

Pupil premium strategy statement – Oasis Academy Temple Quarter

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	65
Proportion (%) of pupil premium eligible pupils	36.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	30/10/2023
Date on which it will be reviewed	31/08/2024
Statement authorised by	Richard James
Pupil premium lead	Richard James / Laura Evans
Governor / Trustee lead	Peter Knight

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,525
Recovery premium funding allocation this academic year	£17,388
Pupil premium (and recovery premium*) funding carried forward from previous years:	£0
Total budget for this academic year	£32,931

Part A: Pupil premium strategy plan

Statement of intent

Vision statement:

Our academy vision is to create a community where every student is challenged to achieve their **personal best** through a **rigorous and joyful curriculum**. We believe that a **sense of belonging** and connection to one's peers and teachers is essential for academic and personal growth, and we strive to foster an inclusive and welcoming environment for all members of our community. Our goal is to empower our students to become **confident, curious, and compassionate** learners who are prepared to make a positive impact in the world.

Mission:

Students will leave Oasis Academy Temple Quarter literate, numerate, with the qualifications to access the next stage of their learning and prepared to live a life exhibiting the 9 habits (compassionate, patient, humble, joyful, honest, hopeful, considerate, forgiving, and self-controlled).

Academy motto:

Be confident, be curious, be compassionate.

Our intent for Pupil Premium funding

We want to ensure that all our young people, whatever their starting points or background, reach the highest standard of which they are capable, academically and in other fields such as sport, arts and culture. Our students will be fully equipped for their future lives, having the academic achievement and character development that enables them to 'stand first amongst equals'.

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. Schools in England have also been awarded a recovery premium to help students recover from the school closures during the Pandemic in 2020-2021. As recommended by the Department for Education, the recovery premium and pupil premium have been combined to create this 3-year strategy.

This Strategy outlines how the pupil premium funding will be spent to narrow the achievement gap between disadvantaged and non-disadvantaged students, ensuring all students reach their full potential. As recommended by the Education Endowment Fund (EEF Guide to Pupil Premium, 2019), we have adopted a tiered approach which prioritises classroom teaching and incorporates targeted academic support and wider academy strategies.

Challenges

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

Challenge number	Detail of challenge
1	<i>Teaching and Learning</i> – Maximising opportunities and learning ratio so that all students are thinking hard; memory is the residue of thought.
2	<i>Teaching and Learning</i> – Ensuring all students are taught to read fluently whilst also developing a greater understanding and range of vocabulary that can be utilised effectively to communicate their ideas.
3	<i>Targeted academic support</i> – The biggest barrier to learning is what a child already knows, we will utilise academic support to close prior knowledge gaps so that students can access the curriculum.
4	<i>Wider academy</i> - Attendance and Persistent Absenteeism is lower for pupil premium students compared to non-pupil premium students.
5	<i>Targeted academic support</i> – 40% of our pupil premium cohort is EAL with the majority having not completed 5-years of primary schooling in the UK.

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
Ensure disadvantaged students have accelerate progress, compared to national, from KS2 to KS4 whilst at Oasis Academy Temple Quarter.	<ul style="list-style-type: none"> By the end of Year 11 disadvantaged students out-perform national progress figures (2023 = -0.57).
Develop students' literacy so that all disadvantaged students are progressing towards their chronological reading age.	<ul style="list-style-type: none"> NGRT testing (September and July) indicate that disadvantaged students average SAS is improving year on year. ReadingPlus data indicates that disadvantaged students are completing their personalised curriculum. FreshStart Phonics demonstrated to have impact with our lowest ability disadvantaged readers.
Improve the quality of teaching and learning, incorporating iPads where possible to make learning more effective or more efficient.	<ul style="list-style-type: none"> EBacc entry for the cohort scheduled to exceed 75% By the end of Year 11 disadvantaged students out-perform national progress figures (2023 = -0.57).

Analyse the attendance gap between disadvantaged and non-disadvantaged students and work to close the gap.	<ul style="list-style-type: none"> • Attendance SEF completed annually as per OCL policy. • Key disadvantaged cohorts identified, and strategies implemented to improve attendance. • Work collaboratively with outside agencies and local safeguarding teams to support key disadvantaged students.
Ensure all disadvantaged students have a parity of opportunity whilst at Oasis Temple Quarter and uptake of opportunity is comparable to that of non-disadvantaged students.	<ul style="list-style-type: none"> • Enrichment opportunities built-in to the academy day to ensure 100% attendance in Y7 and Y8 for disadvantaged students. • Trips and experiences linking to the curriculum to be fully funded with analysis completed on disadvantaged attendance.

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff visits to other schools with positive impact on disadvantaged student progress.	<p>Many schools nationally achieve high outcomes for disadvantaged students which outperform national statistics. As a new school we need to ensure our systems and processes are best tailored to the disadvantaged lens, enabling those students to thrive.</p> <p>On visits we will identify best practice to implement at Oasis Academy Temple Quarter.</p>	1, 2, 3, 4, 5
Develop First Five strategy to focus on Teaching and Learning techniques in the classroom that support disadvantaged students. Focus on Metacognition throughout terms 1-4 and then use of StepLab	<p>EEF Guide to Pupil Premium, 2019- 'Key Principle 3: Quality teaching helps every child.'</p> <p>EEF toolkit- Metacognition is least-cost but most impact (7 months progress) compared to other school initiatives for Disadvantaged students. 2022.</p>	1

to 'ensure thought and effort' for all students.		
<p>OCL Horizons Project to provide all students and staff with an IPAD. Provide Teacher Effectiveness Training on high quality delivery using technology, including use of accessibility functions to support disadvantaged students with Special Educational Needs.</p>	<p>The Sutton Trust January 2021 Remote Learning: the Digital Divide- 'In the first week of the January 2021 lockdown, just 10% of teacher's overall report that all their students have adequate access to a device for remote learning (Figure 1). While 17% report that more than 1 in 5 of their students don't have such access.'</p> <p>PISA in Focus –OECD 2016- 'even when most students have easy access to new media, inequalities persist in the way they use these tools. The use of online media depends on the student's own level of skills, motivation, and support from family, friends, and teachers, which vary across socio-economic groups. In their free time, disadvantaged students tend to prefer chatting rather than sending e-mails. They are also much less likely to read the news or obtain practical information from the Internet, perhaps because their navigation and reading skills are often more limited than those of advantaged students.'</p>	1, 2, 3
<p>Academy Literacy Lead- 3-tiered strategy for improving literacy: 1- To embed deliberate teaching of high-frequency academic vocabulary in all lessons 2- 2- All teachers to teach writing in context 3- 3- All teachers use 'Control the Game' for shared class reading</p>	<p>DfE: Understanding Progress in the 2020/21 Academic Year Complete findings from the Autumn term June 2021 – 'Pupils from disadvantaged backgrounds experienced higher levels of loss than their non-disadvantaged peers (1 month more learning loss in reading compared to their non-disadvantaged peers).</p> <p>Doug Lemov: Reading Reconsidered Hochman: The Writing Revolution Willingham: The Reading Mind Beck et al.: Bringing Words to Life</p>	1, 2, 3
<p>High Quality Teacher Professional Development: Use of Instructional Coaching model through Powerful Action Steps.</p>	<p>Sam Sims, Steve Farndon Four reasons instructional coaching is currently the best-evidenced form of CPD- 'Where possible, schools should strongly consider using instructional coaching for professional development. Indeed, it would be hard to justify the</p>	1, 2, 3

	use of alternative approaches in the face of the existing evidence.'	
--	--	--

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions for key students in KS3 needing additional literacy and numeracy support.	Students with low reading ages and low levels of numeracy need targeted interventions in order to be able to make progress in secondary school	1, 2, 3
Trips to important educational and cultural sites in Bristol as part of Enrichment programme.	All students see, learn from, and meet inspirational speakers from a range of careers to inform themselves about their future work lives. Educational visits and speakers meet Gatsby benchmarks.	1, 2, 3
Flash Academy for EAL students.	An interactive, personalised resource for EAL students, for more information please visit: https://flashacademy.com/eal/	5

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

Budgeted cost: £17,931

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving students' attendance through rewards trips and incentives. Full time Attendance Officer appointed.	Students who are absent at school are unable to make the same level of progress as their peers.	4
Extra-curricular clubs and 'Choices' option to promote learning beyond our curriculum.	Giving a student space to focus on their well-being and enjoy activities that are good for their mental health is essential for their learning and overall happiness.	1, 4

<p>A well implemented and integrated PHSE curriculum and responsive tutor programme that supports learners to understand their own lives and futures.</p>	<p>Ensuring we educate student holistically to ensure they are best prepared for the challenges which life presents. We prepare students for the road ahead, we don't prepare the road for them.</p>	<p>1, 4</p>
---	--	-------------

Total budgeted cost: £32,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As a new free school we have no previous data to review.

Further information

--