

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 Bank Leaze
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	56%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1/10/21
Date on which it will be reviewed	1/09/22
Statement authorised by	A Nelson
Pupil premium lead	A Nelson/ J Chambers
Governor / Trustee lead	Tom Verity

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,810
Recovery premium funding allocation this academic year	£ 14,210
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	£146,020

Part A: Pupil premium strategy plan

Statement of intent

- Oasis Academy Bank Leaze has high levels of children with Pupil Premium and high levels of disadvantage but our vision of- Enjoy. Explore. Encourage.-stands firm for all of our children and their families.

Challenges

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

Challenge number	Detail of challenge
1	Education levels are low and children join the academy with very low starting points
2	Aspiration for academic success locally is low
3	Complex safeguarding challenges, exacerbated by high levels of domestic violence and poor adult mental health and unemployment
4	High proportion of children with multiple adverse childhood experiences
5	Significant lack of local facilities and support for healthy lifestyles leading to an inactivity and at risk of obesity within community

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
Create high levels of literacy amongst the children	The percentage of children reaching national expectations in the reading has an upward trajectory towards the national average. The Y1 phonics check is in line with National and there is a continued upward trend in standards being met at the end of Reception.
Create an atmosphere of academic success and future aspiration	There is an increase in the number of children reaching the expected level in reading, writing and maths.
Ensure the Academy can provide Early Help needed to support families and prevent	There is significant evidence of the Academy's Early Help model improving families' circumstances

crisis management by other services	
Ensure the most vulnerable have access to high quality support in order to reduce the damage caused by ACEs	The Trauma Support Base/ Calm room offers therapeutic intervention for the most vulnerable and outreach support for others.
To provide high quality community activity and events	The North Bristol Hub provides a range of holiday activities and lunches for children across the year.

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: £ 30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher training in the delivery of reading including early reading and phonics.	1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1
CPD on the teaching of writing and maths for all staff including work on cognitive overload and metacognition	1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	2
CPD on communication and language acquisition for EYFS and additional staffing to support this	2. Targeted academic support EEF (educationendowmentfoundation.org.uk)	1,3
CPD on Trauma and support for children with ACES	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	3
Retention of UPS teachers to ensure high quality teaching across the Academy	2. Targeted academic support EEF (educationendowmentfoundation.org.uk)	1,2,3,4

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

Budgeted cost: £ 80 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading support 1:1 and small group intervention from	2. Targeted academic support EEF (educationendowmentfoundation.org.uk)	1

trained TAs with a focus on KS1		
Forest school programme for children needing to re-engage with education and catch up with learning due to COVID	Evidence limited as pandemic learning and evidence based work on children missing school in the UK is limited.	1
PiXL intervention and support for year 6 small groups	2. Targeted academic support EEF (educationendowmentfoundation.org.uk)	2

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

Budgeted cost: £ 36020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma informed Base and small group support for those in need.	Targeted academic support EEF (educationendowmentfoundation.org.uk) Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	2,4
Enhanced DSL team with enhanced training to support children and families at risk and tracking and support for PP children with a history of Social Care involvement	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	2,3
Community Hub worker to provide children with a range of activities throughout the academic year and to support families	Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	2,3,4

Total budgeted cost: £ 30000+ 80 000+ 36020

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.

At the end of Y6 in 2021 the children took previous SATs papers- 54% passed which is inline with 2019 data despite the disruption. The increased focus on reading has meant that standards are strong in Y3 and 4.

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
PiXL	PiXL

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A