

Oasis Harpur Mount 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 Harpur Mount
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	28.9.21
Date on which it will be reviewed	Sept 2022
Statement authorised by	Sally Herbert
Pupil premium lead	Amy Newsome
Governor / Trustee lead	Helen Arya (Regional Director)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£308,005
Recovery premium funding allocation this academic year	£61,029 (£27,824 school led tutor funding, £33,205 recovery premium funding)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£369,034

Part A: Pupil premium strategy plan

Statement of intent

Our strategy sets out the ways in which we aim to ensure our pupil premium pupils receive a high-quality education that enables them to thrive in school and the wider community.

We aim to ensure disadvantaged pupils have equal access to quality first teaching in a nurturing trauma-informed school environment, which will enable them to become resilient learners with well-developed language and vocabulary skills. A research informed curriculum alongside effective teaching and learning practices are essential in every classroom.

Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.

Our strategy is informed by a thorough knowledge of our disadvantaged pupils' levels of attainment and insight into the barriers that this vulnerable group may face.

Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We aim to give our pupils experiences and an awareness of the world around them, alongside vocabulary and communication skills with which to explain it all. This cultural capital should provide a solid foundation on which they can build further knowledge, skills and understanding. Our Pupil Premium Strategy is aligned with our SEF and Local One Plan to ensure a sustained impact.

Our strategy aims are:

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

To nurture our children's health and wellbeing to enable them to be resilient learners with positive self-esteem.

To develop reading skills early in their lives and encourage reading frequently; in order to add to their vocabularies exponentially over time.

To give pupils experiences that will build cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap in Reading, Writing and Maths at KS2 PP pupils achieving expected standard at KS2 RWM: 37% (2018/19 data) (All pupils 42%)
2	Narrow the attainment gap in PP children achieving greater depth at KS2 PP pupils achieving high standard at KS2 RWM: 0% (2018/19 data) (All pupils 4%)
3	Low self-esteem and pupil wellbeing for this vulnerable group
4	Lack of cultural capital, impacting vocabulary and aspirations
5	Low parental engagement in reading
6	EYFS and Y1 pupils show weakness in oral language skills and are therefore at risk of experiencing difficulty with reading. This can impact on phonic basic skills: 2019 58% KS1 pupils passed the phonics screener.

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
1. Increase PP attainment in R, W and M at the end of KS2	PP pupils achieve in line with non-PP children in KS2 end of stage assessments
2. Increase % pupils attaining Greater Depth In R, W and M at the end of KS2	PP pupils achieve in line with non-PP children in KS2 end of stage assessments
3. Children to be resilient, confident learners and citizens with an awareness of their strengths	Pupils will make progress on Flourishing Model and will achieve targets on a strength-based action plan to become the best version of themselves
4. Children are exposed to a rich vocabulary throughout the curriculum and access a variety of learning experiences outside the classroom	Vocabulary hoard is increased and retained Children experience 100 of Oasis Harpur Mount Pledged activities throughout their time at school
5. Parents are more engaged in reading with and to their children	Parental Reading workshops are well attended Parents access an online library with their child at home through Oasis Horizons IT initiative (parent and child voice reflects this enriched offer) Parents are empowered to support their child's reading through online phonics and reading videos provided by staff (parent and child voice reflects this enhanced in home support offer)

<p>6. Improve pupils' early language and phonics skills</p>	<p>Pupils in EYFS and Y1 to make progress in early language skills. Evidenced by Wellcomm tracking.</p> <p>PP pupils in KS1 phonics screener to achieve in line with the national average</p>
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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: £172,588

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional UPS teacher assigned to work within Year 6 for morning lessons to allow Year 6 cohort to be taught as three smaller classes.	<p>EEF(+3)</p> <p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p> <p>Our context: <i>We have analysed the needs of our year 6 cohort and have identified that 3 small classes would allow teachers to increase the amount of focused attention and relational support each child will receive. This is a high PP cohort: 73% PP</i></p>	<p>1, 2</p> <p>Success criteria: PP pupils achieve in line with non-PP children in KS2 end of stage assessments PP pupils achieve in line with non-PP children in KS2 end of stage assessments</p>
<p>Staff CPD focused on research informed approaches to teaching and learning. Oasis Curriculum informed by this approach.</p> <p>UPS teacher supporting and monitoring application of Curriculum theory and practices every afternoon</p> <p>CPD costs: 4+ curriculum staff meetings a term</p> <p>Phonics CPD and NLP time</p>	<p>OCL Curriculum informed by Rosenshine's Principles of Instruction</p> <p>Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Focusing on teacher CPD based on research informed principles ensures that all pupils access good teaching.</p> <p>Explicit vocabulary teaching is a key thread through the curriculum to widen vocabulary hoards and support retention and application of this knowledge.</p> <p>Our context: <i>The vocabulary gap is a prevalent issue for our pupils. Daily explicit vocabulary teaching is at the heart of our reading approaches to address this. Teaching of tier 2 and tier 3 vocabulary is embedded throughout the curriculum. A new phonics scheme is being implemented with Oasis National Lead Practitioner advice. We are keen to raise attainment in phonics as a crucial early reading skill.: 2019 58% KS1 pupils passed the phonics screener. We are keen to</i></p>	<p>1, 2, 4, 6</p> <p>Success criteria: MST and internal monitoring will show effective use of research-informed teaching from N-Y6</p>

	<i>ensure that our phonics approaches maximise learning.</i>	
<p>Coaching model implemented for all teaching staff</p> <p>(Fortnightly coaching sessions for all teaching staff, CPD and classroom cover for coaching)</p>	<p>The EEF continues to support the use of instructional coaching as a form of professional development which is supported by an emerging body of evidence, derived mainly from the US. Instructional coaching uses expert teachers to deliver one-to-one, recurring, sustained, classroom-practice focused sessions, which use observation and feedback cycles and encourage teachers to engage in the deliberate practice of specific skills.</p> <p>Oasis Community Learning has developed Powerful Action steps to implement this model.</p> <p>Coaching will focus on classroom routines, behaviour for learning and pedagogy. It therefore has a wide-ranging impact on both attainment and pupil wellbeing.</p> <p>Our context: <i>We have a number of highly-experienced teachers and the coaching model will enable these experienced members of staff to support early career teachers. Likewise, experienced staff can learn from new approaches. This will share a wealth of knowledge and personalised targets will enable staff to work on individual areas for growth e.g. use of new Horizons IT.</i></p>	<p>1, 2 3, 4, 6</p> <p>Success criteria: Feedback cycles show regular progress with individual targets</p>
<p>Effective deployment of teaching assistants in class to support behaviour for learning</p> <p>(TA2s to support behaviour for learning in class)</p> <p>(4x phase leaders with monitoring focus upon effective working relationships between teachers and Tas)</p>	<p>EEF: It is imperative to use TAs to add value to what teachers do, not replace them. The expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation. Instead, school leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom.</p> <p>Our context: <i>We have a larger than average TA workforce. A key development priority for us is to maximise the potential of this invaluable workforce to support pupils' learning of the curriculum and develop their behaviours for learning.</i></p>	<p>1, 2, 3, 4, 6</p> <p>Success criteria: MST and internal monitoring will show effective use of teaching assistants to maximise learning</p>

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

Budgeted cost: £127,082

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellcomm and speech and language advised Interventions</p> <p>TA appointed to deliver Welcomm interventions one day a week</p> <p>Elkan trained TA delivering 1:1 and group sessions</p> <p>Communication friendly schools training in place</p> <p>Communication lead role</p>	<p>EEF research shows that children in nursery and reception who show weakness in their oral language skills are at risk of experiencing difficulty with reading. Early identification and intervention is key.</p> <p>Our context: <i>Historically, children arrive in Nursery and Reception with significantly delayed language skills. Baseline identifies this as an area of difficulty. Initial screening for all pupils and targeted support provided by teaching assistants will address this ongoing challenge in EYFS. Our current Y1 will also be involved in this programme due to the impact of missing periods of early socialisation and communication with peers through lockdowns and partial school closures.</i></p>	<p>6</p> <p>Success criteria: Pupils in EYFS and Y1 to make progress in early language skills. Evidenced by Wellcomm tracking.</p> <p>PP pupils in KS1 phonics screener to achieve in line with the national average</p>
<p>Social and emotional interventions to improve pupils' resilience, decision-making skills, interaction with others and their self-management of emotions</p> <p>Check-ins for identified pupils with semh needs</p> <p>Tracking of pupils using Flourish. Target setting and review from this.</p>	<p>EEF: SEMH interventions are almost always perceived to improve emotional or attitudinal outcomes. Close monitoring of specific interventions across the school year helps to identify which have the greatest impact.</p> <p>For the best impact, SEMH approaches are embedded into routine educational practices and supported by professional development and training for staff.</p> <p>EEf guidance on 1:1 check-ins: Good relationships matter and 'know your pupils' is a key message. There is no short-cut to this. Building a holistic understanding of the needs of each pupil is a strong theme in the EEF's guidance on Special Educational Needs</p> <p>Our context: <i>23% of our school are identified as having a vulnerability and receive a range of in-house Early Help focused around social and emotional skills and development.</i></p>	<p>3</p> <p>Success criteria: Pupils will make progress on Flourishing Model and will achieve targets on a strength-based action plan to become the best version of themselves</p>

<p>Tas trained in research informed interventions to target basic skill acquisition</p>	<p>EEF: Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions</p> <p>Interventions in use: Precision teaching, Paired reading, Reading Inference, Peer mentors, Instructional phonics, vocabulary work using advised speech and language approaches.</p> <p>Our context: <i>We work closely with our Educational psychologist and Oasis National lead Practitioners to implement interventions that will have the best impact for our pupils</i></p>	<p>1, 2, 4, 6</p> <p>Success criteria: Pupils to make progress towards intervention targets, this progress is evidenced in Pupil Progress Meetings</p>
<p>Qualified teachers to deliver tutoring to enable educational recovery for identified pupils</p>	<p>There is very strong evidence showing that both one-to-one and small-group tuition can bring positive learning gains.</p> <p>On average, the EEF's Teaching and Learning Toolkit suggests that one-to-one tuition can lead to learning gains of around five months.</p> <p>There is also strong evidence that small-group tuition (in groups of two or three) can lead to learning gains and is more cost effective.</p> <p>Short, regular sessions (about 30 minutes) over a set period (six to 12 weeks) appear to have the biggest impact.</p> <p>Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</p> <p>Tutoring should be delivered in-school where possible, to avoid potential barriers like attendance and the digital divide.</p> <p>Our context: <i>Identified year groups will be primarily targeted for this support. The current Year 2 (2021-22) were disproportionately affected by additional school closures during covid (additional 33 days out of education). This is also a high PP year group (75% PP). Year 6 are also an identified year group due to high PP (74% PP) and a high degree of vulnerable pupils tracked for social and emotional needs. Year 4 are also identified as a low attaining cohort on internal tracking systems (60% PPM). These vulnerable groups will be initially targeted for tutoring.</i></p>	<p>1, 2, 4, 6</p> <p>Success criteria: Identified pupils to make at least good progress, this progress is evidenced in pupil progress meetings</p>

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

Budgeted cost: £85,902

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed trauma-informed approaches across the whole school environment to provide appropriate nurture and support for pupils who have experienced adverse childhood experiences</p> <p>Trauma-informed whole school approach: (Nurture Staffing, Trauma-informed spaces, CPD and resourcing, Behaviour mentor role, Mental health lead management time, mental health first aiders, positive handling training, Behaviour communication plan review)</p>	<p>'Rising numbers of children are presenting with mental health difficulties in schools and current teaching environments are struggling to keep up. Many children have a high ACE score (meaning multiple adverse childhood experiences) known to leave children at risk of mental and physical ill-health later in life and even early death' (The ACE study Felitti and Anda, a study involving over 17,000 people).</p> <p>The government Green Paper 'Transforming Children and Young People's Mental Health Provision' (December 2017) promotes a Mental Health Lead in every school (trained member of school staff). Their research found that appropriately trained teachers /teaching assistants can achieve results comparable to those of trained therapists. To quote, "There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)'</p> <p>Our context: <i>Oasis Harpur Mount serves the community of Harpurhey, which is recognised as significantly deprived, the top 1% of the country in the deprivation index. An estimated 3000 people living in Harpurhey will be affected by four or more adverse childhood experiences, the impact of this early trauma is known to be detrimental to wellbeing. Having a whole school trauma-informed approach is key to meeting the needs of all.</i></p>	<p>3</p> <p>Success criteria: Pupils will make progress on Flourishing Model and will achieve targets on a strength-based action plan to become the best version of themselves</p> <p>Weekly tracking of behaviour incidents will show improvements for identified pupils</p>

<p>Develop online and face to face parental workshops to support home learning, with a particular focus on reading</p> <p>(parent workshops around reading and new horizons online library, parent phonics videos, targeted interventions e.g. Resilience for parents)</p>	<p>Supporting parental engagement in their pupil's learning has a positive impact (EEF +3 months).</p> <p>This includes:</p> <ol style="list-style-type: none"> 1. Approaches and programmes which aim to develop parental literacy skills 2. General approaches which encourage parents to support their children with reading or homework 3. Targeted and specialised programmes for families with social and emotional needs <p>Our context: <i>Covid school closures highlighted to us the challenged many families faced with supporting their child's learning. This was particularly the case for supporting young pupils with phonics. We implemented a number of measures to protect against the loss of home-school relationships and support families with the challenges of home learning. We are keen to build on this practice and support our families through face to face and IT videos. Phonics teaching videos have been particularly well received by families in EYFS and Y1.</i></p>	<p>3 – Resilience Intervention</p> <p>6 – phonics focus</p> <p>Success criteria: Parental voice will evidence engagement and positive impact</p>
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Total budgeted cost: £385,572

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021.

Based on internal assessment and monitoring the percentage of PP pupils achieving at the expected standard is increasing. The current year 6 cohort have started 2021-22 with 66% of PP pupils achieving the expected standard in reading, after focused support this year 78% are predicted to achieve expected standard (compared to 47% of all pupils attaining the expected standard in end of key stage tests in 2018-19). This is particularly promising for a cohort with a higher than average percentage of pupils with an identified SEND (20%).

All staff received a range of CPD last academic year, including pedagogical approaches to further strengthen the strong teaching already taking place.

Reading and phonics leads worked closely with Oasis National Lead Practitioners to implement best practice and monitor these strategies.

Attendance of PP children was in line with non PP children with high standards maintained for all. Attendance data: Autumn 2020: all pupils 96% (Reception to Y6) PPM pupils: 95%. March 2021 all pupils 97.21% (Reception to Y6). PPM pupils: 96%

There were no fixed-term exclusions or permanent exclusions. Our trauma-informed behaviour policy provided a clear, consistent approach for all and nurtured pupils to build resilience and positive self-esteem. Investment in CPD to support children in crisis enhanced our in house offer; alongside calm areas for every classroom.

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
Maths Mastery	Ask Curriculum Plus
Accelerated reader	Renaissance learning

