

Pupil premium strategy statement

School overview

Metric	Data
School name	Oasis Academy Short Heath
Pupils in school	Reception -Year 6: 420 Nursery Full-Time: 11 Nursery Part-time: 29
Proportion of disadvantaged pupils	
Pupil premium allocation this academic year	£152,993.75 (September 2020- March 2021)
Academic year or years covered by statement	2020/21
Publish date	9.10.2020
Review date	
Statement authorised by	
Pupil premium lead	Joe Darnley
Governor lead	Juliet Silverton

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading 2018/19	+2.35
Writing 2018/19	+2.62
Maths 2018/19	+4.29

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 2018/19	77%
Achieving high standard at KS2 2018/19	20%
Measure	Activity
Priority 1	Ensure all staff have received inset training to fully understand and deliver effective teaching of 'Letters and Sounds' and fully resourced with no cross-over scheme resources.
Priority 2	To use Pixl as the primary tool for supporting pupils with gaps in their learning through intervention

	teaching by a qualified teacher and planned Teaching Assistant release for planned interventions.
Priority 3	Pupil Premium children to attend Forest School & Horticultural environment weekly
Barriers to learning these priorities address	Ensuring that staff use evidence- based whole class/ set/small group/ individual teaching as part of the catch-up curriculum to address gaps in learning in core subject areas Development of children's wider life opportunities and skills that their home life does not provide.
Projected spending	£41570

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve at least National Average progress scores in Key Stage 2 Reading	September 2021
	Achieve 71% at Expected and Greater Depth broadly in line with National Averages for Key Stage 1 Reading	June 2021
Progress in Writing	Achieve at least National Average progress scores in Key Stage 2 Writing	September 2021
	Achieve 76% at Expected and Greater Depth broadly in line with National Averages for Key Stage 1 Writing	June 2021
Progress in Mathematics	Achieve at least National Average progress scores in Key Stage 2 Maths	September 2021
	Achieve 88% at Expected and Greater Depth broadly in line with National Averages for Key Stage 1 Maths	June 2021
Phonics	Achieve National Average Expected Standard in Phonics Screening Test	June 2021
Other	To ensure that the gap for GLD in EYFS is minimal between OASH and National Averages	June 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Buy Myon and embed Accelerated reader with the children's individual i-pads and refresh books for KS1/2 ensuring PP children have access to appropriate engaging and challenging texts.
Priority 2	Buy TT Rockstars and embed with the children's individual i-pads
Priority 3	To develop the extended outdoor classroom to encourage an active lifestyle, develop social skills and encourage independence

Barriers to learning these priorities address	<p>Individual opportunity to encourage wider reading and improve comprehension skills at an appropriate but challenging level.</p> <p>Individual opportunity to progress with embedding tables knowledge according to individual ability to enable pupils to embed the basics in maths.</p> <p>Provides children with opportunities to extend/develop their skills through awe and wonder generated when children actively engage with their environment.</p>
Projected spending	£56,014.75

Wider strategies for current academic year

Measure	Activity
Priority 1	Embedding the Magic Breakfast club
Priority 2	<p>Enabling the release of the Attendance Officer to work closely on targeted visits and interventions to support families with multiple barriers to regular attendance</p> <p>Work with external agencies, including Urban Devotion, to support pupils and parent's mental health barriers</p>
Priority 3	Purchasing i-pads and Learning Applications
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£55,409

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time and training is given to staff being fully competent and effective in delivering i-pad technology to close gaps across the curriculum and allow them to catch up with their peers	Use INSET days and staff directed time on Tuesday's to fully upskill staff in effective strategies and to maximise the impact of APPs of the core subjects, for example- Myon/ Accelerated Reader and TT Rockstars
Targeted support	Ensuring that timetabled interventions with a fully qualified teacher/ highly skilled Teaching Assistant are executed regularly with minimal alteration/ cancellation	<p>Year 6 team to work with part-time teacher for 3 days a week to implement Pixl intervention in the core subjects.</p> <p>Strategic release of TAs from Year 5 - Reception to work with</p>

		small groups as directed by the teacher for closing the gap/ pre-teaching intervention
Wider strategies	Engaging and supporting the families facing the most challenges which are/ not Covid related.	Working closely with the LA, PSCOs, NHS and external agencies through the Hub House

Review: last year's aims and outcomes

Due to Covid 19 Lockdown the outcomes were limited and no statutory testing took place for 2019/20

Aim	Outcome
To reduce the gap between PP children and their peers in reading and writing	The PP children out performed their peers at expected and higher standard in all subjects- see 2018/19 data
To improve mental well-being for pupils and families	Professional external agencies positively impacting on social and emotional well-being of individuals, thus enabling improved attainment.
To develop speech, language and communication skills to improve outcomes by providing a strong foundation for other areas of learning , such as reading and writing	Strategic overview of professional development cycle has been established