

# Pupil premium strategy statement

## Contextual Background:

Oasis Academy Temple is a three form entry school (an above-average sized school) in an area of significant socio-economic need with a wealth of cultural diversity. Our children come from 23 different countries and between us all we can boast an impressive 27 different languages.

The proportion of pupils known to be eligible for the pupil premium is above average. Almost all the pupils are from minority ethnic heritages, and speak English as an additional language. Of these, an above average proportion is at an early stage of learning English on entry to the school.

School deprivation indicator 0.34 compared to national of 0.21. 57% of the school population is in the 10%-20% most deprived in the country compared to the LA figure 19% (IDS 2019).

Currently, there is still regional leadership in the Academy working with the leadership team.

## School overview

Metric	Data
School name	Oasis Academy Temple
Pupils in school	690
Proportion of disadvantaged pupils	30% (No of pupils 207)
Pupil premium allocation this academic year	£252,860 £3,927 (EYPP)
Academic year or years covered by statement	2020-2021
Publish date	October 2020
Review date	July 2021
Statement authorised by	Lesley Crew
Pupil premium lead	Motahir Khan
Governor lead	Helen Arya

## Disadvantaged pupil progress scores for last academic year (\*2019 Data)

Measure	Score
Reading	-0.9
Writing	-4.2
Maths	1.9

## Strategy aims for disadvantaged pupils (\*2019 Data)

Measure	Score
Meeting expected standard at KS2	45%
Achieving high standard at KS2	3%
Measure	Activity
Priority 1	All PP pupils make good progress and the difference is diminishing between PP pupils and all pupils nationally
Priority 2	Attainment in English for PP pupils (particularly boy)
Barriers to learning these priorities address	Lack of confidence, motivation and resilience in lessons, giving up too easily, remote learning
Projected spending	QFT – support provide by Department Leaders, high-quality CPD, PIXL, Accelerated Reader, Writing CPD, interventions to close the gap, 1:1 support for targeted children in writing

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 2021
Progress in Writing	Achieve national average progress scores in KS2 Reading (0)	Sept 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	Sept 2021
Phonics	Achieve 75% for phonics screening	June 2021
Other	Attendance of disadvantaged pupils to be in line national average	July 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	Pupils make good or better progress in writing from their starting points
Priority 2	PP pupils achieve the expected standard in phonics check and this is in line with national
Barriers to learning these priorities address	FFT, PM Benchmark training for all staff, reading and phonics interventions by TAs, Phonics Club for PP, 3 Guided Reads PP, phonics workshops for

	parents, Parent-Child Phonics Course and reading strategies led by FSW
Projected spending	<p>£140,000 = QFT – support provided by Department Leaders, high-quality CPD, MyON, FFT, Interventions, Inference training, Write Stuff – writing every day, publishing books – having a purpose and audience</p> <p>English Leads supporting planning meetings</p> <p>Long term plans - writing stimulus chosen specifically to target boys' interest – vocabulary links to Project and Science</p> <p>Accelerated Reader books purchased to target boys</p> <p>1:1 support for writing in class</p> <p>Small group support in GPS</p> <p>£90,000 for Teaching Assistants to work in the afternoons with pupils who need additional support and intervention. SEN TA supports across Y6 – precision teaching to close gaps in spellings</p>

### Wider strategies for current academic year

Measure	Activity
Priority 1	Attendance for disadvantaged pupils to be in line with national average for this group of pupils.
Priority 2	Range of school clubs / after school clubs with a focus on disadvantaged pupils.
Barriers to learning these priorities address	Improved attendance and self-esteem.
Projected spending	£35,000 = SOL tracker, Attendance Officer, Family Support Workers, Awards for Children

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Staff subject knowledge, leadership of subjects – many staff new to subject leadership</p> <p>Children's vocabulary gap</p>	<p>Staff CPD, new subject leaders supported by ALT</p> <p>English Lead attended a one-day closing the gap course – Planning template adapted to include Vocab to be taught and strategies around it</p> <p>Children have access to knowledge organisers which include SSV</p>

Targeted support	Interventions to run regularly to a high quality. Gaps to be closed which are even more important after school closure.	Interventions to run regularly to a high quality. Gaps to be closed which are even more important after school closure. Staff to attend CPD where needed and continue to access support from the SLE. Teaching assistants to carry out interventions based on QLAs.
Wider strategies	Engaging the families facing most challenges	<p>Family support workers to work closely with families</p> <p>Access LA support/outreach programmes</p> <p>Make links with local groups</p> <p>Support families with breakfast/after school clubs</p> <p>SOL tracker/weekly attendance meetings to identify and intervene and provide targeted support</p> <p>Work with School Nurse</p>

### Review: last year's aims and outcomes

Aim	Outcome																		
All PP pupils make good progress and the difference is diminishing between PP pupils and all pupils nationally	<p><b>Year 6 - Jan 2020 MOCK SATs Data</b></p> <table border="1"> <thead> <tr> <th></th><th>Dis</th><th>Non-dis</th></tr> </thead> <tbody> <tr> <td>Writing</td><td>61%</td><td>73%</td></tr> <tr> <td>GPS</td><td>70%</td><td>75%</td></tr> <tr> <td>Maths</td><td>48%</td><td>62%</td></tr> <tr> <td>Reading</td><td>52%</td><td>49%</td></tr> <tr> <td>Combined</td><td>39%</td><td>45%</td></tr> </tbody> </table>		Dis	Non-dis	Writing	61%	73%	GPS	70%	75%	Maths	48%	62%	Reading	52%	49%	Combined	39%	45%
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More-able disadvantaged children to be targeted for specific intervention, to enable higher percentages of this group to exceed ARE	Data Meetings with CT and Department Leaders to identify pupil premium children – CT together with Senior Leaders put in actions – personalised interventions depending on the needs of the Year Group																		
Monitoring and tracking the progress of Pupil Premium / Disadvantaged groups to be standardised across the school, using a PP provision mapping.	Pupil Premium agenda in school has been given a higher priority within monitoring of the quality of teaching and learning.																		

	<p>Clear systems in place for the identification of PP children in each class, year group and phase. Pupil groups are tracked more consistently across school and progress is reviewed half-termly during PPMs</p>
Ensure that all families who are eligible for Pupil Premium support are identified and aware of the necessity of accessing this support	<p>Admission procedures have been reviewed ensuring all pupils are checked for eligibility on a regular basis.</p> <p>Meetings /information (including bilingual) are provided to engage and explain PP to target families</p>
<p>Increased attendance rates for all pupils eligible for PP</p> <p>Improved PA rates for PP pupils</p>	<p>Attendance rates for disadvantaged pupils is 96.37% and thus a very minimal gap with those who are non-disadvantaged.</p> <p>PA rates for disadvantaged pupils was 7.45% compared to 16.5% nationally (Source: SOL Tracker, 20.03.2020)</p>