

## Exceptional Education at the Heart of the Community

### Pupil Premium Strategy Statement:

1. Summary information					
<b>School</b>	Oasis Academy Oldham				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£655,130	<b>Date of most recent PP Review</b>	09/19
<b>Total number of pupils</b>	1459	<b>Number of pupils eligible for PP</b>	769	<b>Date for next internal review of this strategy (termly)</b>	Feb 2020
2. Review of expenditure					
<b>Previous Academic Year</b>		2019/2020 review of outcomes, impact and lessons learned			
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	
To diminish the difference against national indicators and eliminate in-academy variation for all PP groups	All teaching staff to have a performance management target based on HPA <ul style="list-style-type: none"> <li>- NPQSL project focus HPA Disadvantaged students</li> <li>- Progress reviews after each assessment point</li> <li>- Mock exam and data review</li> <li>- MST reviews</li> <li>- TIG Meetings</li> <li>- Parent and students survey outcomes</li> <li>- Intervention reviews</li> </ul>	2020 results <ul style="list-style-type: none"> <li>- P8 = -0.4,</li> <li>- PP P8 = -0.65</li> <li>- PP A8 = 34.66 V 37.89 for all students</li> <li>- 48.5% of PP cohort entered for Ebacc</li> <li>- 15.9% of PP achieved Standard Ebacc v 18.9% of all students</li> <li>- 4.5% of PP achieved Strong Ebacc V 9.8% of all students</li> <li>- PP students improved rates of progress across all buckets, particularly Maths by 0.13 and Open by 0.15</li> <li>- PP students improved by 0.19 compared with NPP student improvement of 0.57</li> <li>- PP attainment across 4+, 5+ and 7+ E/M in line with 2019 results</li> </ul>	<ul style="list-style-type: none"> <li>- Focus of PP cohort through NPQSL, NPQML projects will continue</li> <li>- PP priority for all targeted interventions</li> <li>- PP priority in all quality assurance processes</li> <li>- PP focus in CPD and department meetings</li> <li>- Arrange for a Pupil Premium external audit to take place in January 2021</li> </ul>		

To increase parental engagement across aspects of school life resulting in reduction in negative behaviour	<ul style="list-style-type: none"> <li>- Weekly analysis of all groups</li> <li>- Weekly meeting for AVP lead on behaviour with all Heads of Year</li> <li>- OCL KPI returns</li> <li>- MST reviews</li> <li>- TIG Meetings</li> <li>- Regular triangulation of behavior data within trust</li> </ul>	<ul style="list-style-type: none"> <li>- 11% reduction in PP FTE's</li> <li>- Total reduction of PEX's reduced by 26%</li> <li>- 87% reduction in Negative events for PP students</li> </ul>	<ul style="list-style-type: none"> <li>- Changes in staffing /roles /responsibilities resulted in a new team leading on behaviour during the academic year</li> <li>- The team leading behaviour will do so throughout the 2020-21</li> <li>- The introduction of Heads of Year and a Pastoral year lead has resulted in a sharper focus on behaviour and attendance by year group</li> <li>- MST and TIG reviews will continue to monitor behaviour attendance throughout the year</li> </ul>	<p>£52,000</p> <ul style="list-style-type: none"> <li>- Staffing of Heads of Year and pastoral support</li> </ul>
To develop literacy and reading of students to bring all in line with national reading ages	<ul style="list-style-type: none"> <li>- increasing the % of good every day teaching</li> <li>- Embed functional key words and tier 3 vocabulary into all lessons</li> <li>- Development of a Literacy lead role in staffing structure</li> <li>- Purchase appropriate reading intervention packages to track progress</li> <li>- Tracked through In year progress data using pre/post assessment curriculum model six times a year</li> <li>- Observation data and typicality spreadsheet</li> <li>- OCL reviews</li> </ul>	<p>Literacy data analysis paused due to March 2020 lockdown.</p> <p>2019 Literacy impact data demonstrated</p> <ul style="list-style-type: none"> <li>- 43% of Year 9 are above age related reading ages</li> <li>- 38% of Year 8 are above age related reading age</li> <li>- both year groups average 23% of students reading at 15+</li> <li>- 49% of students in Year 8 made more than age related progress</li> <li>- 44 % of Year 9 students made more than age related progress</li> <li>- 23% of Year 8 made at least two years progress</li> <li>- 30% of Year 9 made at least two years progress</li> </ul>	<ul style="list-style-type: none"> <li>- Development of teaching and learning will continue to be a priority focus this academic year</li> <li>- Literacy strategies will continue using Bedrock, Lexia reading packages</li> <li>- Annual reading tests for all students will be developed to continue to measure student progress</li> <li>- staff training in tier 3 language and development of teaching literacy will form part of CPD</li> <li>- Literacy lessons on the curriculum will continue at KS3</li> </ul>	<p>£46,000</p> <ul style="list-style-type: none"> <li>- Staffing costs</li> <li>- Literacy post</li> <li>- Deputy Principal literacy lead</li> <li>- Reading intervention packages</li> </ul>

<b>3. Prior Year Achievement</b>		
<b>Achievement for: 2019-2020 ( pupils) Whole school</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
Progress 8	-0.65	-0.15
<b>Attainment 8</b>	Total 34.66 Av 3.47	Total 40.74, Av 4.07
<b>% taking Ebacc</b>	48.5%	47.4%
<b>% achieving the Ebacc</b>	15.7% standard, 4.5% strong pass	21.7% standard, 14.5% strong pass
<b>Basics 4-9</b>	44.8%	55.9%
<b>Basics 5-9</b>	18.7%	32.2%
<b>Basics 7+</b>	0.7%	7.2%
<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>		
<b>A.</b>	Attendance, punctuality and persistent absence	
<b>B.</b>	Poor parental engagement with the academy leading to disengagement, poor behaviour and attendance	
<b>C.</b>	Consistency good teaching across all areas of the school will improve student engagement and resilience	
<b>External barriers</b>		
<b>D</b>	<ul style="list-style-type: none"> <li>- Low literacy and numeracy levels on entry</li> <li>- A growing transient population</li> </ul>	
<b>5. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	To diminish the difference against national indicators and eliminate in-academy variation for all groups	- Attendance, punctuality and PA will be in line with national

<b>B</b>	To increase parental engagement across aspects of school life resulting in reduction in negative behaviour logs and increase in attendance	<ul style="list-style-type: none"> <li>- Relaunch parent communication channels in light of pandemic.</li> <li>- Reduction in NEET figure</li> <li>- Reduction in negative behaviour logs</li> </ul>
<b>C.</b>	To improve the quality of educational provision to increase rates of progress made by all groups of students to be in line with national	<ul style="list-style-type: none"> <li>- All key groups of students to be making rates of progress in line with their peers nationally</li> </ul>
<b>D</b>	To develop literacy and reading of students to bring all in line with national reading ages	<ul style="list-style-type: none"> <li>- All groups of students to be at age related reading ages</li> </ul>

## 6. Planned expenditure

**Academic**      **2020/21**

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 (months/Years)	Costs (Does this include non PP funding in addition?)
To provide online revision tools to support home/after school learning	Purchase of GCSE POD, Tassomai, Quizlett, Pixl Apps, Maintain subscriptions to school improvement networks	<ul style="list-style-type: none"> <li>- Promotion of home learning in an easy accessible way</li> <li>- Weekly competitions to engage students will maintain momentum</li> </ul>	<ul style="list-style-type: none"> <li>- Increased engagement with home learning</li> <li>- Teacher can track and reward students efforts</li> </ul>	Dep Leads Alt links	On going	£55,237
To provide all students with their own IPAD device through the Horizons project	Procurement of IPADS Trust Horizons project, co-ordination of distribution prioritizing vulnerable and disadvantaged students	<ul style="list-style-type: none"> <li>- All students to access online learning from home</li> <li>- All students to access online learning in the building</li> </ul>	<ul style="list-style-type: none"> <li>- Increased engagement with in school and remote learning</li> </ul>	DK/Z O	On going	£25,000
To provide all students access to the internet through the Horizons project	Procurement of Dongles via Trust Horizons project, co-ordination of distribution prioritizing vulnerable and disadvantaged students	<ul style="list-style-type: none"> <li>- All students to access online learning from home</li> </ul>	<ul style="list-style-type: none"> <li>- Increased engagement with in school and remote learning</li> <li>-</li> </ul>	ZO	On going	£8,000

Development of curriculum to contain education of whole student across 5 years	<p>New positions for teaching staff</p> <ul style="list-style-type: none"> <li>- Careers Lead</li> <li>- Literacy Lead</li> <li>- Study Skills Lead</li> </ul> <p>Development of resources for taught lessons as part of curriculum offer</p>	<ul style="list-style-type: none"> <li>- Development of whole student is the key to our curriculum intent</li> <li>- Embedding vital life/learning skills across 5 year curriculum will support student development, learning and aspirations</li> </ul>	<ul style="list-style-type: none"> <li>- Increased understanding of world of work and links to education</li> <li>- Increased understanding of opportunities post 16</li> <li>- Stronger links to universities</li> <li>- Development of revision techniques to aid learning</li> <li>- Development of literacy skills</li> </ul>	TLR holder s ALT Teaching teams	On going	IT upgrades and resources £13,000
To provide independent home learning materials	Purchase of revision guides, knowledge organisers and printed revision materials	<ul style="list-style-type: none"> <li>- Not all students have access to revision materials or online revision areas</li> </ul>	No gaps in performance of most subject for any groups of students	Dep Leads Yr 11 team	On going	£14,000

To support low levels of literacy and raise literacy standards within all subjects	CPD to support development of student vocabulary, student writing, quality of spoken language and sustain improvements in reading as well as developing classroom practice across the curriculum.	<ul style="list-style-type: none"> <li>- Students arriving with below reading expected ages</li> <li>- Students failing to access harder exam questions due to poor literacy</li> </ul>	<ul style="list-style-type: none"> <li>- Increase in quality of literacy based activities across all year groups</li> <li>- Reading ages improve faster than expected reading ages</li> <li>- Staff and resource library</li> </ul>	Lit Leads Lit teachers		£7,000
Development of Teaching and learning in all classrooms	<ul style="list-style-type: none"> <li>- Develop and embed the OAO way</li> <li>- WLT to QA T&amp;L through new tracking processes</li> <li>- Academy focused CPD on areas of development</li> <li>- Development of coaching model for all staff</li> <li>- Performance Management</li> </ul>	<ul style="list-style-type: none"> <li>- Improve quality of T&amp;L</li> <li>- Personalized CPD which translates directly into improved teacher practice</li> </ul>	<ul style="list-style-type: none"> <li>- No gaps in performance across subjects for all learners</li> </ul>	ALL	On going	£45,000
Development of data led seating plans	<ul style="list-style-type: none"> <li>- Purchase of class charts</li> <li>- Training on use</li> <li>- QA of use</li> </ul>	<ul style="list-style-type: none"> <li>- Improved T&amp;L practice through data rich seating plans</li> </ul>	<ul style="list-style-type: none"> <li>- Improved quality of T&amp;L across all subjects</li> </ul>	All	On going	£4000
To ensure students have equipment ready for learning	<ul style="list-style-type: none"> <li>- Stock purchase of school non negotiables (shoes, bags, pencil cases, pencil case equipment, PE kits)</li> <li>- Form tutors/pastoral team to provide for any student with issues</li> </ul>	<ul style="list-style-type: none"> <li>- Removal of any barriers to learning</li> </ul>	<ul style="list-style-type: none"> <li>- Improved rates of progress for most vulnerable students</li> <li>- Reduction in lost learning time</li> <li>- Reduction in punitive sanctions</li> </ul>	Pastoral team Form tutors	On going	£8,000
To ensure all students have opportunity to participate in all aspects of school life	<ul style="list-style-type: none"> <li>- Identification and tracking of PP v NPP for attendance to visits and trips</li> <li>- Additional hardship funding grant available for each trip visit</li> </ul>	<ul style="list-style-type: none"> <li>- Removal of financial barriers to school experiences for PP students</li> </ul>	<ul style="list-style-type: none"> <li>- Even balance of PP and NPP for all trips and visits</li> </ul>	Trip leaders HOY Pastoral team	On going	£15,000

Aspiring Middle and Senior Leader training courses	Key aspiring middle leaders to complete NPQSL. Projects to focus on strategies to improve attainment	Number of key competent middle leaders, NPQSL CPD will give each a clear focus for 12 months to deliver specialist projects	Upskill Middle Leaders through personalised CPD, development of staff body in key parts of ADP	AS WLT	On going	£23,000
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## 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 (months/Years)	Costs (Does this include non PP funding in addition?)
Most at risk students able to access mainstream learning through alternative provision pathways	<ul style="list-style-type: none"> <li>- Personalized pathways for most vulnerable students</li> <li>- Staffing of Bridge area for closer one to one support</li> <li>- Staffing of Gateway provision</li> </ul>	<ul style="list-style-type: none"> <li>- To ensure most vulnerable can attend as many mainstream lessons as possible</li> <li>- Inclusive whole school responsibility of all staff to educate and care for all our students</li> </ul>	<ul style="list-style-type: none"> <li>- Increased attendance</li> <li>- Increased rates of progress</li> <li>- Increased engagement in learning</li> </ul>	Gate way Bridg e Past oral HOD s ALT	On going	£14,500
Bought in provision to support most vulnerable students	<ul style="list-style-type: none"> <li>- Place to Be</li> <li>- Manchester City training award</li> <li>- Pixl Build UP</li> </ul>	<ul style="list-style-type: none"> <li>- Utilising most effective resources to ensure students remain engaged in learning and are</li> </ul>	<ul style="list-style-type: none"> <li>- Increased attendance</li> <li>- Increased rates of progress</li> <li>- Increased engagement in learning</li> </ul>	Gate way Bridg e Past oral HOD s ALT	On going	£128,264
To raise attainment and progress in EBACC subjects	<ul style="list-style-type: none"> <li>- Equip middle leaders with tools and strategies to raise achievement</li> <li>- Weekly focus in LM meetings</li> <li>- Part of performance Managments</li> </ul>	<ul style="list-style-type: none"> <li>- PP performance in Bucket two is weakest overall compared to other areas</li> </ul>	<ul style="list-style-type: none"> <li>- Increased rates of progress</li> <li>- Increased engagement in learning in ebacc</li> <li>- No gaps in achievement</li> </ul>	SS VGE	On going	£6,000

To ensure students participate in all aspects of the curriculum	- Subsidies for ingredients for food in technology	- Ensure all students free to choose food as an option by removing cost barrier	- Increased rate of Food tech take up at options for PP students	SK	On going	£10,000
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### iii Whole school strategies

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP funding in addition?)
Continue to make attendance part of all roles and responsibilities to achieve national average	- Purchase of SOL tracker - Enhancement of Attendance Team - Strengthen links with Attendance team and new HOY/Pastoral Teams	- Strong link between attainment and attendance,	- Increased attendance - Increased rates of progress - Increased engagement in learning	Atten team HOY Past oral	On going	£18,000
To ensure all students are able to continue to attend the academy each day and visits/trips	- Transport subsidies for students who are disadvantaged and in need	- Strong link between attainment and attendance,	- Increased attendance - Increased rates of progress - Increased engagement in learning	Atten team HOY Past oral	On going	£21,408
To improve punctuality and engagement in lessons	- Staffing and management of breakfast club	- Some students not ready to learn P1 due to hunger	- Improved attendance - Improved punctuality - Improved progress	TH	On going	£42,000

					TOTAL COST	
<b>7. Additional detail</b>						