

Pupil Premium Strategy 2019-20

Oasis Academy South Bank

1. Context

The Government introduced the Pupil Premium in April 2011. It is intended to address the underlying inequalities between children eligible for Free School Meals (FSM) and their more affluent peers by ensuring that funding to tackle disadvantage reaches the pupils who are in most need of it.

The amount of funding available, the school's aims in spending the funding, policy and procedures for ensuring these aims are met and reporting measures are all provided in this Pupil Premium Policy.

Oasis Academy South Bank operates within a catchment area with high levels of disadvantage. In September 2018, the school was eligible to receive the Pupil Premium in respect of 61.9% of its pupils, currently paid at the rate of £935 per eligible pupil.

At its core, our Pupil Premium strategy spends the allocation on three types of activity:

- supporting training and continuous development to improve the quality of all teaching;
- targeting support for disadvantaged pupils through evidence-based interventions;
- supporting whole-school strategies to improve attendance, behaviour and readiness to learn.

2. OASB Funding

The **Pupil Premium** provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- who have been continuously looked after for the past six months (£1900 per child)
- who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (£1,900)
- whose parents are currently serving in the armed forces, or whose parent /guardian is in receipt of a pension from the MoD (£300 per child)

At Oasis Academy South Bank, 62% of students are eligible for Pupil Premium funding.

Year Group	Pupils On Roll	PP Pupils	% PP
7	118	70	59
8	125	75	60
9	123	76	62
10	123	74	60
11	120	78	65
KS3	243	121	49
KS4	366	228	62
Whole School	609	373	62

Total spend on Pupil Premium is projected to be £326,315 for the academic year 2019-20.

3. Data Summary

Attainment	<ul style="list-style-type: none"> ☐ 61% of the Year 11 cohort in 2018/19 were Pupil Premium ☐ For 2018/19 our Progress 8 unvalidated figure for all students is 0.73 compared with Disadvantaged students at 0.53
Attainment	<ul style="list-style-type: none"> ☐ For 2018/19 Progress 8 for EBACC qualification for all students is estimated at 1.12 compared with Disadvantaged students at 0.89 ☐ Combined English & Maths 4+ at 69% for disadvantaged pupils, Double or Triple Science 9 – 4 at 70% for disadvantaged pupils ☐ Humanities 9 – 4 at 70% for disadvantaged ☐ Modern Foreign Languages 9 – 4 at 61% for disadvantaged <p>Post 16 retention – 47% of Pupil Premium students from Year 11 have gone on to join our Sixth Form</p>
Attendance	<ul style="list-style-type: none"> ☐ National attendance: 94.4% ☐ OASB: 95.3% ☐ OASB Pupil Premium: 96.14%

4. Key Barriers to Future Attainment

At Oasis Academy South Bank, we believe that all of our students are capable of achieving academic success, enter into their dream job and contribute to society. However, we know that some pupils from more disadvantaged backgrounds face a number of barriers to their school achievement:

- Weak literacy/numeracy
- Social and emotional barriers
- Material poverty in terms of resources for learning, space to work at home
- Low self-esteem, aspiration and lack of resilience
- Limited FE and HE family experience
- Poor diet and nutrition
- Poor parental engagement
- Emotional, Social and Behavioural needs
- Poor attendance
- Mental illness

5. Planned use of Pupil Premium Allocation 2019/20

In order to ensure that all of OASB's Pupil Premium students are able to 'Climb the STAIRS to greatness', the school's Pupil Premium strategy focuses on the following key areas:

- **Attainment:** to ensure that our school closes the gap in attainment between Pupil Premium students and their more advantaged peers.
- **Wellbeing:** to ensure that all Pupil Premium students are supported with their pastoral needs, safety, and fulfilling their potential outside of lessons.
- **Attendance:** Identify groups of families for whom we can provide wider support to improve student attendance.

- **Destinations:** Enhancing support for Pupil Premium students who leave OASB to complete Sixth Form or other study at post-16 in other institutions.

For each key area, we will organise three types of activity: (1) Training and CPD for staff; (2) Targeted, evidence-based interventions; and (3) whole-school policies and strategies.

More specifically, to ensure the interventions make the greatest impact, OASB will look to ensure that:

- a) Data is used consistently and effectively in order to track the progress of all Pupil Premium students. All subject teachers should be aware of their Pupil Premium students so that they are able to properly accelerate their progress
- b) Day-to-day teaching is consistently of a high quality, in recognition of the fact that interventions alone cannot compensate for teaching that is less than good
- c) Investment in academic support for literacy, numeracy and core curriculum subjects
- d) Interventions utilised range from whole-school strategies to targeted activities and Supporting students emotional and social wellbeing, behaviour and attendance
- e) Strategies draw on research evidence on what works (e.g. the Education Endowment Foundation Pupil Premium)
- f) Learning Support Assistants are highly trained and deployed effectively to support pupils to make faster progress
- g) Providing equal access to opportunities, promoting high aspirations and overcoming material barriers
- h) Senior leaders and the Academy Council have a clear overview of spending and interventions

6. Detailed overview

This table includes a detailed overview of Pupil Premium Allocation by Key Area and Activity and estimated cost.

Attainment

Approach/activity	Rationale/Desired Outcome	Activity Type	Cost £
Quality Teaching as part of extended school day	High quality teaching within the classroom has highest impact on all students and is more impactful than interventions. SLT Drop Ins show that students are learning consistently well in every classroom in the school. Where Drop Ins register areas of concern, support is impactful and timely. All teachers are supported to be the best they can be through a whole school twice-weekly instructional coaching programme.	Training/CPD	87,600
Additional LSA / Mentors	Daily 1:2:1, small group, phonic literacy interventions, as well as wellbeing groups. Additionally, they offer a further layer of written feedback in students books offering formative SMART comments that move students' learning forward.	Targeted Intervention	56,370
Whole-school literacy interventions	Strong literacy skills are critical to be able to participate fully in modern life. Literacy specialist coordinates cohesive approach to improving literacy across the curriculum. Drop Every & Read (DEAR) supports pupils to improve literacy. Desired outcome is for all students' reading age to meet or exceed chronological age. Revision packs – ensure that GCSE pupils have appropriate access to information to succeed and meet expectations. Supplemented by Catchup Premium.	Whole-school Strategy	26,620
Whole-school numeracy interventions	Strong numeracy skills are critical in order to be able to participate fully in modern life. Numeracy specialist coordinates cohesive approach to improving literacy across the curriculum and through Times Table Rockstars/Numeracy Ninjas. Hegarty maths – online maths programme aimed at consolidating learning and extending knowledge. Revision packs ensure that GCSE pupils have appropriate access to information to succeed and meet expectations. Supplemented by Catch-up Premium.	Whole-school Strategy	13,900
Subject Department Heads	Design, lead and deliver academic intervention for underachieving PP students in all subjects across GCSE using timetabled interventions in Spring and Summer Term.	Targeted Intervention	20,000
Additional Curriculum Resourcing	Ensures that additional resources are in place for students to work both under supervision and independently (e.g. online resources and revision guides)	Whole-school Strategy	10,000
Action Tutoring	20 sessions of targeted, 2-to-1 tutor support for Year 11 Maths Pupil Premium students at risk of not achieving a grade 4.	Targeted Intervention	4,000
Pupil Premium Achievement Lead	Data analysis of progress of PP students to support identification and interventions plans. Outcome is that all Pupil Premium students receive personalised support.	Whole-school Strategy	1,860

Tailored Revision Materials	Tailored revision materials for all exam classes in every subject to ensure students study effectively during their independent study time in preparation for examinations.	Whole-school Strategy	2,000
Maths Mentoring	Students from local specialist Maths School to provide mentoring and support for Year 11 students with exam preparation.	Targeted Intervention	0
Personal Tutors - OASB	Weekly tutoring to Year 11 pupils for one hour to focus on consolidating knowledge and developing learning.	Whole-school Strategy	0

Attendance

Approach/activity	Rationale/Desired Outcome	Activity Type	Cost £
Attendance interventions	Support all students at OASB to have high levels of attendance. Barriers to attendance for PP students overcome by targeted interventions such as house visits, parental workshops and student incentives.	Targeted Intervention	3,500
Home-Academy Agreement	Hold weekly one-to-one meetings for students and parents at the start of the year to ensure a positive start to the year and clarity about school rules and clear consequences for lateness, poor behaviour or lack of attendance.	Whole-school Strategy	0
School Visits	Senior pastoral staff and personal tutors may visit a family where there is persistent lateness or non-attendance in order to support them with ensuring their student arrives at school on time ready to learn.	Targeted Intervention	0

Destinations

Approach/activity	Rationale/Desired Outcome	Activity Type	Cost £
Whole School Residential	Students participate in a range of outdoor activities in order to support them to develop social skills, form new friendships and gain in confidence and self-esteem.	Whole-school Strategy	14,500
Enrichment Curriculum	Enrichment Lead supports teachers and LSAs to deliver two hours of enrichment activities each day designed to raise aspirations, improve communication and teamwork amongst all our students.	Whole-school Strategy	5,400
Modern Foreign Language School Trip - Spain / France	Year 9 pupils to visit either Boulogne-sur-mer in France or Malaga, Spain, to gain a greater understanding of their culture and apply learning to relevant environment.	Whole-school Strategy	8,400
Destinations Days for Year 11	Run 3 focused Destinations Days with Year 11 at the start of Autumn Half Term 2, Spring Half Term 2 and Summer Half Term 2 to support with attainment and making a positive start to the year. A range of pastoral one-to-one and whole-year group activities will be designed to ensure that all students stay on track.	Targeted Intervention	3,000

Humanities School Trip	Year 10 pupils to visit a variety of sites in Britain over the course of a week to consolidate and apply learning to real life situations and studies.	Targeted Intervention	2,600
The Brilliant Club Scholars Programme + university visits	Aspiration raising and targeted university-style academic experiences to support students in KS3 and KS4 with informed decisions about university destinations.	Targeted Intervention	6,000
Music Tuition	Subsidised music tuition (50%) for pupils eligible for free school meals in support access		2,000
Debate Mate	Debating can help to raise speaking and listening skills, as well as improve a range of high order thinking skills and non-cognitive abilities such as confidence, teamwork and leadership.		855

Wellbeing

Approach/activity	Rationale/Desired Outcome	Activity Type	Cost £
Place2Be	Improved emotional, social and behavioural skills for students needing specialist support. Students receive high quality regular therapy 3 times per week in the school by a specialist child therapist who leads a team of specialist volunteers.	Whole-school Strategy	38,600
Free snacks	Free healthy snacks for all students at break times in the morning and afternoon to support student concentration in lessons, sense of well-being and general health during term time.	Whole-school Strategy	6,825
Jamie's Farm	Improved emotional, social and behavioural skills for our most vulnerable PP students needing specialist support Students go on a 5 day residential to a working farm in Wiltshire, experiencing a unique combination of farming, family and therapy.	Targeted Intervention	3,500
Emotional Literacy Intervention	Pupils receive 1-to-1 and small group support to improve their confidence and self-management. Interventions coordinated by a Learning Support Assistant.	Targeted Intervention	4,570
Educational psychology services from Lambeth Council	Pupil's needs are quickly assessed to ensure interventions are developed and implemented to meet mental health and wellbeing.	Targeted Intervention	2,600
Uniform	To ensure all pupils have access to clean uniform in good condition	Targeted Intervention	1,100
Breakfast Club	Encourage pupils to eat before school and complete any MAD time/homework	Targeted Intervention	500
Build Up Pastoral Teams	Publish a menu of wellbeing support strategies for PP students for Pastoral Teams to access and use to target pupil premium students in their care. Train staff in how to refer student concerns to relevant colleagues for attainment, wellbeing, destinations or attendance.	Training/CPD	0

7. Evaluation of 2018/19 Pupil Premium Allocation

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Achievement and Attainment			
Approach/activity	Rationale/Desired Outcome	Cost	Evaluation
Quality Teaching as part of extended school day	Target is for 65% formal observations graded Outstanding, 35% formal observations graded Good in the Academic year. More contact time enables school to support improved literacy and academic progress of all students. All teaching staff to be observed half-termly to take advantage of quality feedback and develop practice.	£100,000	Teaching is consistently of a high standard, supported by coaching trios and regular teacher observations. Extra contact time has led to high levels of academic achievement. Gap between PP and non-PP students is small in both English and Maths. Providing coaching and observations on a weekly basis has allowed teaching to meet higher expectations and supports staff to develop new techniques.
Pupil Premium Achievement Lead	Data analysis of progress of PP students to support identification and interventions plans. Also delivers academic intervention for underachieving PP students in core curriculum subjects. Outcome is that all Pupil Premium students receive personalised support.	£40,000	Targeted support given to Pupil Premium students across the school. Intervention using PP data to inform. Data analysis to identify underperforming pupils and develop intervention plans in collaboration with department leads.
Whole-school literacy interventions	Strong literacy skills are critical to be able to participate fully in modern life. Literacy specialist coordinates cohesive approach to improving literacy across the curriculum. Drop Every & Read (DEAR) supports pupils to improve literacy. Desired outcome is for all students' reading age to meet or exceed chronological age. Revision packs – ensure that GCSE pupils have appropriate access to information to succeed and meet expectations.	£30,000	On entry, 43% of current Year 10 cohort had reached chronological age (Sep 2015). Currently 75% have reached chronological age by Sept 2019. Staff CPD on DEAR improved quality across the school. More CPD given to embed literacy within lessons, but impact of this and prevalence need to be evaluated.

Whole-school numeracy interventions	Strong numeracy skills are critical in order to be able to participate fully in modern life. Numeracy specialist coordinates cohesive approach to improving literacy across the curriculum and through Times table Rockstars/Numeracy Ninjas. Hegarty maths – online maths programme aimed at consolidating learning and extending knowledge. Revision packs – ensure that GCSE pupils have appropriate access to information to succeed and meet expectations.	£30,000	All students improve numeracy during Daily DEAR through Numeracy Ninjas. Weekly targeted support for those with high and low prior attainment. Staff CPD to embed numeracy within lessons, but impact of this and prevalence needs to be evaluated
Additional Curriculum Resourcing	Ensures that additional resources are in place for students to work both under supervision and independently (e.g. online resources and revision guides)	£10,000	Pupils enabled and encouraged to revise independently at home and consolidate in class learning. All students access Maths Mastery and all Key Stage 4 s have discounted revision books. .
Additional LSA/Mentors	Daily 1:2:1, small group, phonic literacy interventions, including Toe-by-Toe intervention. Additionally, they offer a further layer of written feedback in students books offering formative SMART comments that move students' learning forward.	£60,000	Number of students meeting chronological reading age shows impact of literacy interventions. Wellbeing groups for vulnerable students reduced low-level behaviour and increased student engagement in school. PP students with SEN achieved very well compared to national figures.
Tutor Fair – Social Enterprise	Tutors trained in core subjects will provide extra tutoring to targeted pupils who will benefit from extra support. This 1:1 support will enable Year 11 pupils to achieve their academic goals.	£12,000	Additional tutoring was a contingency plan for underperforming students. We found it more effective to pay some OASB staff members to tutor some particularly vulnerable students. This used £3700 and the remaining part of this budget was spent in the quality teaching budget.
Personal Tutors - OASB	Weekly tutoring to Year 11 pupils for one hour to focus on consolidating knowledge and developing learning.		

Attributes and Attitudes			
Approach/activity	Rationale/Desired Outcome	Cost	Evaluation
Place2Be	Improved emotional, social and behavioural skills for students needing specialist support. Students receive high quality regular therapy weekly in the school by a specialist child	£25,000	42 students received regular counselling sessions over the course of the year. Resources also shared with teachers and parents to support mental health.

	therapist who leads a team of specialist volunteers.		
Jamie's Farm	Improved emotional, social and behavioural skills for our most vulnerable PP students needing specialist support Students go on a 5 day residential to a working farm in Wiltshire, experiencing a unique combination of farming, family and therapy.	£5,000	13 students went on the residential. Evidence of improved behaviour and wellbeing, but impact of intervention on students over medium to long-term required.
Emotional Literacy Intervention	Pupils receive 1-to-1 and small group support to improve their confidence and self-management. Interventions coordinated by a Learning Support Assistant.	£4,000	3 students accessed additional psychology services from Lambeth. Pupils benefitted from additional support to improve emotional wellbeing.
Educational psychology services from Lambeth Council	Pupil's needs are quickly assessed to ensure interventions are developed and implemented to meet mental health and wellbeing.	£2,600	Evident improvements in social and emotional wellbeing of students involved. Clear action plans for students following educational psychologist reports to allow staff to better meet their needs. One student successfully secured EHCP on the back of this report.
Whole School Residential	Students participate in a range of outdoor activities in order to support them to develop social skills, form new friendships and gain in confidence and self-esteem.	£17,995	All students who wanted to attend (exceptions of some family / religious reasons) were able to attend through financial support. High levels of participation throughout the trip, with pupils demonstrating resilience, social responsibility and team-building skills.
Modern Foreign Language School Trip - Spain/France	Year 9 pupils to visit either Paris, France or Barcelona, Spain to gain a greater understanding of their culture and apply learning to relevant environment.	6,000	All students who wanted to attend (exceptions of some family / religious reasons) were able to attend through financial support. High levels of participation throughout the trip with students making huge progress in their cultural and linguistic understanding.
Humanities School Trip	Year 10 pupils to visit a variety of sites in Britain over the course of a week to consolidate and apply learning to real life situations and studies.	3,000	All students who wanted to attend (exceptions of some family / religious reasons) were able to attend through financial support. High levels of participation throughout the trip with students making huge progress in their cultural and linguistic understanding.

Attendance interventions	Support all students at OASB to have high levels of attendance. Barriers to attendance for PP students overcome by targeted interventions such as house visits, parental workshops and student incentives. Rewards and trip awarded to pupils hitting top percentages.	£3,500	Attendance of PP students is higher than the national average and on par with OASB non-PP students. Additional support for attendance to be provided in 2019/20 through recruitment of Attendance LSA to make home visits and phone calls. This to be supported through KS3 +4 Pastoral Leads
Breakfast Club	Encourage pupils to eat before school and complete any MAD time/homework	£500	Students who were not able to get breakfast were able to have a filling meal before exams and other key events.

Access and Aspirations			
Activity	Rationale/ Desired Outcome	Cost	Evaluation
Enrichment Curriculum	Enrichment Lead supports teachers and LSAs to deliver two hours of enrichment activities each day designed to raise aspirations, improve communication and teamwork amongst all our students.	£24,000	All students were able to visit a range of organisations, companies or charities regularly. Cultural capital also developed through regular visits to museums, art galleries, theatres, concerts.
Music Tuition	Subsidised music tuition (50%) for pupils eligible for free school meals in support access	£1250	40 students benefitted from subsidised tuition, increasing their engagement and participation in school-life. This also increases cultural capital, improved chances of success in Music GCSE
Debate Mate	Debating can help to raise speaking and listening skills, as well as improve a range of high order thinking skills and non-cognitive abilities such as confidence, teamwork and leadership.	£1000	All students in year 7 took part in a year-long Debate Mate programme (heavily subsidised through arrangement with OASB). This improved confidence, team building and oracy skills.
Uniform	To ensure all pupils have access to clean uniform in good condition	£960	Support with uniform provided to 7 students, supporting attendance. Need to consider whether this should be extended to more students at the school and how this ties in with the Oasis Waterloo Hardship fund.

Next review date: September 2020