

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Longmeadow
Number of pupils in school	114
Proportion (%) of pupil premium eligible pupils	37.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-22
Date this statement was published	29.9.21
Date on which it will be reviewed	September 2022
Statement authorised by	Helen Adams (Principal)
Pupil premium lead	Helen Adams
Governor / Trustee lead	Tom Verity Regional Director for OCL

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 60 860
Recovery premium funding allocation this academic year	£ 6 670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£67,530</b>

# Part A: Pupil premium strategy plan

## Statement of intent

*We are ambitious for all of our pupils, including children who are disadvantaged and eligible for the Pupil Premium Grant. Most of our disadvantaged pupils were not entitled to attend school during the COVID lockdowns. Despite our rapid response and thought approach to blended learning, including the provision of devices, those put some of our children at further disadvantage.*

*Our aim is that, by the summer of 2022 all disadvantaged children will be attaining at least in line with prior attainment and that most children will have made accelerated progress, so the disadvantaged gap is reduced.*

*We want to equip all of our children with the same skills and resources to succeed. This includes core knowledge and skills which underpin further learning, social and emotional skills including resilience and motivation as well as the social and cultural capital which fosters ambition and the ability to deepen connections in their learning.*

*Our current pupil premium strategy plan works towards achieving these objectives through:*

- Ensuring high quality first teaching for all children across the curriculum: a consistent, systematic approach to pedagogy and the delivery of curriculum content in every class*
- Using data -led interventions to bridge gaps in knowledge and skill to ensure that children are able to catch up and access the curriculum. Interventions are led by the class teacher so that they directly underpin and align with the next steps in learning*
- Rapidly responding to underachievement so that misconceptions are swiftly addressed and children keep-up with new curriculum delivery; again, led by class teachers so learning aligns directly with what children have seen and done in class*
- Addressing social and emotional barriers to learning for our most vulnerable children so that they are ready and better equipped to succeed.*
- Equipping our children with the motivation and emotional skills needed to take ownership of their own learning, and responsibility for their own success*
- Broadening horizons and building social and cultural capital so that we foster ambition and raise aspirations*

## Challenges

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

Challenge number	Detail of challenge
1	The disadvantaged gap has widened in <b>writing</b> this year. Fewer disadvantaged children were eligible to attend school during lockdown than other children and we found writing composition was the most challenging subject to teach and support children with online. Pupil engagement with extended writing activities was lower than for more readily achievable tasks (such as MS forms questions in reading and maths)
2	The disadvantaged gap has widened in <b>mathematics</b> . Analysis showed that lack of fluency (recall of facts and fluency with calculation methods) is an issue, for disadvantaged children in particular. Disadvantaged children engaged less with online platforms to support recall of facts. Developing pupils' responsibility for their own learning in KS2 will be a focus this year.
3	Although the progress of disadvantaged children has been better in <b>reading</b> than in mathematics and writing (largely due to intensive targeted support), - and in three-year groups the percentage at age related expectations exceeds prior attainment- in some classes the disadvantaged gap has increased.
4	Disadvantaged children in year 1 (2020-21) have attained less well than other children in <b>early reading and phonics</b> . 3 of 5 have complex needs which need continuing support.
5	Some of our disadvantaged children start school in <b>Reception (EYFS)</b> with very low baselines. They need the highest quality provision and intensive, targeted support to make accelerated progress so that they are ready to progress in Key Stage 1
6	Some of our disadvantaged children face complex needs and there is a higher proportion of children with SEMH among our disadvantaged group than other. These emotional challenges present barriers to learning. This includes 2 of 3 disadvantaged children in reception, and this impacts on their readiness to access the curriculum at KS1.
7	Disadvantaged children engage less than other children in home learning (homework activities). This impacts on their opportunities to practice and consolidate basic skills.

## 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
Writing- percentage of children on track exceeds prior attainment. Disadvantaged	Implementation of Write Stuff approach from y1-6

<p>children make accelerated progress so that the gap is significantly reduced</p>	<p>Children write more fluently- grammar for writing and literary techniques are explicitly modelled and rehearsed</p> <p>Children’s vocabulary and use of conventions improves</p> <p>Assessments at the end of each unit assess more precisely what has been taught in lessons.</p> <p>Underachievement and misconceptions and gaps are rapidly identified</p> <p>Rapid intervention through ‘keep up feedback and consolidation sessions’ addresses underachievement</p> <p>Nearly all children can spell the common exception words for their year group.</p>
<p>Maths- percentage of children attaining ARE exceeds prior attainment. Disadvantaged children make accelerated progress so that the gap is significantly reduced</p>	<p>Nearly all children in key stage 1 recall addition and subtraction facts fluently in line with age related expectations</p> <p>Nearly all children in key Stage 2 recall multiplication and division facts fluently in line with age related expectations</p> <p>Children who had not attained age related expectations are supported to ‘catch up’ and access expectations for their current year through bridging sessions.</p> <p>Children who do not achieve in lessons are supported through keep up sessions addressing misconceptions and gaps.</p> <p>Gaps in knowledge of arithmetic strategies and number facts are addressed systematically through maths meetings</p> <p>Nearly all children attain age related expectations by July</p>
<p>Reading (including phonics and early reading): percentage of children on track exceeds prior attainment Disadvantaged children make accelerated progress so that the gap is significantly reduced</p>	<p>Comprehension lessons explicitly teach key strategies.</p> <p>Weekly Assessment and review lessons consolidate learning and address misconceptions</p> <p>Underachieving children are rapidly identified and supported through 1-1 reading or small group guided reading groups</p> <p>Booster groups accelerate progress in reading comprehension for upper KS2</p> <p>Targeted reading support in KS1 ensures that children make at least expected progress and underachieving children make accelerated progress; Differentiated phonics groups, 1-1 reading.</p> <p>The bottom 20% of children in all year groups receive targeted support with reading and their progress is accelerated.</p>

	All without SEND read in line with ARE by July.
Children with SEMH needs receive specialist targeted support	Mental health support is effectively targeted Early Help partners provide play therapy and counselling and sensory support Children with SEMH needs are able to access the full curriculum and make evident progress.
Disadvantaged children in reception make accelerated progress so that they attain a good level of development and are ready for Key Stage 1	Children who start with low baselines make accelerated (at least 6 points progress) in core and prime areas. Adult led number and writing activities are informed by gap analysis and support children to make rapid progress. An early and intense focus on PSED supports progress in other areas. Additional need for PSED is rapidly identified and early intervention provided. All children without SEND attain GLD Children learn to blend letter sounds in phase 3 effectively and most are reading book band level 5 or 6 by July
Disadvantaged children in KS2 engage equally with other children in homework activities and challenges. They take responsibility for making progress	Analysis of online number platforms (TTRS and X table rockstars shows equal engagement of disadvantaged learners The progress of disadvantaged children in learning common exception words, spelling rules and number facts increases Children who persistently do not engage are supported through group interventions in school
The participation of disadvantaged children in extra-curricular activities is at least equal to that of other children.	Participation of disadvantaged children matches that of other children in: Extra-curricular clubs Educational visits and trips Inter schools' sports tournaments Performing arts activities Participation is monitored each term Underrepresented groups effectively targeted and supported to attend.

## 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: £ 25 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The strategies below are all informed by NFER research that effective ‘building blocks for success’ for disadvantaged children are:</p> <ul style="list-style-type: none"> <li>• Quality first teaching for all</li> <li>• Addressing behaviour and attendance</li> <li>• Whole school ethos</li> <li>• Responding to data</li> <li>• Deploying staff effectively</li> </ul>		
<p>Instructional pedagogy coaching for all teachers at least every 2 weeks – led by National lead practitioner for Pedagogy using PAS Pro programme</p>	<p>Instructional pedagogy coaching continues to ensure that there is consistently high-quality teaching in all classes which aligns with OCL learning and Teaching policy. This includes approaches to behaviour management, assessment for learning and exposition of key concepts and information.</p>	<p>1,2,3</p>
<p>Minimum 4 hours curriculum professional development for all teachers each term through professional development staff meetings</p>	<p>Subject knowledge and curriculum pedagogy development aligns with the implementation of our bespoke curriculum and ensures that teachers have strong subject knowledge.</p>	<p>1,2,3</p>
<p><i>Introduce and embed The Write Stuff approach to improve quality for children’s writing</i></p>	<p>Analysis of children’s writing identified that they made progress in transcriptional skills but less in composition, in particularly effective use of vocabulary and grammar, and stylistic techniques. Previous approaches had improvement in engagement and motivation in writing but was not directly improving the quality for children’s writing. The Write Stuff approach is highly supportive as it directly models effective use of structure, grammar and vocabulary and</p>	<p>1</p>

	<p>builds children's abilities to apply these to their own writing.</p> <p>The programme also delivers high quality CPD, promoting high quality first teaching to drive pupils' progress</p>	
<p><i>Introduce NCETM Mastering Number strategy in Years Reception, 1 and 2.</i></p>	<p>Question level analysis and formative assessment has clearly shown that our children who are underachieving in mathematics lack confidence and fluency in number, including rapid recall of and ability to apply number facts. The Mastering number programme is intended to provide secure foundations in understanding number to 20.</p> <p>CPD to support the implementation of this strategy is delivered through NCETM</p>	2
<p><i>Focus daily maths meetings directly on areas of common misunderstanding and gaps (arithmetic)</i></p>	<p>As above and: Further analysis of KS2 results shows that children who are underachieving are not yet confident fluent with calculation strategies. They scored more highly in reasoning overall, but their limited arithmetic skills and number fluency also impacted achievement in this area. They are therefore also not able to apply them when reasoning about number.</p> <p>Maths meetings are led by class teacher- linking directly to learning in class through quality first teaching.</p>	2
<p><i>Book Wings Phonics</i></p>	<p>Direct teaching sessions follow a clear routine to maximise focus on the taught sound. Teaching and learning activities are interesting and highly engaging, firmly focused on intensifying the learning associated with the phonic goal using episodic memory techniques to embed the sound in memory CPD to support this strategy is delivered by OCL National lead practitioners.</p>	4
<p><i>Deploy experienced TA in Reception to support provision and focus on, reading communication and language. This releases class teachers to deliver focussed targeted small group activities to support and challenge particularly in writing and number</i></p>	<p>Our investment in 1-1 reading support, and in high quality support for communication and language helped children in Reception make better than expected progress in reading and communication and language. The deployment of an experienced TA, despite the very small cohort will enable the class teacher to undertake careful gap analysis and deliver support and challenge in small groups to accelerate progress for all children in writing and number.</p>	5

<i>Continue to use Jigsaw PSHE strategically to build all children's social and emotional skills</i>	The introduction of Jigsaw on Monday mornings has contributed to improvements in children's behaviour. It provides a supportive start to the week, helps children to address and discuss their feelings and helps to address social and emotional barriers to learning. Ensuring that children come to school knowing they will be supported and heard is a core part of our ethos and helps to address anxieties about learning.	6
<i>Invest in curriculum enrichment: educational visits and trips, extra-curricular activities</i>	Exposing children to a wide range of experiences and places is a key strategy in our work to address disadvantage. Educational visits foster engagement and deepen learning by providing tangible contexts and first-hand experience. They also help to build social and cultural capital.	7
<i>Exploit potential of Horizons iPad project to ensure equality of opportunity and engage pupils more fully in home learning</i>	Horizons iPads have provided equality of opportunity in access to internet and digital technology and therefore enable all pupils to engage with home learning at an age-appropriate level. This enables us now to challenge children to take more responsibility for their own learning at home and take part in holiday learning challenges.	7

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

Budgeted cost: £ 21 910

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Weekly 'Keep up' writing groups Responding to assessments, developing effective use of vocabulary and fluency and addressing misconceptions and consolidating current learning.</i>	This strategy responds to EEF and NFER evidence that ensuring quality first teaching for all children 'should rightly be the top priority for pupil premium spending'. OCL Monitoring and Evaluation visits have confirmed that the academy, as a result of sustained commitment to professional development for pedagogy and subject knowledge, has consistently high-quality teaching.	1.
<i>Catch up mathematics groups (pre-and post-teaching) bridging arithmetic curriculum</i>	By releasing class teachers to consolidate and extend learning through these sessions we are ensuring that	2.

<i>and applying through reasoning for children working below age related expectations (and underachieving in relation to prior attainment)</i>	interventions are high quality and link directly to (underpinning or building upon) children's learning in class.	
<i>Keep up' mathematics groups Responding to assessments, addressing misconceptions and consolidating current learning.</i>		2
<i>1-1 and small group support for reading:</i>	Children in key stage 2 who were not yet able to access whole class comprehension lessons successfully were supported through targeted guided reading and phonics lessons, and frequent opportunities to read with a teaching assistant. Most disadvantaged children (including those with SEND) made accelerated progress through reading book bands and in phonics acquisition.	3
<i>Differentiated provision for phonics R, Y1 and Y2</i>	Targeted support accelerated progress of all, and especially disadvantaged in y2: All disadvantaged children except 1 reached the expected standard (83%) which compared with 50% of children attaining ELG	4 and 5

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

Budgeted cost: £ 14 200

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Targeted support for children with social and emotional difficulties through the Learning Den (nurture style provision)	NFER identifies 'meeting individuals' learning needs as a building block for success. The therapies and nurture-type support we provide help to address emotional barriers to learning. Most of the children supported by our nurture-type provision last year are now effectively accessing mainstream learning full time in class and making demonstrable academic progress.	6
Targeted support for children with emotional and mental health needs through play therapy and counselling		6

<p>Continue to use Jigsaw PSHE strategically to build all children's social and emotional skills</p>	<p>The introduction of Jigsaw on Monday mornings has contributed to improvements in children's behaviour. It provides a supportive start to the week, helps children to address and discuss their feelings and helps to address social and emotional barriers to learning. Ensuring that children come to school knowing they will be supported and heard is a core part of our ethos and helps to address anxieties about learning.</p>	<p>6</p>
<p>Investment in curriculum enrichment: educational visits and trips, extra-curricular activities</p>	<p>Exposing children to a wide range experiences and places is a key strategy in our work to address disadvantage. Educational visits foster engagement and deepen learning by providing tangible contexts and first-hand experience. Extra-curricular activities nurture a range of talents and skills and develop 'soft' social skills, helping to build social and cultural capital.</p>	<p>7</p>
<p>Exploit potential of Horizons iPad project to ensure equality of opportunity and engage pupils more fully in home learning</p>	<p>Horizons iPads have provided equality of opportunity in access to internet and digital technology and therefore enable all pupils to engage with home learning at an age-appropriate level. This enables us now to challenge children to take more responsibility for their own learning at home and take part in holiday learning challenges.</p>	<p>7</p>

**Total budgeted cost: £ 67530**

## 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 2020 to 2021 academic year.

**Phonics and Reading (including early reading).** As a result of focussed investment in supporting phonics and early reading, the impact of COVID disruption for underachieving and disadvantaged children was reduced. 83% of disadvantaged children in Year 2 attained the expected standard in phonics, which compares with 50% of the same cohort attaining the reading Early learning Goal at the end of EYFS. Internal assessments showed that the disadvantaged gap reduced in reading in 3 of 5 classes compared with prior attainment. In all classes following intensive support for reading in the summer terms, the proportion of children attaining age related expectations at the end of the year was higher than it had been before lockdown, despite school closure. In Year 1 the mean phonics score doubled from 12-25 between terms 2 and 6. There are high levels of SEND in this year group (40%). All disadvantaged children who do not have SEND, and 50% of disadvantaged children with SEND are on track to reach the expected standard in phonics in autumn 2021

**Support for Year 3:** We had invested in additional teaching time (to enabled paired teaching and small group targeted intervention) for our Year 3 cohort as this group of children contained particularly high levels of disadvantage (65% of children are eligible for Pupil Premium Grant). Very few disadvantaged children had been eligible to attend school or access online effectively in the first lockdown. Pupils in this year group made strong progress (7.9 scaled score points in reading and 8 points in maths in internal Head Start tests) from December to July despite lockdown.

**Social, Emotional and Mental Health Support:** 3 children with significant social, emotional and mental health difficulties, and were at risk of exclusion, were supported in our Learning Den through Nurture Style provision. 2 of these have now successfully re-integrated back to their year group classes full time and are making evident academic progress. The remaining child has now been offered specialist provision and has remained in mainstream schooling up to this point.

## 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*

<b>Programme</b>	<b>Provider</b>
Power of Reading	Centre for Literacy in Primary Education
White Rose Maths	White Rose Maths Hub (NCETM)
Jigsaw PSHE	Jan Lever Group

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*