

Exceptional Education at the Heart of the Community



## Oasis Academy Lister Park Pupil Premium Strategy Statement

It is the strong feeling of Oasis Academy Lister Park that the main barriers to positive outcomes and life chances for our students who are in receipt of PPF derive from the experiences and influences they are exposed to outside school. As a result of this our Academy has decided to place a greater emphasis on strategies that develop the social, emotional and mental support for students needed to allow them to access a good education every day. We know our students well and we truly believe that the care and support we give to them outside the classroom (particularly for our most vulnerable and disadvantaged) allows them to access a high quality education within the classroom. Our strategies reflect this and are backed up by recent research in to the most effective characteristics of the use of PP funding.

According to a research report by the National Governance Association:

*“Analysis of pupil premium strategies uncovered a disconnect between the pastoral barriers to educational achievement facing children eligible for pupil premium and the teaching and learning initiatives which schools are using the pupil premium to fund. Amongst the most commonly mentioned barriers were family life and low attendance yet amongst the most commonly identified initiatives were literacy and numeracy support showing that the strategies are not always targeting support where it is needed most.”*

*July 2018*

### 2018/19 Pupil Premium Students per Year Group

Year 7	52
Year 8	66
Year 9	81
Year 10	74
Year 11	76
Year 12	51
Year 13	21
Total	421

**Pupil Premium Strategy Statement:**

1. Summary information					
School	Oasis Academy Lister Park				
Academic Year	2018/2019	Total PP budget	£393,635	Date of most recent PP Review	12.06.18
Total number of pupils	1019	Number of pupils eligible for PP	421 (41%)	Date for next internal review of this strategy (termly)	w/c 15/10.18
2. Review of expenditure					
Previous Academic Year	2017/2018				
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Impact:	Lessons learned Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?	Cost	
ii. Targeted support					
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?	Cost	

<b>3. Prior Year Achievement</b>		
<b>Achievement for: 2017-2018 ( pupils) Whole school</b>	<i>Pupils eligible for PP (your school) 69</i>	<i>Pupils not eligible for PP 74</i>
Progress 8	+0.02	+0.25
Attainment 8	36.62	35.45
% 5 - 9 English and Maths	26%	16.2%
% taking Ebacc	15%	20%
% achieving Ebacc	4%	10%
Basics 4-9	40.6%	37.8%
Basics 5-9	26%	16.2%
Basics 6+		
<b>4. Barriers to future attainment (for pupils eligible for PP, including high ability)</b> Please refer to the EEF documents Teaching and Learning Toolkit, Families of schools database and Evaluation Tool and also the Pupil Premium Awards website.		
<b>In-school barriers</b>		
A.	Literacy and numeracy skills are lower for students eligible for pupil premium funding than for other students entering year 7. This limits potential for good progress in year 7 and ultimately overall attainment at the end of year 11. ( 90% of the numeracy Catch Up students are PP, 81% of the literacy Catch Up students are PP)	
B.	The behaviour and attitude to learning of some students eligible for pupil premium funding is having a detrimental effect on their attainment and that of their peers.	
<b>External barriers</b>		
C.	Average attendance (2017/18) for students eligible for Pupil Premium funding was 92.97% (below the school target of 95.5% for all students) this reduces their learning hours and causes them to fall behind academically and may result in some antisocial behaviour outside school. 74 (19%) of students eligible for PP funding were Persistent Absentees in the academic year 2017/ 2018.	
D.	A lack of aspiration by some families of students' eligible for pupil premium funding results in some students having low aspirations for themselves. A higher number of students eligible for PPF do not stay in education, employment or training. (13% compared to 6% of non PP students at OALP 2016)	
E.	A high number of students who transfer to OALP in-year are eligible for pupil premium funding (84% of in-year transfers in 2017/18). Due to this mobility these students often have gaps in their academic, social and emotional educational development. This results in overall low attainment.	
<b>5. Desired outcomes</b>		

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	High levels of progress in literacy and numeracy for year 7 students eligible for PPF. This will be measured and evidenced using teacher assessments and data collection for maths and English. Progress in Accelerated Reader will also be measured. Progress in spelling from the test at the start of year 7 to the test at the end of year 7 will be measured. Overall, students will make accelerated progress in maths, English, reading and spelling. This will result in improved attainment and reduce the attainment gap between PP students and all students at the end of year 11.	Students eligible for PP in year 7 who have been identified as having weak literacy and/or numeracy will make accelerated progress by the end of year 7. 100% will continue to make expected progress by remaining on their entry flightpath. 50% will exceed expected progress and move onto the next flightpath in either maths or English or both. All students will make progress from their starting point in spelling tests. All students eligible for PP will show progress through AR and 50% of these students will become reading millionaires. At the end of year 7, 75% of PP students achieve their target grade in all subjects.
<b>B.</b>	Students take more responsibility for their behaviour and attitude towards own learning. This will be measured through the behaviour analysis.	There will be a reduction in the number of SM-calls for students in receipt of PP funding. These will reduce by 20% term on term. When analysing the half termly behaviour logs, students eligible for PP show an increase in grade 1 and 2 and a decrease in grade 3 and 4. Some of this will be due to better staff-students relationships through the whole school Restorative Practice approach. The introduction of the 'About Student' section of staff briefing will improve communication and result in staff having a greater knowledge and understanding of students' life experience. This will affect how staff respond to student behaviour.
<b>C.</b>	Improved attendance for students eligible for PP. A decrease in the number of PP students who are classed as Persistent Absentees. This will be measured by an analysis of the attendance data through SOL tracker.	The number of students who are eligible for PP and who are classed as persistent absentees (PA) is reduced to 10% or less (19% in 2017/18). Overall termly attendance among students eligible for PP improves from 92.97% to 95.5% - above the national target and in line with the school's overall attendance target.
<b>D</b>	Students eligible for PPF are enthused to do well in their GCSE's and are aspirational and ambitious for their post 16 options. This will be measured through the % of students eligible for PP taking Ebacc options, % achieving the Ebacc, and the analysis of student destinations. There will be an increase in PP students gaining the grades to access level 3 courses. Progress at KS3 will also be tracked to instigate the need for early intervention. The attainment gap between students eligible for PP funding and all students will decrease.	Students eligible for PPF are aspirational when making option choices at the end of KS3. The % of students eligible for PPF who achieve the Ebacc qualification is equal to or better than all non PP students nationally. All more able PP students continue on to appropriate post 16 level 3 courses. 0% of more able PP students are NEET.
<b>E</b>	More academic and pastoral information about students who join OALP in-year is gathered before the students start. There is better communication between OALP and previous school to ensure the transition is appropriate and the curriculum and offer for the new student and their family meets their individual needs. 'Mobile' students excel at OALP and catch up on any gaps in their education and social development.	Progress of students who enter OALP in-year is tracked. Support from other agencies is sought early to allow best possible chances for students and their families to succeed. End of year data shows that students who start OALP in-year make the same academic progress as all other students in school. End of KS4 data shows progress and attainment of these students is in line with all other students.

## 6. Planned expenditure

Academic year	2018/19
---------------	---------

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i Quality of teaching for all**

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy	Costs
<p>Students start year 7 at Lister Park with low key stage 2 scores. The current average score on entry across the school for reading is -3.5. For PP students this is -3.9</p>	<p>English department work with Accelerated Reader coordinators to support students and track and monitor progress.</p>	<p>Accelerated Reader has been successfully launched in 2017/2018 and is now embedded in the curriculum 1 lesson per week. This will support progress in literacy and allow time for weaker students to have their reading listened to. EEF evaluation report of AR shows an increase in reading age of PP students above that of non-PP students (2015 Executive Summary)</p>	<p>High levels of progress in literacy and numeracy for year 7 students eligible for PP</p>	<p>ZAN SWA RGG</p>	<p>Two years intervention for students.</p>	<p>£53,000</p>
	<p>KS3 Reading list with support strategies sent to all parents.</p>	<p>EEF note that parental engagement is effective in improving performance. Parents could learn more about effective reading strategies to improve reading comprehension.</p>	<p>More parents will take an interest in their child's reading and support them to read at home.</p>	<p>RGG JLE</p>	<p>Included in fortnightly Lister Life</p>	
<p>Some students arrive with no prior data or inaccurate data which makes planning for specific needs difficult. In the past some students have been placed in a low set due to inaccuracies of data and this has hindered their ability to make the progress they are capable of.</p>	<p>A Lead Practitioner for Academic Transition will be appointed so that as much information as possible is known about the students before they arrive at OALP.  All students in year 7 from Sep 2018 will be taught in mixed ability groups for at least the first half term.</p>	<p>CEO of the Sutton Trust, Lee Elliot Major concludes in his research that "the damage done to poorer pupils whose progress is stunted by languishing in the bottom sets outweighs the academic gains seen for more able learners flourishing in the top sets". We believe that the quality of teaching will be better in year 7 because the teachers will differentiate to the individual students' needs. Ability grouping can sometimes create an exaggerated sense of within-group homogeneity in a teachers mind so they don't accommodate for the range of different needs within a supposedly homogenous 'ability' group. Mixed</p>	<p>Through rigorous in school assessment (qualitative and quantitative) and good teacher knowledge of students' learning ability, students may be placed in appropriate learning groups in some subjects if this is the right thing for this cohort.</p>	<p>JH SD ABI CL's AL's</p>	<p>2018/19 academic year but reviewed half termly</p>	<p>£47,000</p>

		ability group teaching will aim to alleviate this.				
Many students eligible for PP funding have poor basic numeracy.	Amongst other strategies the LP Academic Transition will work with the maths department to identify PP students with weak numeracy skills (Catch-up) and develops a plan of work to improve numeracy. Maths mastery will become embedded.	Students who improve numeracy skills early on in year 7 are better able to meet the demands of the new GCSE criteria. Maths mastery has been successful in 2017/18 (.....% of year 7 students meeting their target at the end of the year)	Students in receipt of PP funding, and who have low numeracy skills, make accelerated progress in maths which is better than their expected rate of progress based on their KS2 prior attainment flight path.	ABI ASR KMD JKY	2018/19	£15,000
Most EAL students arrive with no prior data and with weak English language skills which prohibit them from making good progress in all subjects.	Introduce EAL support as part of the curriculum model for all year groups.	Many EAL students struggle to access the subject content of lessons as they do not have the language skills to apply to their subjects. The Centre for Studies in Inclusive Education (2015) states; "...misconceptions arise around EAL students. One such is that students with EAL do not know, and are considered low attainers/low achievers. In fact it is often their inability to voice what they know that sets them in this position"	All EAL students will be assessed and will be taught the Step Up To English Programme at the correct level. Ongoing assessment will ensure students are placed in the correct sets and with the correct subject options for their individual learning needs.	FT AGK SMH	Dependant on individual student needs.	£26,000

ii Targeted support

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy	Costs
Some disadvantaged students lack the social skills and basic	Working with BDYP specific key life skills have been identified and courses put on to support students. These include: swimming club: Cooking Club Athletics Club	Through student voice activities students said they would like to be given the opportunity to go swimming. This is an activity not often done as part of family life for some of our students. Some students are unable to swim the benchmark 25m when they arrive in year 7. Some students do not have access to showers or baths and this gives them a chance to learn about personal hygiene. Students and families Cooking club will run for 6 weeks from October ½ term. This will support families in working together and ensuring some have a hot meal. Athletics club will run for 6 weeks. Parents will be invited to watch an athletics competition at the end to encourage parental engagement.	Students who cannot swim will become competent swimmers. Students will learn about health and hygiene and the importance of keeping themselves clean. Students will benefit from social interaction with others and having the opportunity to take part in an activity. Students are charged £1 to take part in the activity. This is to encourage commitment. This money will be used at the end of the course for refreshments.	Kad & BDYP staff	Termly. Activities reviewed and changed according to demand	£25,000
Many students suffer from mental health issues. Often their poor behaviour choices are as a result of abuse or trauma these students have suffered.	The School has appointed a full time councillor. This is to work as a member of the safeguarding team. The counselling sessions involve emotional literacy work amongst other forms of counselling.	The main safeguarding issues surrounding our students and their community are neglect, CSE and exposure to drugs. Many students have seen or been through things that are unimaginable. Students with extreme behaviour often have secrets they have never disclosed. The counselling service supports	The counselling service supports students and their families. It aims to identify students with poor behaviour early where there is often an underlying reason for this. This then guides the safeguarding team in to ensuring the correct outside agencies become involved to support.	KW AM CT	One year in the first instance	£80,000

Some students do not have the learned strategies to deal with certain difficult situations. This results in them using violence as a chosen strategy to deal with conflict.	Appoint a professional from Military Martial Arts who can run lunchtime and after school sessions. This teaches students strategies to release aggression in a controlled way	There is must research to suggest that in a supervised environment with the correct mentors martial arts can be a beneficial behaviour support strategy. The Sport and Recreation Alliance, England reported in January 2017 that <i>“Research released (this week) by England Boxing has revealed the role boxing can play in helping young people with anti-social behavioural problems from disadvantaged communities”</i> Dr Stephen Hills a lecturer in Sports Business Management says that the benefits of boxing can help to <i>“...tackle gritty social problems and access hard to reach target groups”</i> .	Boxing and martial arts are physically demanding and is seen as a credible sport to participate in amongst young people in deprived communities. It will teach values and skills such as discipline, mental strength, control and the ability to take personal responsibility. These are skills that can be used to overcome social problems. Students will learn to re-channel their aggression, stay cool and manage aggressive behaviour.	C Thomas from Military Martial Arts  KS	Reviewed annually	£10,000
Disadvantaged students are more likely to be at risk of becoming NEET.	Work closely with the Bradford Careers Service to ensure at PP students are known to them and have a personalised careers plan which also involves parents.	The Connexions Service was implemented and included a remit to provide targeted support for the most disadvantaged. Now this has disbanded in falls to the LA and local training providers to ensure this group of students are supported through effective CEIA&G. Nationally, a higher number of disadvantaged students become NEET than non-disadvantaged students.	0% NEET across the academy meaning that all students are enrolled in education, employment or training when they finish year 11 and/or year 13.	MD SB-M	Ongoing	£15,000
Some students cannot afford to take part in visits and trips organised by the academy.	Ask all parents/carers to make a contribution to all trips. This is coordinated by the pastoral leader for each year group. Contributions towards the full cost can be as little or as much as a family can afford.	No child should be stopped from going on any trip or visit due to their financial situation. All families are asked for a contribution.	All students have access to learning outside the classroom and can experience events such as theatre trips, fieldwork and visits.	ISN SD	Ongoing	£50,000
<b>iii Whole school strategies</b>						
<b>Issue identified</b>	<b>Action to be taken</b>	<b>What is the evidence and rationale for this choice?</b>	<b>Intended outcome</b>	<b>Staff lead</b>	<b>Expected life span of strategy</b>	<b>Costs</b>

<p>Students who are eligible for PP funding are more likely to become persistent absentees and have poorer attendance than non-PP students.</p>	<p>Purchase a school car so that one member of the pastoral team can be given to role of collecting students who have not come in to school and for whom parents/carers have not contacted school with a plausible reason.</p>	<p>After the first 5 weeks of 2018/19 48% of persistent absentees were eligible for PP funding. The overall attendance 5 for PP students was lower than that of non-PP students. Last academic year PA was significantly reduced when staff went out to pick students up. By purchasing a car this strategy can become sustainable and does not rely on using staffs' own vehicles.</p>	<p>PA % reduces. Whole school attendance increases to at least in line with school target and national average of 95.5%.</p>	<p>SMJ</p>	<p>One year lease of car in first instance</p>	<p>£26,800 (based on car lease of £150pm)</p>
<p>Many students do not eat a healthy breakfast before coming to school and many students have no breakfast at all.</p>	<p>Establish a breakfast club as a result of a successful application through the Magic Breakfast Charity to the National Breakfast Club Programme. Appoint two Community Hub Breakfast Club Coordinators who will run the daily breakfast club</p>	<p>A whole school student voice questionnaire in July 2018 revealed that 54% of students came to school without having any breakfast on a regular basis. In March 2017 the DfE published the research report 'Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation' the report found that <i>"Schools perceived important benefits from having a breakfast club. As well as reducing hunger, breakfast clubs were perceived to improve concentration and behaviour in class and to improve punctuality for some students...additional positive impacts on pupils' social development and the way in which they helped some pupils to make wider friendship groups and become more confident were highlighted by schools"</i></p>	<p>Students who would not normally have breakfast have breakfast regularly. Further analysis shows benefits to behaviour, attendance and social outcomes for all students especially those eligible for PP funding.</p>	<p>SD Shabnam Bhatti and Belinda Rae.</p>	<p>One term in the first instance then reviewed.</p>	<p>£500 (received from Magic Breakfast for start-up support) £25,000</p>
<p>Students arrive in school with uniform that is either missing or too small. Many parents ask for financial support towards buying uniform.</p>	<p>Set up a Pre-loved uniform shop. The shop will be stocked with donated good quality second hand items or new items. Uniform vouchers to the value of £26 will be given to families of all students who are eligible and in receipt of the PPF. This can be</p>	<p>A study by the Children's Society in August 2018 revealed that the average cost of a secondary school uniform is £340 per child per year. The study found that 1 in 6 parents said they have to cut back on food and other basics in order to afford the uniforms for their children. Other research says that some students would rather not attend school than suffer unkind comments by other students because they are in incorrect or wrong fitting uniform.</p>	<p>All students can attend school in correct uniform. Uniform items can be purchased from the pre-loved shop for as little as £1. Any profit made will go back in to the purchasing of other uniform items to support the sustainability of the shop.</p>	<p>LG</p>	<p>One year then reviewed.</p>	<p>£1,000</p>

	spent in either of our uniform stockists.	At OALP many parents contact school to ask for financial support in purchasing correct uniform.				
Some students do not have PE kit	PE department have a stock of clean good quality PE kit to lend to students so they do not stand out from the rest of the group.	The PE department believe strongly in full participation and that students should not be disadvantaged from taking part just because they do not have a PE kit. PE kit will also be available from the pre-loved shop once stock gets established.	All students take part in PE lessons as part of a healthy active lifestyle. No students is stopped from taking part just because they do not have an OALP PE kit.	KS ASY	ongoing	£1,000
					<b>TOTAL COST</b>	<b>£394,800</b>

**7. Additional detail**

--