

# Pupil premium strategy statement – Oasis Academy Lord’s Hill

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	847
Proportion (%) of pupil premium eligible pupils	48
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	22-24
Date this statement was published	10.11.23
Date on which it will be reviewed	20.09.24
Statement authorised by	Ben Bond
Pupil premium lead	Stuart Ross
Governor / Trustee lead	Joanna Lawton Regional Director

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£398,475
Recovery premium funding allocation this academic year	£99,119
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£497,594

## Part A: Pupil premium strategy plan

### Statement of intent

- **What are our ultimate objectives for our disadvantaged pupils?**

*Our overarching values as an academy are supported by the Oasis Community learning ethos of excellent education at the heart of the community, developing pupils that are proud, kind and determined to succeed. 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.*

- **How does your current pupil premium strategy plan work towards achieving those objectives?**

*Our Pupil Premium Plan aims to address the main barriers our pupils face at Oasis Academy Lord's Hill and through rigorous tracking, careful planning and targeted support and intervention we can overarchingly provide all the access and opportunities to enjoy academic success.*

- **What are the key principles of your strategy plan?**

*This Strategy outlines how the pupil premium funding will be spent in order 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 prioritises classroom teaching and also incorporates targeted academic support and wider academy strategies.*

## Challenges

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

Challenge number	Detail of challenge
1	<b>Teaching and Learning</b> - Achievement for disadvantaged pupils in in line with national benchmarks and students are challenged to know more and remember more over time throughout the 5 year curriculum
2	<b>Teaching and Learning</b> - Low literacy, numeracy and oracy levels of disadvantaged pupils
3	<b>Wider academy learning</b> - Attendance of disadvantaged students-particularly post pandemic
4	<b>Wider academy</b> - Lack of cultural capital and aspiration
5	<b>Supporting student needs</b> - High levels of social, emotional and mental health challenges.

## 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
<p>Achievement of disadvantaged pupils is at least in line with national benchmarks.</p> <p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in EBacc subjects and with a focus on maths.</p>	<p>Increasing Attainment 8, increasing Basis measures achieved, improving Progress 8 score over time.</p> <p>In-year data shows increasing attainment of disadvantaged pupils over time.</p> <ul style="list-style-type: none"> <li>▪ Disadvantaged students achieving a minimum Progress 8 score of 0 by 2024</li> <li>▪ percentage of 50% disadvantaged pupils achieving level 4+ in both English and mathematics by 2024</li> <li>▪ 32% of disadvantaged pupils achieving level 5 plus in both English and mathematics by 2024</li> <li>▪ Increasing EBacc entry of disadvantaged students by 10% by 2024</li> </ul>

<p>Improved literacy, oracy and numeracy of disadvantaged pupils so that their ability to access the curriculum and achieve well is continually improving.</p>	<p>Benchmarks show increase in numeracy and literacy competency over time for disadvantaged pupils in line with peers.</p> <p>90% of KS3 on Lucid testing have a minimum of 84 and above word recognition and reading comprehension accuracy.</p> <p>Use of Speech and Language Specialists and ELKLAN trained support staff to improve fluency of language and social communication in students based on final assessments.</p> <p>Lessons specifically deliver key Tier 2 and Tier 3 vocabulary to reduce the vocabulary gap to improve outcomes in English Basics measure as highlighted above.</p> <p>Lesson provide opportunities for turn and talk to enhance oracy skills and confidence with speech.</p> <p>Teachers display a high level of oracy in the classroom, modelling language for pupils.</p>
<p>Attendance for disadvantaged pupils is increased and persistent absence reduced</p>	<p>The targeted work of the Family Liaison Officer with students who are persistently absent or who are struggling to attend for specific health needs will establish good relationships with families of disadvantaged pupils and work through a systematic process of re-engagement with those children and families. The success of this will be measured by reducing persistent absence of disadvantaged students and those who are most vulnerable, to support the disadvantage students across the academy meeting as a minimum national benchmark for attendance.</p> <p><b>Success measure:</b></p> <p>10% reduction in PA will show that PA is 20%</p> <ul style="list-style-type: none"> <li>▪ by 2024 the attendance of disadvantage students will have risen by a minimum of 90%</li> </ul>
<p>Disadvantaged pupils have support with social, emotional and mental health</p>	<p>Implementation of Classcharts is secure in rewarding disadvantaged pupils so that 80% of disadvantaged pupils are in receipt of Classcharts rewards.</p> <p>Dedicated Teaching Assistant is employed to support pupils with SEMH.</p> <p>Dedicated Academy Counsellor to support pupils with mental health.</p> <p>Dedicated Deputy DSL with a remit to support and engage vulnerable pupils and families.</p> <p>Outside agencies provide additional support for SEMH students e.g. No Limits, Mental Health in Schools Team and School Nurse.</p>

	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from termly student voice, student surveys</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils, as tracked in our attendance records.</li> </ul>
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<p>Disadvantaged pupils have increased aspirations for their future and opportunities to enhance their cultural capital NEET figures for disadvantaged pupils are reduced over time</p>	<p>A programme of trips and visits, including theatre visits and curriculum-linked visits are undertaken by disadvantaged pupils. By 2024, 70% will have participated in a culture enrichment activity or club. The participation rates of disadvantage students in after school clubs and events will increase by 20% percentage from 22-23. The academy will track and ensure that the breadth of enrichment trips and visits is responsive to feedback from student voice to develop good cultural capital for all students.</p>
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<p>Ensure all disadvantaged Year 11 students have an appropriate and ambitious post-16 placement so that NEET figure are reducing</p>	<p>Disadvantaged pupils needing to raise aspirations post-16 are mentored by Oxford University Mentoring/ Partnership and Into University. 100% of disadvantaged pupils by 2024 have secured a post-16 placement. Students will secure placements for training and education that reflect increased aspirations – measured by our tracking data.</p>
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## 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: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</p> <p>Developing the work of middle leaders so that the adaptation of lessons to meet and support the needs of disadvantaged students is secure across all curriculum teams, and provides opportunities for stretch and challenge.</p>	<p><b>EEF Framework:</b> Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.</p>	1
<p>Professional development on evidence-based approaches</p>	<p><b>EEF framework:</b> Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting.</p>	1
<p>Mentoring and coaching</p>	<p><b>EEF framework point 1:</b> A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers.</p>	1

<p>Recruitment and retention of teaching staff</p>	<p><b>EEF framework point 1:</b>          Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding. Managing workload and supporting the delivery of effective professional development are key to retaining great teachers. Investing in additional recruitment strategies, or boosting retention via high quality professional development, may be practical approaches selected by school leaders.</p>	<p>1</p>
<p>Technology and other resources focused on supporting high quality teaching and learning          Technology and other resources focused on supporting high quality teaching and learning</p>	<p><b>EEF framework point 1:</b> To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy.</p>	<p>1</p>

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support language development, literacy, and numeracy</p> <p>3 tiered strategy for improving literacy using the DfE guidance on “Understanding Progress in the 2020/21 Academic Year” as follows:</p> <ol style="list-style-type: none"> <li>1. To embed deliberate teaching of high-frequency academic vocabulary in all lessons</li> <li>2. All teachers to teach writing in context</li> <li>3. Retrieval practice built into the start of lessons</li> </ol>	<p><b>EEF framework point 2:</b> Interventions to support language development, literacy, and numeracy</p>	<p>3</p>
<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p>	<p><b>EEF framework point 2:</b> Disadvantaged pupils with SEND have individual Student Passports with guiding strategies to support individuals-these are shared with teachers and wider staff to inform planning and teaching.</p>	<p>1 3</p>
<p>Teaching assistant (TA) deployment and interventions</p>	<p><b>EEF framework point 2:</b> Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p>	<p>1 3</p>
<p>One to one and small group tuition</p>	<p><b>EEF framework point 2:</b> Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons.</p>	<p>1 3</p>



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

Budgeted cost: £197,594

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioral needs	<b>EEF framework point 3:</b> Social and emotional skills support effective learning and are linked to positive outcomes later in life.	5
Supporting attendance - Investment in three new roles for the attendance team e.g. Family Liaison Officer	<b>EEF framework point 3:</b> There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.	2
Extracurricular activities	<b>EEF framework point 3:</b> Extracurricular activities are an important part of education in its own right.	1 4 5
Extended school time	<b>EEF framework point 3:</b> Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework.	1 4 5
Breakfast club and meals provision	<b>EEF framework point 3:</b> There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.	1 4 5
Communicating with and supporting parents	<b>EEF framework point 3:</b> Levels of parental engagement are consistently associated with improved academic outcomes.	

**Total budgeted cost: £497,594**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance data and our own Lord's Hill internal assessments which are supplied by the Trust.

For 2023, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -1.05. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 35.4.

We have compared our results to national figures to help gauge the performance of our disadvantaged pupils. The national Attainment 8 score for disadvantaged pupils in 2021/22 was 27.9 and for non-disadvantaged pupils it was 48.7. For Progress 8, the national average score for disadvantaged pupils was -1.80 and for non-disadvantaged pupils it was -0.62.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has reduced since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was -0.82, and the Attainment 8 score was 49.6.

EBacc entry for disadvantaged pupils was 17%, which is higher than 5% the previous year and 13% below that for non-disadvantaged pupils.

Absence among disadvantaged pupils was 7% higher than their peers in 2022/23 and persistent absence 28% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current attendance plan.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

*Outcomes for disadvantaged pupils in the 2022 to 2023 academic year have improved by +0.90. Attainment 8 and Basics measures have all increased alongside EBacc entry-a significant improvement in these measures from 2019.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Provision Mapping/ Classcharts	TES Provision Mapping/ Classcharts
High Impact Learning tuition Teaching Personnel tuition	High Impact Learning Teaching Personnel
Reading Plus	Reading Plus
Edukey	Edukey
Academy 21	Academy 21