

# Pupil premium strategy statement

## Context

Oasis Academy Aspinal is a one form entry school in an area of significant socio-economic need with high cultural diversity. The Academy has changed significantly in the past two years. 42% of new arrivals to the academy last year were INA children, mobility has risen from 8% in 2015 to 35% in 2019/20 and 22% last academic year until closure. The Academy is in the top 20% of schools nationally for SEND and in some year groups the percentage of SEND is 30%. The academy key stage 2 outcomes in 2019 were extremely weak. This was due to a complex group of SEND pupils in the year group, high mobility during the year and leadership disruption. Progress and outcomes in Year 6 in 2020 would have been at least in line with national expectations based on mock SATS taken in February 2019.

## School overview

Metric	Data
School name	Oasis Academy Aspinal
Pupils in school	188
Proportion of disadvantaged pupils	45.3%
Pupil premium allocation this academic year	£117,588
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	July 2021
Statement authorised by	Angela Sweeting
Pupil premium lead	Angela Sweeting
Governor lead	Helen Arya (RD)

## Disadvantaged pupil progress scores for 2018/2019

Measure	Score
Reading	-5.84
Writing	-3.36
Maths	-5.30

## Disadvantaged pupils attainment for 2018/2019

Measure	Score
Meeting expected standard at KS2	37%

Achieving high standard at KS2	0%
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### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure more able disadvantaged pupils achieve GD by the end of the academic year. Ensure all more able disadvantaged pupils reach their full potential. Embed Oasis Summer Series pedagogy and Maths Mastery. Use strategies from the work with the Maths Hub.
Priority 2	Raise the self-esteem, resilience and aspirations of disadvantaged pupils. Embed Commando Joe, BLP, and updated PHSE curriculum. Aspirations week, Family Learning week.
Barriers to learning these priorities address	Lack of confidence and resilience in lessons, giving up too easily.
Projected spending	£3000 for Commando Joe

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores for KS2 reading	Sept 2021
Progress in Writing	Achieve national average progress scores for KS2 writing	Sept 2021
Progress in Mathematics	Achieve national average progress scores for KS2 maths	Sept 2021
Phonics	Achieve 75% for phonics screening	June 2021
Other	Attendance of disadvantaged pupils to be in line national average	July 2021

**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	Pupils make good progress from their starting points in reading. Use of quality texts throughout the curriculum. Power of Reading to engage pupils with a variety texts.
Priority 2	Establish reading and maths interventions with a focus on disadvantaged pupils. Use QLAs to target support.
Barriers to learning these priorities address	FFT, Benchmark training for all staff, maths and phonics interventions by phase leader.
Projected spending	£105,000 for Teaching Assistants to work in the afternoons with pupils who need additional support and intervention.

### Wider strategies for current academic year

Measure	Activity
Priority 1	Attendance for disadvantaged pupils to be in line with national average for this group of pupils.
Priority 2	Range of after school clubs with a focus on disadvantaged pupils.
Barriers to learning these priorities address	Improved attendance and self-esteem.
Projected spending	£14,000 for Attendance Lead.

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Further develop knowledge and skills of new staff	CPD, RQT programme, moderation, termly curriculum audit. Training from SLE at NTS. Monitoring schedule. Pedagogy training on INSET day. Deep dives for each subject to monitor quality and impact.
Targeted support	Interventions to run regularly to a high quality. Gaps to be closed which are even more important after school closure.	Staff to attend CPD where needed and continue to access support from the SLE. Teaching assistants to carry out interventions based on QLAs.

		Assessment data and deep dives to monitor the impact of interventions.
Wider strategies	Mobility and children attending from a distance	Supporting families with breakfast and after school clubs. SOL tracker and weekly attendance meetings to intervene quickly. Support from school nurse when required. ACES training continued and work to become a Trauma informed school to support families and communities.

### Review: last year's aims and outcomes

Aim	Outcome
More Able disadvantaged pupils achieve GD by end of year	When schools closed in March, internal data and mock SATS showed 100% of high prior attaining disadvantaged pupils were on track to achieve GD in RWM.
All disadvantaged pupils to make good progress from their starting points in reading.	Internal data and mock SATS until school closure showed pupils were making good progress.
To improve attendance of disadvantaged pupils.	When school closed on 20 <sup>th</sup> March attendance was 95.4% for disadvantaged pupils which is higher than the national average for this group of pupils (93.7%)