

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 Lords Hill
Number of pupils in school	807
Proportion (%) of pupil premium eligible pupils	46.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	1/10/23
Date on which it will be reviewed	1/10/24
Statement authorised by	Mr B Bond
Pupil premium lead	Mrs A Lowe
Governor / Trustee lead	South Coast RD

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£348,198
Recovery premium funding allocation this academic year	£58644
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£406,842

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

To grow a culture where education is valued by all and used by everyone as the key to unlock future opportunity. Where staff cultivate a desire for learning and self-improvement and students feel safe and supported in order to reach their personal potential, therefore leaving the Academy as well mannered, confident and culturally rich individuals.

Our overarching values as a school are that we have a passion to include everyone, a desire to treat everyone equally, a commitment to healthy open relationships, a deep sense of hope that things can change and be transformed and that we evoke in all children a sense of perseverance to keep going for the long haul

Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to remove low aspirations, raise lifelong attitudes and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention we can overarchingly provide all children the access and opportunities to enjoy academic success.

Challenges

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

Challenge number	Detail of challenge
1	Insufficient outcomes and progress at KS4
2	Poor levels of literacy and numeracy
3	Low speech and language and communication levels at entry
4	High non-attendance levels and lack of student and parent engagement
5	High levels of Social, Emotional, and Mental Health problems.
6	Lack of cultural capital and low aspirations for future destinations

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
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<p>Improve pupil progress and outcomes for all and especially for key cohorts.</p>	<p>PP students to achieve, or exceed, 4+ basics, in line with national average for all students.</p> <ul style="list-style-type: none"> • PP students to achieve, or exceed, P8 averages, in line with national averages for all students. • PP students to achieve, or exceed, ATT8 averages, in line with national averages for all students.
<p>Improve literacy and numeracy levels so that pupils are able to access the whole curriculum.</p>	<p>90% of KS3 read at, or above, chronological reading age.</p> <ul style="list-style-type: none"> • PP students to achieve, or exceed, 4+ basics, in line with national average for all students. • PP students to achieve, or exceed, P8 averages, in line with national averages for all students. • Standardised reading scores are in line, or above, national averages.
<p>Improve oracy and student use of tier 3 language so that pupils are able to access the whole curriculum.</p>	<p>90% of KS3 on Lucid testing have 84 and above word recognition and reading comprehension accuracy</p> <ul style="list-style-type: none"> • PP students to achieve, or exceed, 4+ basics, in line with national average for all students. • PP students to achieve, or exceed, P8 averages, in line with national averages for all students. • Use of Speech and Language Specialists and ELKLAN trained support staff to improve fluency of language and social communication in students
<p>Improve attendance levels and limit exclusions.</p>	<p>PA rate for PP will be in line, or lower than national averages.</p> <ul style="list-style-type: none"> • PP students will achieve, or exceed, attendance percentages in line with national averages. • Increased parental engagement demonstrated through home visits and communication log. • Attendance matters tracked consistently through attendance team meeting with clear actions for review

	<p>Attendance lead to personally liaise with PP parents for those students whose attendance has declined over time</p> <p>New SPACE area in place as an SEMH strategy to support attendance methods and home school link</p>
<p>Provide meaningful support to pupils with mental health and well being</p>	<ul style="list-style-type: none"> • Implementation of Classcharts/Provision mapping means that teachers are able to identify better tier 1 students • The employment of an LSA with a degree in psychology and the employment of an in-school counsellor to support mental health and well being of students and SEMH triage means that students access swift and proactive support/ • SPACE and pastoral leads to log all students support to review cases or rising need. <p>Enrichment days through the LiFE programme days support mental well-being and character development</p> <p>Educational off-site provisions used to re-engage students in school life.</p> <p>Use of SIR (Student Inclusion Route) programme to ensure that students receive effective, personalised intervention</p>
<p>Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience.</p>	<ul style="list-style-type: none"> • For 75% of PP students identified to achieve DofE Bronze award. • 100% of PP students attend a meeting with the careers officer in year 11. • NEET figures for PP are in line with, or lower than, national average. <p>PP students to be given priority over tickets for trips.</p>

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: £243,738

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional ALT lead with a responsibility for the LM of Maths and Science. VP is PP lead and LM for English.	Rigorous monitoring and tracking of pupil progress through maths, English and science leads, PP teaching and Learning lead and SLT link.	1
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Staff training on adapting the learning to meet the needs of all learners. Teacher able to identify students' needs are met in the classroom and that every teacher is a teacher of those who fall into the PP outlines.</p> <p>Through the use of the OAL curriculum which is in line with the core framework for teaching and has a metacognitive focus this ensures that it is best placed to meet the needs of PP students</p> <p>Evidence indicates that metacognition and self-regulation approaches to teaching and learning can deliver approximately seven additional months' progress on average. (EEF 2020)</p>	1
Academy strategy for using individualised	Teaching staff to adapt learning to ensure that they create a thirst for	1

<p>instruction to improve student engagement</p>	<p>learning in their lessons and plan from the application task for adaptations and use higher order questioning to develop oracy and critical thinking.</p> <p>Evidence indicates that metacognition and self-regulation approaches to teaching and learning can deliver approximately 4 additional months' progress on average. (EEF 2020)</p>	
<p>Academy use of Provision mapping online tool to record students' SEMH needs. Tutor time culture vulture and the use of The Day and the let's talk about it method provides PP students with social emotional learning</p>	<p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;</p> <p>Evidence indicates that social emotional learning can deliver approximately four additional months' progress on average. (EEF 2020)</p>	<p>4</p>
<p>Raising oracy and reading attainment to raise attainment from previous academic outcomes</p>	<p>As part of the OAL One plan for Literacy there are 5 strategies for improving oracy as we believe good oracy leads to good outcomes and provide students with the skills to be effective citizens.</p> <p><i>The forgotten: how White working-class pupils have been let down, and how to change it.</i> (Parliament.uk, June 2021) found that while White British pupils are less likely to be FSM-eligible than pupils from ethnic minorities, FSM-eligible White British pupils as a whole are the largest disadvantaged ethnic group</p> <p>Reference to the <i>Speak for Change</i> enquiry report published in April 2021 which indicates that there has been a 44% decline in the use of spoken language for those eligible for free school meals</p>	<p>3</p>

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

Budgeted cost: £78,644

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic intervention and tuition	<p>One to one tuition according to the Education endowment fund has a positive outcome for improving student performance by +5 months.</p> <p>Tuition is more likely to make an impact if explicitly linked to normal lessons and is delivered by teaching assistant and qualified teachers</p>	1
Small group tuition of students at KS3 and K4 to improve outcomes for those that may have fallen behind	<p>Tuition is more likely to make an impact if explicitly linked to normal lessons and is delivered by teaching assistant and Ks4 teachers</p> <p>Small group tuition according to the Education endowment fund is identified to have a +4 months impact</p>	1
KS2 teachers for Literacy and Numeracy to catch up students who arrive to the Academy with low entry scores	<p>Tuition is more likely to make an impact if explicitly linked to normal lessons and is delivered by teaching assistant and teachers especially if the students need to catch up from K2 in literacy and numeracy</p> <p>Small group tuition according to the Education endowment fund is identified to have a +4 months impact</p>	2
To support the implementation of tiered language interventions to emphasise the importance of verbal instruction and interaction	<p>Voice 21: indicate that “Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months’ additional progress over the course of a year.”</p> <p>Education endowment evidence +6</p>	3
To embed reading and reading comprehension strategies to secure students	<p>Students in English read a diverse range of set texts and reading is a focus of the learning across the curriculum and embedded in lessons. The Day, Reading Plus, Bedrock Reading are also online reading tools to enhance and support students with opportunities to read..</p>	3

<p>understanding of the written text.</p>	<p>In the recently published report from the CLPE (Centre for Literacy in Primary education) <i>Reading for Pleasure march 2021</i> they indicate the importance of being literate to change one's life. It is recommended at primary level that teachers have adapted their planning, their pedagogy and their approaches in order to ensure that children receive high quality literacy learning.</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>Education Endowment evidence +6months</p>	
<p>Books and revision guides provided to students as part of year 11 strategy.</p>	<p><i>Based on the document The Pupil Premium: How schools are spending the funding successfully to maximise achievement?</i></p> <p>'One successful aspect they developed was to set aside a 'pot' of money from the Pupil Premium fund and involve staff closely in making decisions about what pupils need in order to improve their achievement. They had a system of bids for funding from subject leaders and tutors to support individual resource needs, such as text books that pupils could use at home, revision guides, revision materials, memory sticks, or the resources to run one-to-one tuition for a specific purpose'.</p> <p>To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.</p>	<p>1</p>
<p>Homework strategies to support students' ability to demonstrate knowledge and understanding of their learning and have access to technology to</p>	<p>Homework includes activities such as homework clubs' where pupils have the opportunity to complete homework in school but outside normal school hours, and flipped learning' models, where pupils prepare at home for classroom discussion and application tasks.</p> <p>All students have access to an ipad in the</p>	<p>1</p>

deepen knowledge	The government IT strategy https://dfedigital.blog.gov.uk/2021/04/21/strategy/ Education endowment +5 months	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £84466

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all identified PP students with poor attendance to school have access to key staff including PP Attendance lead to enable all students to see the Academy as a safe place	<p>Attendance at Lord's Hill (November 2022)</p> <p>All pupils: 91.4%</p> <ul style="list-style-type: none"> • Disadvantaged 88.6% • Non-Disadvantaged 93.8% • Disadvantaged Gap 5.2% • Persistent Absence 24% <p>Many PP students have significant social and emotional barriers to learning and are subject to external multiagency plans.</p> <p>The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no</p>	4

	<p>absence are 2.2 times more likely to achieve 5+ GCSEs 9-5 or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p> <p>We have a PP attendance lead who liaises with parents and students alike.</p>	
<p>Improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and food hardship.</p>	<p>Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Attendance Manager and year leads arrange appointments at all parent events. PP students with SEND also have a Key worker to build better more trusted relationships with parents.</p> <p>EEF Toolkit Parental Engagement suggests +3 months progress.</p>	4
<p>Increase in staff trained to provide Mental health and well-being provisions</p>	<p>Creation of an SEMH area in school for immediate triage to support the well being of students.</p> <p>Staff to have received training on Attachment trauma and also Speech and language delays to ensure that teachers and pastoral leaders are quipped to provide support.</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions and the Education endowment fund identify that a +4 months impact is shown</p>	5
<p>Alternate and off-site provision supports academic progress as well as Mental health and well-being support.</p>	<p>The use of the Oasis Farm, Oasis Pre-school and the Hampshire Outdoors provision enable students to re-engage in school though as bespoke curriculum.</p> <p>Our onsite Individual Pathways also enables students to receive bespoke care and small group learning to support their mental health in our drive to reinstate them back to mainstream</p>	5

	<p>lessons. By keeping them in alternate provision and shaping the curriculum to meet their needs will ensure that students who are unable to thrive in the traditional sense of learning.</p> <p><i>'I have seen how high-quality education within alternative provision can turn young people's lives around. Indeed, as an employer leading a business in the creative sector, I worked with AP schools to find career opportunities for young people who thought differently but had creative flair'. Andy Carter</i> Timpson Review of School Exclusion (16 September 2021)</p> <p>'Thankfully, there is a changing perception of excluded students with a recognition that many may simply be young people who do not respond well to learning in a traditional school environment. In fact, some may display disruptive behaviour because they find the classroom environment uncomfortable'. Alternative provision: Changing perceptions: SEC Ed 2019</p>	
<p>Guidance for emotional well-being and mental health (SIR) and a trained Mental Health Lead are embedded to ensure that appropriate pastoral care is provided to students</p>	<p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.</p> <p>Increasing evidence of Social Emotional Mental Health Problems</p>	<p>5</p>

	in young people especially following the Pandemic. EEF Toolkit Social and Emotional Learning +4 months	
Sustain a system of rewards and incentives for improved attendance to school. Personalised rewards and recognition to ensure whole school profile raised.	<p>The use of Classcharts to reward merits and also a director of learning to have responsibility for rewards and the planning of half termly events ensures that students feel included in school life and motivated to achieve.</p> <p><i>Praise, rather than punish, to see up to 30% greater focus in the classroom January 29 2020 Taylor and Francis group</i></p> <p>To improve behaviour in class, teachers should focus on praising children for good behaviour, rather than telling them off for being disruptive, according to a new study published in <i>Educational Psychology</i>. Creates a purposeful learning environment for all students. Clear expectations and boundaries for students.</p> <p>EEF Supporting Behaviour in Schools Guidance</p>	5
Reduce the number of suspensions. Reduce the number of Fixed Term Suspensions. Reduce the number of Permanent Exclusions.	<p>At OAL alternatives are always sought rather than to suspend students in our drive to remain inclusive as a school and reduce safeguarding risks.</p> <p><i>School exclusion: a literature review on the continued disproportionate exclusion of certain children May 2019</i></p> <p>Recommendations were:</p> <p>Create an underlying positive school ethos and culture that fosters how behaviour is understood and subsequently managed.</p> <ul style="list-style-type: none"> • Support and equip teachers with the skills to do this. • Emphasise the importance of early identification and intervention before problems become entrenched and provide support for families alongside the children. To support this every school needs timely access to high quality external provision. • Provide a range of targeted and individual approaches that can be tailored to the needs of pupils vulnerable to exclusion. This targeted provision may at time take them out of 	5

	<p>mainstream classes and give them respite of some kind or provide them with specialist one-to-one tuition or counselling.</p> <p>Use of outside agencies/ local managed move system/ off site support/ educated off site provisions all sought to reduce the number of exclusions</p>	
Duke of Edinburgh's Award	Nationally accepted and evidenced cultural and social mobility development activity Externally assessed and awarded commendation EEF Toolkit - +4 months for outdoor adventure learning	6
Support from our onsite Individual Pathways to re-invigorate student positive learning attitudes at KS3 and KS4	<p>Out Individual Pathways provision provides a small group learning experience and pastoral support that has an overarching aim to enable students to engage in mainstream lessons. The lessons are taught by experienced teachers/ middle leaders to ensure that they achieve the best learning experience.</p> <p>Schools keep pupils on-site as alternative provision costs soar: Schools Week 2016 A report published today by the education inspectorate found schools are switching from poor quality alternative provision to in-house interventions, with schools praised for working together to find and commission better provision for pupils unable to remain in mainstream classes.</p>	6
Outdoor learning experiences enable students to learn in a different context and also support students who struggle to	Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core	6

<p>engage in learning full time to have access to an alternative learning platform</p>	<p>academic attainment particularly literacy and mathematics.</p> <p>In <i>Cultural Literacy</i> (1988), ED Hirsch succinctly summarises that “to be culturally literate is to possess the basic information needed to thrive in the modern world”. But alongside this, as teachers, we must not overlook the importance of social capital and the opportunities and skills required for students to be successful in the delivery of themselves.</p> <p><i>What does Ofsted mean by 'cultural capital'? Adam Riches 2020</i></p> <p>EEF + +4 months</p>	
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Total budgeted cost: £406,842

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 2021 to 2022 academic year.

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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
GCSE Pod	Soundbite learning
Provision Mapping/ Classcharts	Edukey
High Impact learning	Kevin Fryer
Reading Plus	Dreambox

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?	1 service child in the school:
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.