

# 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 Lister Park        |
| Number of pupils in school                                                                                      | 959                              |
| Proportion (%) of pupil premium eligible pupils                                                                 | 37%                              |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2021/2022 to 2024/2025           |
| Date this statement was published                                                                               | November 2021                    |
| Date on which it will be reviewed                                                                               | July 2022                        |
| Statement authorised by                                                                                         | Sian Dover Principal             |
| Pupil premium lead                                                                                              | Nigat Ali<br>Assistant Principal |
| Governor / Trustee lead                                                                                         | Jane Hughes Regional Director    |

## Funding overview

| Detail                                                                                                                                                                      | Amount   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                         | £346,676 |
| Recovery premium funding allocation this academic year                                                                                                                      | £53,922  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £400598  |

## Part A: Pupil premium strategy plan

### Statement of intent

We intend that all our pupils develop strong moral habits and achieve exceptional outcomes that enable them to have a happy, healthy and successful life. This is the case whatever their background, prior attainment or needs, we pride ourselves in being a truly inclusive school.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve those goals. Whilst our strategy will support the needs of all our learners, we will particularly focus on the needs of our vulnerable learners including those with a social worker or other safeguarding needs.

As recommended in the EEF's pupil premium report we focus on 3 strands of support, high quality teaching, targeted academic intervention and a wider approach for support outside the classroom. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy also has recovery following the pandemic effects at its heart. Our school community was heavily impacted by Covid both in terms of missed face-to-face teaching and high case rates in the local area. With a catchment area of high-density housing, deprivation and a diverse racial background it was one of the most affected areas in the country.

Our approach will use assessments to identify learning gaps which can then be worked on through teaching and targeted intervention. We will also support our students with their social needs targeting particularly attendance and safeguarding as two areas we have identified as affecting our students in moving towards their potential.

### Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                       |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | To improve overall attainment and particularly that of boys. Across the school attainment and progress is lower in our boys who make up 60% of the school population. This difference is mirrored in our disadvantaged students and appears across most subjects.                                                                         |
| 2                | To improve the attainment and progress of high prior attaining students. Disadvantaged high prior attaining pupils make less progress than their peers nationally and a whole school focus is to improve the attainment and progress of these pupils.                                                                                     |
| 3                | To improve the attainment and progress of pupils with SEND. Our progress data and observations of teaching would suggest that the knowledge gaps caused by school closures have affected our SEN students more than others. This has resulted in them falling behind their age-related expectations.                                      |
| 4                | To improve the attainment and progress of pupils with a Gypsy Roma heritage. A large proportion of our students with the most complex needs and who most impact on progress and attendance figures are those with a Gypsy Roma heritage. These students are more likely to be disadvantaged than their peers.                             |
| 5                | To improve the literacy skills of all pupils. Our students come into school with an ability profile that is much lower than the national average. We also have a large percentage of students each year who speak English as a second language. Attainment across all subjects is held back until students' literacy levels are improved. |

## 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                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To improve overall disadvantaged pupil attainment and particularly that of boys.           | To close the gap between boys and girls progress across successive years across the plan until 2024/25.                                                                                |
| To improve the attainment and progress of high prior attaining disadvantaged students.     | By the end of the current plan in 2024/25 HPA disadvantaged students should achieve as well as their peers and achieve a positive progress 8 score in national comparisons.            |
| To improve the attainment and progress of disadvantaged pupils with SEND.                  | Progress data will show successive improvement in SEND data across the years of the plan with an increase in the needs and pupils identified for intervention.                         |
| To improve the attainment and progress of disadvantaged pupils with a Gypsy Roma heritage. | Attendance, behaviour and safeguarding data for pupils with a Gypsy Roma heritage will improve across the plan, leading to an improvement in progress and attainment for these pupils. |

To improve the literacy skills of all disadvantaged pupils.

There will be an improvement in reading ages across the plan for disadvantaged students.

## 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: £ 236075

| Activity                                                                                                                                                                                                               | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                             | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>                                                                    | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>             | 1-5                           |
| <p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>To include books for PARQ time and training for staff.</p> | <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p> | 5                             |
| <p>Staffing costs including extra HLTA positions and capacity in core subjects</p>                                                                                                                                     | <p>Has enabled more teaching expertise within staff body and higher levels of expert support for SEN pupils</p>                                                                                                                                                                                                                                                  | All                           |

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

Budgeted cost: £ 42478

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

|                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                     |     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Targeted intervention during school holidays using existing teaching staff                                                                                                                                                                                                                                   | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br>And in small groups:<br><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> | 1,2 |
| Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:<br><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a><br>And in small groups:<br><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> | 1,2 |
| Tutors employed for key subjects at KS5                                                                                                                                                                                                                                                                      | One to one tuition has a high impact for high cost (EEF T&L toolkit)                                                                                                                                                                                                                                                                                                | 2   |

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

Budgeted cost: £ 67751

| Activity                                                                    | Evidence that supports this approach                           | Challenge number(s) addressed |
|-----------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------|
| Permanent recruitment of attendance officer and home-school liaison officer | Many evidence points for link between attendance and outcomes. | All but 1 and 4 particularly  |

|                                                                                                                         |                                                                                                                                                                                                |     |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Contingency fund for acute issues.                                                                                      | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |
| Recruitment of a school counsellor                                                                                      | A significant proportion of our pupils have wider safeguarding needs, ACE's or suffered disproportionately during the pandemic.                                                                | 1-5 |
| Introduction of behaviour strategies including uniform improvement, rucksack and equipment provision                    | Behaviour interventions have a moderate impact for low cost (EEF T&L Toolkit)                                                                                                                  | 1-5 |
| 'Reach days' a strategy of drop-down days across all year groups to raise aspirations and address key wellbeing issues. | EEF T&L toolkit shows a moderate impact of this strategy for very low cost.                                                                                                                    | 1-5 |

## Total budgeted cost: £ 346676

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.

In normal exam years we have a consistent gap between the progress of disadvantaged students and non-disadvantaged students that is well below the national average. Both groups of students normally achieve within P8 0.02 of each other. In the past 2 years during the pandemic the gap has grown, and the outcomes set in our previous plan were not met.

Our assessment for these reasons points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced across the country, partial closure was detrimental to our disadvantaged pupils, and they were not able to benefit from face-to-face teaching as we would have liked. The levels of IT devices in our disadvantaged student population and the disproportionate impact our area took from Covid were instrumental. Our students come from ethnic minorities, live in high density housing, live in multi-generational housing and have parents who do essential jobs so

the impact in cases and fatalities and serious illness was higher than the national picture in our catchment area.

Attendance was lower than national average and the emotional and mental well-being of our pupils was affected which meant we have now planned to use a larger proportion of the pupil premium funding for wellbeing and attendance support than in previous plans.

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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 |
|-----------|----------|
|           |          |
|           |          |

## 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?    | n/a     |
| What was the impact of that spending on service pupil premium eligible pupils? | n/a     |

## Further information (optional)

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in

school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.