non-attenders to return to school part-time, with these students now attending a full-time combination of on-site and off-site provision as their transition back to full-time on-site schooling continues. All 8 students increased their attendance from January to July, with their attendance improving by an average of 18%. The ESBA team have worked closely with the Inclusion team to support the SEND needs of the students, with regular parental engagement to support students. At the end of the year, the Inclusion team, ESBA staff and parents met to ensure plans were in place for the beginning of the next academic year.</p> <p>The Academy will now build on this pilot with the Belonging and Engagement (BE) project, commencing January 2024.</p>

Progress of PP students matches or exceeds that of non-PP students.	<p>PP students achieved a P8 of -1.72 compared to non-PP students -1.09</p> <p>There is a gap of 18% between PP and non-PP students for 5+. (Non-PP students achieving 24% in 2023).</p> <p>This target was not met and will require a further dedicated focus moving forward to ensure that the gap between disadvantaged and non-disadvantaged pupils continues to narrow and is closed.</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
Counselling Services	Bridge
Counselling services	Butterfly Counselling
Speech and Language Therapy	NHS/Sirona
Boxing Mentoring	Empire Fighting Chance

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)