

Pupil premium strategy statement 2020-2021

School overview

Metric	Data
School name	Oasis Academy Boulton
Pupils in school	234
Proportion of disadvantaged pupils	83 (35.47%)
Pupil premium allocation this academic year	£110 290
Academic year or years covered by statement	2020-2021
Publish date	19/10/20
Review date	19/10/21
Statement authorised by	Shilpa Rathore
Pupil premium lead	Jo Davies
Governor lead	Jane Bishop

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	
Writing	
Maths	

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	
Achieving high standard at KS2	
Measure	Activity
Priority 1 To raise standards in reading, writing and maths so <u>at least 75%</u> of children at KS1-&2 are at expected and <u>20%</u> greater depth	<ul style="list-style-type: none"> • Staff are upskilled to use the latest PiXL resources to support planning and intervention • Use of a specialist teacher in Year 2 & 6 to support standards in reading, writing and maths • Maths Mastery approach used in year 3 onwards • Focused CPD to support staff development • Small group targeted intervention and pre-

	<p>teaching to support pupil progress- led by TA's in EYFS, KS 1&2</p> <ul style="list-style-type: none"> • KS2 Phonics catch up programme to target children who didn't pass the year 2 phonics test • PAS (Powerful Action steps) – bespoke CPD to develop classroom practice • Networking with other successful primary schools to develop subject leader roles • Resources for online learning embedded: Myon(reading,) EdShed(spelling,) TT Rockstars (maths) • Develop outdoor learning with a focus on basic skills (Roots to Fruits / Enrichment Activities)
<p>Priority 2 To raise standards in reading, writing and maths so a greater % of children at KS1 &2 are at greater depth</p>	<ul style="list-style-type: none"> • Networking with local secondary schools to support the more able to develop maths, reading and writing through TEAMS. • Use of a specialist teacher in Year 2 & 6 to support standards in reading, writing and maths
<p>Priority 3 70% Children achieving GLD at the end of reception</p>	<ul style="list-style-type: none"> • Develop extended provision and outside learning to embed core skills in English and maths • Additional teaching assistant to support interventions • Use of online learning :Numbot
<p>Barriers to learning these priorities address</p>	<p>COVID restricting activities regarding networking safely with other schools</p> <p>Ensure all staff are upskilled and are using a consistent approach to planning and delivery in the classroom</p>
<p>Projected spending</p>	<p>£55360</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average at expected or above	07/21
Progress in Writing	Disadvantaged achieve national average progress scores in Writing at KS2 at greater depth	07/21
Progress in Mathematics	Disadvantaged achieve national average progress scores in Maths at KS2 at greater depth	07/21
GLD	Disadvantaged achieve in line with national or above	07/21
Phonics	Achieve above national average	07/21
Other	Improve attendance of disadvantaged pupils in line with national average	07/21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> Continue to embed the use of Accelerated Reader /Myon (home learning) across the year groups, including KS1 to increase reading for pleasure Establish small group maths interventions for disadvantaged pupils falling behind age related expectations
Priority 2	<ul style="list-style-type: none"> Use of a specialist teacher in Year 2 & 6 to support standards in reading, writing and maths
Barriers to learning these priorities address	<ul style="list-style-type: none"> Children have access to devices so that they can access online learning
Projected spending	£35450

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Additional time provided for the attendance officer to drive attendance strategy. Including :</p> <ul style="list-style-type: none"> • Regular meetings with families of disadvantaged pupils after school (attendance and PA) • Increase % of home visits undertaken • Use of SOL to support with attendance issues in school • Monitor consistent application of rewards, celebrations and sanctions • Reintroduce attendance booklets • Train attendance monitors • All PA will have individual plans and charts • Bespoke packages for parents needing help
Priority 2	<p>Increase parental engagement</p> <ul style="list-style-type: none"> • Training for parents in basic skills • Workshops for parents to support home learning • Hub leader to co-ordinate community events around school life and develop links • Provide basic support for families who are in need eg bus passes and school uniform
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£19480

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided
Targeted support	Ensuring enough time in the academy timetable for specialist teacher support	Extra time is built into academy timetable

	All disadvantaged children have access to devices to access online learning	All children in the academy will receive a device to take home through the Horizon's Project.
Wider strategies	Engaging families in the light of COVID restrictions	Work closely with Hub Leader and external agencies

Review: last year's aims and outcomes

Aim	Outcome
Raise standards in R, W and M at greater depth at KS 1 & 2	Published data for the last academic year compares favourably with National figures, for instance, ASP shows that RWM combined in 2019 for the Year 6 cohort of 30 pupils equalled the national figure at 66% with 10% (approximately national) achieving greater depth; Due to excellent continuous provision the academy anticipates this will rise to 86% in the current year which is seen in mock data OCL Review Jan 2020
Children achieving GLD at the end of EYFS	Due to the lockdown and COVID restrictions, it is difficult to gauge where the children would have been at the end of the year. However, quality of teaching in the reception classroom, continued to be good/ outstanding, indicating that the children were making good progress in all areas according to our internal tracking.
Improvement of speech and language across the academy	The speak well wheel (Tower Hamlets) was embedded in teacher's practice in classroom throughout the Autumn term and up to lockdown.
Raise attendance levels, including OA and punctuality	Attendance currently in this academic year is 95.2% compared with 96.4% this time last year. Pupil premium attendance is 95.4% slightly up on last year by 0.1. Punctuality is good at 99.3% and routines to ensure pupils arrive promptly are well developed. (Jan OCL Review 2020)
Develop parental engagement	Parents curriculum workshops were well attended throughout the Autumn term. School events, such as Christmas celebrations were attended by parents. In Early years, parents attended stay and read classes with their children. Parents

	<p>accompanied their children on school trips and have started to play and active role in fund raising and being part of Friends of Boulton.</p>
<p>Develop a broad and balanced curriculum</p>	<p>The curriculum is a growing strength. This means overall the curriculum is increasingly coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning</p> <p>OCL Review Jan 2020</p>