

Pupil premium strategy statement

School overview

Metric	Data
School name	Oasis Academy Isle of Sheppey
Pupils in school	1438
Proportion of disadvantaged pupils	697 (48%)
Pupil premium allocation this academic year	£611,681
Academic year or years covered by statement	2020/2021
Publish date	September 2020
Review date	
Statement authorised by	Tina Lee
Pupil premium lead	Damian Carlier
Governor lead	Louise Lee

Disadvantaged pupil performance overview for last academic year

Progress 8	Data unpublished
Ebacc entry	1%
Attainment 8	31.43
Percentage of Grade 5+ in English and maths	10%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	-0.27	August 2021
Attainment 8	37.6	August 2021
Percentage of Grade 5+ in English and maths	14%	August 2021
Other	+0.48 in open bucket	August 2021
Ebacc entry	6%	August 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	<p>Improve the progress and outcomes of all students' in years 7-13. Develop a range of provision and intervention to ensure rapid reading recovery for specific groups including boys, students with SEND (particularly those with an EHCP).</p> <p>Reading Recovery programmes aimed at students with a two-year+ gap between chronological and reading ages.</p> <p>Other provisions include one-to-one reading, as well as group literacy boosters. Phonics support is provided outside of but not exclusively from the core curriculum.</p> <p>The Ready To Learn provision has supported students whose access to the curriculum is affected by low reading age, as well as an SEMH need.</p> <p>High prior attainment students are targeted specifically in English and Maths. They have additional support in tutor interventions and targeted mentoring by year teams.</p>
Priority 2	<p>Deliver teacher effectiveness training on high quality learning</p> <p>Develop the coaching model, using Powerful Action Steps and lead coaches</p> <p>OCL Horizons Project to provide all students and staff with IPad to facilitate home learning (EEF 'Access to Technology' Pg 6)</p>
Barriers to learning these priorities address	The literacy gap for students can be reduced and ensure pupils can access a broad and balanced curriculum. Preparing all students for KS4 and KS5 courses so pupils have high aspirations and can access all available options.
Projected spending	£70,095

Targeted academic support for current academic year

Measure	Activity
Priority 1	In conjunction with the mainstream curriculum, there is provision to meet the academic, social and emotional needs of all young people. Learning Support is provided to support and monitor children throughout the mainstream curriculum. The Brabazon school is designed for specific and intensive literacy catch-up to enable students to return to the mainstream curriculum as soon as learning gaps are reduced. The Bridge provision fully supports students that are vulnerable to exclusion from mainstream education. All students are provided with a supportive and bespoke curriculum.
Priority 2	Increase access to online learning. The Horizon Project IPad rollout and dongles allocated to students who are deemed as educationally vulnerable.

Barriers to learning these priorities address	Open the new Inclusion school 'The Brabazon' for students requiring a tailored literacy focussed curriculum to ensure no child is left behind and all children leave OAIOS with skills and qualifications that reduce their vulnerability, secure destinations and increase their positive long-term opportunities in life. Providing all students devices for online learning means that all students can access learning even when isolating.
Projected spending	£343,435

Wider strategies for current academic year

Measure	Activity
Priority 1	Embed a culture where all students' aspirations for themselves and others are high; students embark on the Unifrog destinations platform. All students in Years 11 to 13 have access to 1:1 careers support via a dedicated careers advisor. In addition, specialist guidance from a Connexions advisor for identified key vulnerable students to reduce NEETs and ensure all these students progress to the next level of education, employment or training.
Priority 2	Increase attendance and reduce the level of persistent absence to at least the national average, to ensure our most vulnerable children can access the support in school to improve outcomes and secure destinations to the next level of education, training or employment.
Barriers to learning these priorities address	To target students at risk of low aspirations to support appropriate Post 16 and 18 course selection. Students take responsibility and ownership of their own choices. Clear systems and expectations of all staff to ensure student needs and vulnerabilities are identified early and support provided to ensure positive outcomes and destinations.
Projected spending	£188,151

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	High proportion of training and unqualified teachers require additional non-contact time as well as coaching from our teaching and learning advocates and external course providers. Adapting schemes of learning and pedagogy so that they are suitable for the current climate – in school and	Remote CPD for training staff and NLP support in specialist areas. Live and blended learning to allow lessons to continue regardless of whether teachers are in school or working remotely.

	remote. This requires additional planning time for staff as well as specialist CPD to allow all teachers to provide quality teaching and learning.	
Targeted support	Personalised learning to minimise the difference between those in attendance and those working remotely. Health and safety precautions challenge curriculum delivery and supervision of students during unstructured times.	The Academy aims to provide remote access for those that do not own a device at home. CPD for teaching and support staff to effectively use Microsoft Teams and Microsoft Forms so that quality first teaching can still be delivered.
Wider strategies	Impact of lockdown and isolation on students' mental well-being. Impact of COVID 19 on attendance has direct repercussions on teaching and learning, attainment and progress.	All staff completed ACEs training and Trauma Informed practice. Staff provided with certified mental health and wellbeing training. Highly effective use of community staff and volunteers to deliver food parcels to our most vulnerable families. Study packs with key resources were provided to Year 11 students. In school timetable created to support educationally vulnerable students and secure safeguarding provisions.

Review: last year's aims and outcomes

Aim	Outcome
To ensure quality first teaching in all subjects throughout the academy.	The academy made effective use of the Powerful Action Steps coaching system through learning walks, observations and CPD to tailor support and training for all, as well as identified staff. Teachers with subject based responsibility were trained as coaches to deliver effective and personalised coaching. All teaching staff were assigned a coach with drop-ins and feedback every two weeks.
Improve attainment for Pupil Premium students	In 2018/19, the overall Attainment 8 for Pupil Premium students was 28.22, and the P8 of -0.94. In 2019/20, the unpublished Attainment 8 for Pupil Premium was 31.43 and the P8 was -0.65.
Reduce fixed period exclusions.	Number of exclusions for all pupils in 19/20 was 475, and 359 of these were for Pupil Premium students. Number of exclusions for all pupils in 18/19 was 1041, and 763 of these were for Pupil Premium students.

