Pupil premium strategy statement

School overview

Metric	Data
School name	Oasis Harpur Mount
Pupils in school	423
Proportion of disadvantaged pupils	53%
Pupil premium allocation this academic year	£252,578
Academic year or years covered by statement	September 2020 - 2021
Publish date	October 2020
Review date	September 2021
Statement authorised by	Sally Herbert
Pupil premium lead	Amy Newsome
Governor lead	Gareth Nixon

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	-0.43 (all pupils 0.55) (2018-19 data) Cohort: 63% PPM
Writing	4.61 (2018-19 data)
Maths	1.1 (2018-19 data)

Disadvantaged pupil performance overview for last academic year	
Measure	Score
Meeting expected standard at KS2	All pupils: 37% (2018/19 data) (All pupils 42%)
Achieving high standard at KS2 RWM	0% (2018/19 data) (All pupils 4%)

Overall Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Provide high-quality whole class teaching and interventions that are underpinned by evidence based pedagogy
Priority 2	Embed trauma-informed approaches across the whole school environment to provide appropriate

	nurture and support for pupils who have experienced adverse childhood experiences
Barriers to learning these priorities address	Ensuring evidence based approaches are used widely. Continuing to develop and maintain advised trauma-informed approaches for challenging behaviour (costly support)
Projected spending	Spending breakdown outlined in key areas below: 1. Teaching Priorities 2. Targeted academic support 3. Wider strategies Total: £283,598

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve National average progress scores in Reading	Sept 2021
Progress in Writing	Maintain above National average progress scores in Writing	Sept 2021
Progress in Mathematics	Maintain above National average progress scores in Mathematics	Sept 2021
Phonics	Achieve National average expected standard in PSC (2019 School: 58% National: 82% Manchester: 79%)	Sept 2021
Other	0 exclusions for this academic year	Sept 2021

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

Measure	Activity
Priority 1	Provide high-quality whole-class teaching that is under-pinned by pedagogy. This is a high-priority as children return to learning in the school environment after a 6-month gap. Embed approaches from Oasis Summer Series and Maths Mastery. Subject leads to develop, share and monitor use of informed approaches for their curriculum areas. (CPD focus: meta-cognition, cognitive load, closing the vocabulary gap)

Priority 2	Raise the profile of reading across the academy and ensure provision of high quality texts. Resourcing needs identified: guided reading texts, class book boxes (audit for significant authors, diverse authors), phonetically matched texts.
Barriers to learning these priorities address	Ensuring use of evidence based strategies and methods to maximise learning. Encouraging good reading habits and wider reading.
Projected spending	Curriculum pedagogy development: £15,956 Reading Resourcing: £13,000 Total: £28,956

Targeted academic support for current academic year

Measure	Activity
Priority 1	Deliver evidence based interventions to target identified gaps in learning in KS1 and KS2
Priority 2	Establish evidence based interventions in EYFS and Y1 to develop the speech and language skills of identified pupils (Wellcomm)
Barriers to learning these priorities address	Staffing of interventions is a challenge with our new 'bubble' structure Expertise of staff- Elklan TA to share knowledge at TA staff meetings for TA 3s
Projected spending	£68,840 (staffing, CPD and resourcing)

Wider strategies for current academic year

Measure	Activity
Priority 1	Embed trauma-informed approaches across the whole school environment to provide appropriate nurture and support for pupils who have experienced adverse childhood experiences
Priority 2	Maintain exceptional attendance for all groups with a specific focus on the disadvantaged. Provide attendance support to ensure a smooth return to school after Covid-19 closures (Home visits, parent check-in, EYFS home visits, Sol attendance tracker)
Barriers to learning these priorities address	1 attendance member of staff

	Continuing to develop and maintain advised trauma-informed approaches for challenging behaviour (costly support)
Projected spending	Attendance: £5500 Trauma-informed whole school approach: £180,302 (Nurture Staffing, Trauma-informed spaces, CPD and resourcing) Total: £185,802

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 subject leader time to develop curriculum approaches (cover with TA4s)
Targeted support	Ensuring enough time is available to review nurture strategies (Plan, do, review cycle)	Dedicate time to problem solving discussions when needed Use Behaviour/Communication plans to communicate strategies
Wider strategies	Engaging the families facing most challenges get the support they need	Working closely with families to maintain a trauma-informed approach using check-ins and individualised support (as we would for pupils) Working with Early Help and outside agencies

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading and Writing **No end of key stage data 2020**	KS2 Writing: Disadvantaged pupils outperformed other pupils in 2018-19 (83% vs 80%). Disadv writing progress is significantly above National (OAHM: 4.61 National: -0.50)

| | KS2 Reading PPM 43%non PPM 48%. Progress for disadv is above national for reading (national: -0.62 OAHM: -0.43)

Whole school focus upon developing and embedding Reciprocal and Guided reading approaches in 2019-20. Worked with NLP and reading specialist to monitor approaches.

KS2 Reading predictions for 2019-20 = 85% for all pupils. These are based on mock data and show a significantly improving trend from 2018-19. |
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| Progress in Mathematics | **2018-19** Disadv progress for maths was significantly above National (national:-0.71 OAHM: 1.1)

KS2 Maths predictions for 2019-20 = 83%.

Sustained improving picture in maths. Maths Mastery approaches now in place up to Y3. Next year will move into Y4. |
| Phonics | 2018-19 results – no significant disadvantaged trend in phonics

 (diasdv 59% non disadv 54%)

Continued focus upon phonics teaching. Phonics lead has worked closely with NLP and phonics delivery has been closely monitored. TLR in place for phonics lead. CPD is a focus for this year to embed approaches (INSET TA training delivered). |
| GLD | 60% PPM (66% all pupils)

Improved data picture for 2019/20 predictions:

82% PPM predicted to achieve GLD 65% Non PPM predicted to achieve GLD

Upward trend due to increased number of PPM pupils being 'core' pupils. EYFS |

	environment still impacting on learning, capital bid in place.
Other	Attendance continues to be a strength. 0.9 gap:

Attendance for ppm 97.3%

Attendance for non ppm 98.2%

Trauma-informed approaches show considerable impact upon inclusion of most vulnerable semh pupils. FTM exclusion trend continues to be down:

2015-16 – 82 sessions 11 pupils

2016-17 – 31 sessions 5 pupils

2017-18 – 43 sessions 4 pupils

2018 – 19 – 5 sessions 2 pupils

2019-20 – 8 sessions 1 pupil |