



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

2019/20 Pupil Premium Students per Year Group

	Total	PP	Non-PP	%PP
Year 7	169	79	90	46.7
Year 8	160	71	89	44.4
Year 9	165	58	107	35.1
Year 10	168	67	101	39.9
Year 11	161	64	97	39.8
KS3 & 4 Total	823	339	484	41.2
Year 12	103	44	59	42.7
Year 13	100	37	63	37.0
Academy Total	203	81	122	39.9

Pupil Premium Strategy Statement:

1. Summary information					
School	Oasis Academy Lister Park				
Academic Year	2019/2020	Total PP budget	£356,167	Date of most recent PP Review	27.02.19
Total number of pupils	1026	Number of pupils eligible for PP	420	Date for next internal review of this strategy (termly)	10.03.20

3. Prior Year Achievement		
Achievement for: 2018-2019 (pupils) Whole school	Pupils eligible for PP (your school) 75	Pupils not eligible for PP 77
Progress 8	-0.083	-0.127
Attainment 8	34.30	36.28
% 5 - 9 English and Maths	13.3%	19.5%
% taking Ebacc	40.0%	37.7
% achieving Ebacc	8.0%	7.8%
Basics 4-9	34.7%	39.0%
Basics 5-9	13.3%	19.5%
English Ebacc APS		
Number of Low Prior Attainment	21	17
Number of Middle Prior Attainment	42	39
Number of High Prior Attainment	8	15

4. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
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.	
External barriers		
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.	
5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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.	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.
C.	<p>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.</p>	<p>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.</p>
D	<p>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.</p>	<p>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.</p>
E	<p>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.</p>	<p>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.</p>