

Pupil premium strategy statement

At Limeside we believe that all our children SHINE with possibility and can achieve their full potential irrespective of social background. We have high expectations of all children, expecting them to achieve at least in line with national age related expectations by end of KS 1 and beyond these by KS 2.

Key factors in our relentless drive for equity of opportunity and high achievement include excellent, innovative teaching for all: carefully planned, timely and effective interventions and quality experiences in a supportive, nurturing and happy environment. Our aim is that children should become learners for life, who love learning and understand how they learn, and responsible, caring citizens. Our Limeside Pledge <https://www.oasisacademylimeside.org/about-us/our-pledge-to-the-children> lists the 100 experiences we promise our children from when they enter the school as a Little Wizard to leaving Year 6.

Working closely with our families is also key to our strategy. Our provision aims to ensure that there is no attainment gap between disadvantaged and non-disadvantaged pupils by the end of Key Stage 2 and that it is narrowed as soon as possible in Key Stage 1 and indeed EYFS through early intervention.

Context

In this academy, the number of pupils supported by the pupil premium is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after

School overview

Metric	Data
School name	Oasis Academy Limeside
Pupils in school	433
Proportion of disadvantaged pupils	43.19% (187 pupils - inc. 4 x PP+ pupils)
Pupil premium allocation this academic year	£220, 580
Academic year or years covered by statement	2018 - 2021
Publish date	22-09-20
Review date	August 2021
Statement authorised by	Kathy Maskell
Pupil premium lead	Mrs Samantha Ryan
Governor lead	

Disadvantaged pupil progress scores for last academic year (2018-2019)

Measure	Score
Reading	1.04
Writing	1.38
Maths	4.05

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	79%
Achieving high standard at KS2	0%

Commentary on predicted 2019 – 2020 outcomes

Although there was no validated data for the academic year 2019- 20 due to Covid 19, the academy’s internal assessments indicated that all children were predicted to achieve highly with 83% of year 6 children expected to reach combined expected standard in reading, writing and maths (65% nationally in 2019). This compares with 58% of this cohort achieving combined expected standard when in KS 1. The percentage expected to have achieved the higher standard at KS 2 was 17% combined, compared with a national average of 10% in 2019 and 2% reaching the combined national standard when in KS 1.

Children eligible for pupil premium were forecast to out perform those who were not disadvantaged in all areas at expected standard and in all subjects apart from reading at Greater Depth. In reading 30% of pupil premium children were expected to achieve the higher standard, compared with 38% of non-disadvantaged.

Wider school outcomes 2018 -2019

3. 2018-2019 Year achievement						
Achievement for: 2018/19	All	National	Pupils eligible for PP		Pupils not eligible for PP	
			Academy	National	Academy	National
% achieving EXP or above in RWM combined KS2	76%	65%	79%	51%	73%	71%
% achieving HS in RWM combined KS2	6%	10%	0%	5%	13%	13%
% achieving EXP or above in reading KS2	79%	73%	84%	62%	73%	78%
% achieving HS in reading KS2	21%	27%	5%	17%	40%	31%
Progress score reading KS1-2	1.1					
% achieving EXP or above in writing KS2	79%	78%	84%	68%	73%	83%
% achieving HS in writing KS2	9%	20%	0%	11%	20%	24%
Progress score writing KS1 - 2	0.5					
% achieving EXP or above in maths KS2	88%	79%	95%	67%	80%	84%
% achieving HS in maths KS2	29%	27%	26%	16%	33%	31%
Progress score maths KS1 – 2	3.3					

% achieving EXP or above in reading, writing and maths Y2	73%		67%		76%	
% achieving GD in reading, writing and maths Y2	7%					
% achieving EXP or above in reading Y2	76%	75%	72%	62%	76%	78%
% achieving GD in reading Y2	18%		17%		19%	
% achieving EXP or above in writing Y2	76%	69%	78%	55%	73%	73%
% achieving GD in writing Y2	11%		6%		14%	
% achieving EXP or above in maths Y2	78%	76%	72%	62%	78%	76%
% achieving GD in maths Y2	18%		11%		22%	
% achieving expected standard in phonics Y1	83%		87%		78%	
% achieving GLD EYFS	74%		67%		76%	
% exceeding GLD EYFS	0%		0%		0%	
% Attendance	95.5%		94.51%		95.53%	
% PA	14.39%		26		32	

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 All pupils make very good progress from starting points	Develop quality first teaching through appropriate CPD Develop curriculum areas arts and embed new science and humanities schemes for learning TA/CT support for targeted interventions Early language interventions Horizons project CPD, roll out of Ipads and resourcing

	<p>New maths scheme for learning to develop increase reasoning and understanding</p> <p>Online reading scheme and reading a priority area across school</p> <p>Working with parents</p> <p>Staff CPD round 3 loops of Triple Loop learning</p>
<p>Priority 2</p> <p>More PP pupils achieve greater depth</p>	<p>More able children identified and tracked</p> <p>Use of technology and Ipads for more personalised and extended and greater cultural capital</p> <p>Enhanced experiences to build general knowledge</p> <p>Work across local academies for more able pupils e.g. debates</p> <p>Staff CPD in higher achievement and extending challenge including through Power Maths</p>
<p>Priority 3</p> <p>Improve the attendance of disadvantaged pupils so that is inline or better than Academy expectations (96.5%)</p>	<p>Attendance lead increased time</p> <p>Additional TA time to support pickups and home visits in mornings</p>
<p>Barriers to learning these priorities address</p>	<p>Low levels of oracy and language acquisition including vocabulary awareness.</p> <p>Lack of opportunities for early reading experiences leading to low levels of reading comprehension</p> <p>Wider gaps in learning due to impact of Covid-19.</p> <p>High levels of social and emotional and well-being needs</p> <p>Lack of general knowledge and experiences/ cultural capital impacts on understanding across curriculum and aspirations.</p>
<p>Projected spending</p>	<p>Power maths £7000</p> <p>Online reading platform £ 3000</p> <p>Contribution to Horizons project including Purple Mash subscription £8000</p> <p>TA time £20000</p> <p>CPD £2000</p> <p>Curriculum resourcing and design £10 000</p> <p>£50 000</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve National Average or above in KS1/KS2 reading . In year progress of 7	Sept 21

	<p>steps or GD from starting points (6 steps is expected progress)</p> <p>Increase number of disadvantaged pupils achieving HS in KS2 reading</p> <p>Gap between PP and non PP at GD at KS 2 is diminished</p> <p>Children achieving GD in KS 1 increases</p>	
Progress in Writing	<p>Achieve National Average or above in KS1/KS2 writing . In year progress of 7 steps or GD from starting points (6 steps is expected progress)</p> <p>Increase number of disadvantaged pupils achieving HS in KS2 writing</p> <p>Gap between PP and non PP at GD at KS 2 is diminished</p> <p>Children achieving GD in KS 1 increases</p>	Sept 21
Progress in Mathematics	<p>Achieve National Average or above in KS1/KS2 maths . In year progress of 7 steps or GD from starting points (6 steps is expected progress)</p> <p>Increase number of disadvantaged pupils achieving HS in KS2 maths</p> <p>Gap between PP and non PP at GD at KS 2 is diminished</p> <p>Children achieving GD in KS 1 increases</p>	Sept 21
Phonics	<p>Achieve national average or above in expected standard for phonics at end of Year 1</p> <p>Year 2 children achieve national average or above in phonics</p> <p>PP children achieve as well as non-disadvantaged</p>	Sept 21
Improve attendance of disadvantaged pupils	<p>Attendance at least national average</p> <p>Target 96.5 %</p>	Sept 21

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

Targeted academic support for current academic year

Measure	Activity
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<p>Priority 1 All pupils make very good progress from starting points</p>	<p>Reading recovery teacher to work with individuals and groups Small group/ 1- 1 reading interventions including Yr 6 teacher supporting reading (autumn term) and interventions based on BRP, inference development</p> <p>Additional phonics interventions and resourcing for home learning for Yr 1, 2 and identified children in KS 2</p> <p>Additional specialised year 6 teaching in core subjects and study support</p> <p>EYFS language programmes Blast, Welcomm, REAL project in N</p> <p>Apply online reading platform on I pads</p> <p>Embed use of Power Maths including work books and extend into home learning</p> <p>Establish small group interventions in maths based on ready to progress criteria</p> <p>All teachers aware of EEF recommendations for teaching of literacy, maths and metacognition and self regulation</p> <p>Embed use of spaced learning and remembering across subjects</p> <p>Vocabulary focus a key priority in all subjects</p>
<p>Priority 2 More PP pupils achieve greater depth</p>	<p>Ipad challenges enhance learning</p> <p>Online books support guided and HA reading and feed into writing</p> <p>Specific focus on vocabulary and sentences structures for writing</p> <p>More able children identified and tracked.</p> <p>Opportunities for cross year and cross school challenges and working</p>
<p>Barriers to learning these priorities address</p>	<p>Teachers to ensure that they use AFL evidence to plan in appropriate learning opportunities and interventions.</p> <p>Gaps in language development, general knowledge and experiences, opportunities to read widely, and community confidence in maths</p> <p>Access to online learning in case of lockdown and for homework</p> <p>Gaps in learning due to Covid 19</p>
<p>Projected spending Reading recovery teacher TA time/ additional teacher for reading interventions (autumn term) including BRP, inference TA time additional phonics, reading and maths support TA time EYFS language programmes Blast, Welcomm, TA / teacher REAL time</p>	<p>1 full time RR teacher and associated training 4 full time TA's</p> <p>Additional teacher time</p> <p>£160 000</p>

Additional Yr 6 teaching and study support	
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Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p> <p>Children experience enrichment opportunities to deepen knowledge and raise aspirations</p>	<p>Music service tuition</p> <p>Music teacher distance learning</p> <p>Additional language teaching</p> <p>Clubs</p> <p>Residential subsidies</p> <p>Contributions to trips and visitors</p> <p>100 promises for time at Limeside</p> <p>£35 000</p>
<p>Priority 2</p> <p>Improve the attendance of disadvantaged pupils so that is inline or better than Academy expectations (96.5%)</p>	<p>First day contact</p> <p>No holidays authorised</p> <p>Fines issued for unauthorised absences</p> <p>Home pick ups</p> <p>Reward system established for 97% attendance and improved attendance</p> <p>Class displays and raised profile of attendance within classroom discussions</p> <p>Deputy principal ½ day+ weekly and attendance officer time</p> <p>TA available for pick ups</p> <p>Children receive welfare and emotional/ social development</p> <p>Morning club as fun start to school to target poor attendees</p> <p>Working with families and community through hub leader / parent gym contribution to hub activities</p> <p>Hollinwood hub priorities</p>
<p>Barriers to learning these priorities address</p>	<p>High levels of social and emotional and well-being needs.</p> <p>Lack of general knowledge and experiences/ cultural capital impacts on understanding across curriculum and aspirations.</p> <p>Poor attendance from some of our families</p>
<p>Projected spending</p>	<p>£10 000 including £3000 for hub leader</p> <p>£10 000 attendance monitoring and support</p> <p>£10 000 inclusion and wellbeing (SENCO TA DSL support)</p> <p>£30 000</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>New staff (NQTs & Teach First)</p> <p>Covid-19 gaps in knowledge and skills and disparity in access to online learning</p>	<p>Experienced Mentors</p> <p>Working with experienced teachers in parallel class</p> <p>Quality CPD and induction</p> <p>Year 1 different teaching model implemented</p> <p>Horizons project for IT access</p> <p>CPD for teachers and children in online remote learning including internet safety</p>
Targeted support	<p>Very high need in EYFS. Children are very significantly below ARE</p> <p>Catch up Curriculum – disparity between children who attended school and levels of parental support during lockdown</p> <p>Covid-19 bubbles - Staff unable to support across bubbles and vulnerable members of staff needing rigorous social distancing</p>	<p>Working with SENDCO</p> <p>Supply 1:1 for 2 pupils with high need</p> <p>Oasis Horizons project to be implemented from October 2020. Staff training already begun. Use to support current curriculum, online learning, and interventions.</p> <p>Members of staff shielding are working from home to develop a range of online learning resources with a particular focus on phonics and the wider curriculum.</p> <p>One staff member providing UKS2 interventions to support catch-up.</p> <p>Online tutoring during school time</p>
Wider strategies	<p>Covid-19 restrictions on trips/visitors/ experiences and wider opportunities</p> <p>Attendance issues arising from Covid-19</p>	<p>Oasis Horizons project implemented October 2020. Develop a plan for virtual tours and look at the opportunity for virtual visitors e.g. authors, historical re-enactments etc.</p> <p>Working with families to support reintegration back into school.</p> <p>Wellbeing Champion and supporting staff in place.</p> <p>Attendance lead working with families and following attendance</p>

		escalation procedures where needed.
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Review: last year's aims and outcomes

Aim	Outcome
All pupils make very good progress from starting points	Assessments before Covid 19 restrictions indicated that children at all key assessment points including phonics were on track to achieve at broadly national average with KS 2 cohort predicted to achieve highly with very significant progress scores
More PP pupils achieve greater depth	Forecasts for outcomes at GLD and KS 1 suggested that the number of children at higher levels would still be below national averages. Assessment data for KS 2 cohort indicated a very significant increase in PP children expected to achieve at the higher standard. This was significantly above national average and higher than the predictions for the non-disadvantaged.
Attendance is 96.5% +	Attendance at end of February 2019 before Covid restrictions were imposed was 94.9%. This still remains a high priority

Academy Forecasts for 2020 KS 2 attainment based on internal assessments

Year 6 expectations (all pupils)

	Below	Working towards	Expected	Greater depth	At or greater
Reading	1 3%	1 3%	22 61%	12 33%	34 94%
Writing	1 3%	4 11%	25 69%	6 17%	31 86%
Maths	1 3%	5 14%	19 53%	11 31%	30 83%
SPAG	1 3%	7 19%	21 64%	7 19%	28 78%
Combined	30 83%	Combined GD	6 17%		

Pupil Premium 23/36 pupils = 64% pupil premium

	Below	Working towards	Expected	Greater depth	At or greater
Reading	1	0	15 65%	7 30%	22 96%
Writing	1	2	15 65%	5 23%	20 87%
Maths	1	3	13 57%	9 40%	22 96%
SPAG	1				
Combined			57%	23%	78%

Non Pupil Premium 13/36 pupils 36%

	Below	Working towards	Expected	Greater depth	At or greater
Reading	0	1	7 54%	5 38%	12 92%
Writing	0	2	9 69%	1 8%	10 77%
Maths	0	2	6 46%	2 15%	8 62%
SPAG					
Combined			46%	8%	