

### **Context**

The Government introduced the Pupil Premium in April 2011.

It is intended to address the underlying inequalities between children eligible for Free School Meals (FSM) and their more affluent peers by ensuring that funding to tackle disadvantage reaches the pupils who are in most need of it.

The amount of funding available, the school's aims in spending the funding, policy and procedures for ensuring these aims are met and reporting measures are all provided in this document.

Oasis Academy Leesbrook operates within a catchment area with high levels of disadvantage. As of January 2020, the school was eligible to receive the Pupil Premium in respect of 41.7% of its pupils, currently paid at the rate of £955 per eligible pupil. This report is based on January 2020 census data only.

### **Oasis Leesbrook Funding**

The Pupil Premium provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£955 per child)
- who have been continuously looked after for the past six months (£2,345 per child)
- who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order (£2,345)
- whose parents are currently serving in the armed forces, or whose parent /guardian is in receipt of a pension from the MoD (£310 per child)

### **Summary Information**

As of January 2020, 41.7% of Oasis Academy Leesbrook students were eligible for Pupil Premium funding:

1. Number of Pupils and PPG (Pupil Premium Grant) as of January 2020		
Total number of pupils on roll	362	
Number of pupils eligible for PPG	Year 7, 8 & 9	151 students
Total amount of PPG	<b>£144,205</b>	
Date of most recent PP Review	<b>24/08/2020</b>	
Date for next internal review of this strategy	<b>06/12/2021</b>	

## Evaluation of 2019/20 Pupil Premium Allocation

In 2019/20, Oasis Academy Leesbrook's PPG was £130,510

The table below summarises both how funds were allocated and the impact of the interventions.

2. Review of expenditure - Previous Academic Year 2019-2020				
(i) Quality of Teaching				
Approach/Activity	Desired Outcome	Cost	Impact	Lessons Learned? <i>Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?</i>
Stationary, stock and equipment	Creation of inclusive classrooms – no child is left behind due to a lack of equipment as a barrier to learning	£3000 (contribution)	<p>Supported all PP students to access the full curriculum. No significant difference evidenced in presentation/quality by learning walks and work scrutinies. MST/DfE visits comment on lack of gap in quality of work produced between PP vs non-PP students.</p> <p>Students were sent books and equipment to use at home during COVID19 school closure period to support online working and independent study.</p>	<p>Supported all PP students to access the full curriculum. No significant difference evidenced in presentation/quality by learning walks and work scrutinies. Fully equipped stock for all Family Leaders to be available for each classroom; every student leaves Family Time fully equipped (black and green pen, ruler, rubber, pencil etc). In 2020 – 2021 we need to further support targeted PP students with their organisational skills via a designated Family Time Intervention with TA.</p>

IRIS technology	Engender a culture of reflective teaching practise to ensure high-quality teaching for all (with research showing that PP students benefit most from quality first teaching)	£1000 (contribution)	<p>A successful strategy; EOY data for English and Maths shows that PP students out-performing non-PP students:</p> <p>Year 7 English 95.08% of students of PP students making expected or better progress (vs. 87.5%)</p> <p>Year 8 English (cohort of 84) 90.63% of PP students making expected or better progress (vs. 60%)</p> <p>Year 7 Maths 85.2% of students making expected or better progress (vs. 82.5%)</p> <p>Year 8 Maths (cohort of 84) 75.00% vs. 65.38%</p>	<p>Continue to use IRIS in 2019- 20 including the use of in-ear coaching to offer in-the- moment pedagogical support by Engineroom coaches.</p> <p>Sharing best practice and accurate judgement and observation of teaching can further enhance teaching and learning practices in the classroom on a whole school and departmental specific level.</p>
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Provision Maps software	One-page profiles (Learning Plans) available to support teachers with Quality First Teaching strategies (with research showing that PP students benefit most from quality first teaching)	£1000	All teachers have access to, and utilise, the Provision Maps tool via Class Charts. SEND Learning walks and feedback from staff voice show proven strategies from Provision Maps used with key students.	Continue to develop and QA the use of Learning Plans across all classes; focus in 2020-21 must be on all classes not just TA-assigned groups. SENDCo to deliver specific training on effective use of Learning Plans for PP students with additional learning needs.
Class Charts software	Clear tracking of behaviour and rewards and engagement with parents	£1000 (contribution)	Class Charts software was invaluable in terms of real-time monitoring of behavior, timely behavior interventions, and targeted behavior improvement strategies. This decreased negative behaviour points for PP students throughout the year and increased positive behavior points achieved. PP students received 22,265 achievement points and only 1,824 negative behavior points. In 2018-19 PP students achieved fewer achievement points (10,242) which equates to a 117% increase in PP student achievement points.	Further use Class Charts to target personal development interventions for PP students who consistently receive Red cards. Create negative behavior alerts for specific PP students to enable the behavior team to increased tailed support for students who require further intervention to regulate behavior in the academy. Ultimately, with the long term goal of reducing the gap between the achievement points gained by PP and non-PP students.

<b>(i) Targeted Support</b>				
<b>Approach/Activity</b>	<b>Objective</b>	<b>Cost</b>	<b>Impact</b>	<b>Lessons Learned?</b>
Commando Joe's	<p>Increased resilience through practical sessions and peer support to achieve individual and team objectives.</p> <p>Increased self-esteem and confidence of PP students (male and female) with a focus on how to take those positive experiences into the learning environment and their approach to engaging with the demands of the curriculum.</p> <p>Improved emotional and therefore behavioural self-regulation of students with difficulties with emotionally driven behaviours which impact their ability to follow academy behavior policy and results in behavior sanctions and reduced engagement with the curriculum.</p> <p>CJ instructor to mentor 1:1 specific students worked with previously to ensure relapse into old behavior patterns is avoided and students continue to make emotional and academic progress.</p>	£10 000	<p>PP attendance = 95.1% which is significantly above the national average (91.9%)</p> <p>High-participation and engagement rates with decrease in PP behaviour points throughout the year as well as positive reports from teaching staff regarding PP student behavior and attitude to learning post CJs intervention.</p> <p>Limited but worthwhile and COVID secure CJ interventions were able to take place during the COVID school closure for the most vulnerable students who were continuing to attend the academy.</p> <p>EOY data for English and Maths shows that PP students out-performing non-PP students.</p>	Continue with this successful targeted intervention and work with PP students with behavioral regulation difficulties to ensure CJs PP students who successfully graduate from CJs are supported beyond the programme to ensure their behaviour/attendance does not deteriorate again. Students to be monitored and supported by behavior leads to ensure positive impact is maintained and built upon to promote long term behavior change.
Trips and	All students can access the Leesbrook CE	£1000	Numerous successful	Continue to financially support

<p>Educational Visits (Transport and PP contribution)</p>	<p>programme regardless of background and can benefit from the increased opportunities for cultural capital and to try new experiences they may not be able to access without this support/funding.</p>		<p>excursions made by students in receipt of PP funding. Subsidized travel and/or fully paid for by PP grant. However, the ability to deliver CE programme and to take students on educational visits and trips was hampered by COVID19 pandemic.</p>	<p>PP students to attend all academy excursions when permitted to recommence educational visits and trips to venues and destinations.</p>
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SENDCo	Ensure all students make accelerated progress to enable them to access the KS3 curriculum	Salary contribution	<p>Successful re-integration of Transition Centre students into mainstream.</p> <p>All Transition Centre students (5 for Maths and 6 for English). Those who spend time in TC now only do so for a few hours per week for targeted interventions to accelerate progress to access a KS3 curriculum.</p> <p>Application for external support for PP SEND students and application for EHCPs for SEND PP students who require additional support in order to access the curriculum and endeavor to make age expected progress</p>	<p>Transition Centre model further evolved in light of MST and DfE advice to have a sharp focus on Literacy skills: new year 7 TC to receive 9 hours/week, year 8 receive 3 hours/week or bespoke literacy and/or phonics intervention.</p> <p>SENDCo will support in the recruitment of an Assistant SENDCo who will further support PP students who also have additional learning needs which impedes progress.</p>
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<p>Teaching Assistant (x5) to work with key classes with a high PP percentage and intervention groups to accelerate progress of PP students</p>	<p>Ensure all students (including Transition Centre students) are appropriately supported to access the mainstream curriculum and make progress towards closing the PP and non-PP attainment gap.</p>	<p>Salary contribution</p>	<p>Transition Centre students (5 for Maths and 6 for English) successfully integrated back into mainstream classes after entering transition at below a KS3 level of attainment. TAs performed COVID closure online learning support for students where the school closure would have led to a disproportionate impact on their learning.</p> <p>English EOY analysis for 2019-20  Year 7- PP outperformed non-PP (5.8%)  Year 8 PP gap 0.4%  Year 9 PP gap 3%</p> <p>Maths EOY analysis 2019-20 for PP and non-PP student progress towards school target grade  Y7 PP gap:8.2%  Y8 PP gap:4.1%  Y9 PP gap:14.9%</p>	<p>Continue the development of Teaching Assistant specialist support. Our TAs have helped identify appropriate CPD opportunities to develop own role and to increase further effectiveness of in-class support and small group targeted intervention to accelerate progress of PP students in particular.</p>
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<p>EAL Specialist Intervention Lead (x1) to work with key classes and intervention groups as well as translation for parents in school meetings.</p>	<p>Ensure all students (including Transition Centre students) are appropriately supported to access the mainstream curriculum and acquire the English language skills necessary to access the mainstream curriculum.</p>	<p>Salary contribution</p>	<p>This staff member has language skills and an understanding of the language acquisition needs of students who are EAL/PP/SEND and has worked with students (21 formally and many more informally and as part of class support) through small group/1:1 interventions to support and accelerate their acquisition of the English language and ability to access the school curriculum and wider academy activities. This role developed during the COVID19 school closure to support online learning of students and their families whose first language was not English and contributed to Leesbrook achieving the highest student online learning engagement in the Oasis Trust.</p>	<p>Role to continue and grow to further support PP students.</p>
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Educational Psychologist and QUEST services (via LEA)	Support with SEND evaluations and whole-staff differentiation training to enable all teachers to plan high quality mixed-attainment lessons	£3000	Support with two EHCP applications ongoing.  Successful PIVAT training which allowed for students working below NC level to be tracked more effectively.	Continue to utilise both QUEST and EP services to advise on TA best practice, PP+ advice and QFT differentiation strategies.
Assistant Pastoral Manager	Enhance the provision of the Pastoral Team and the Pastoral offer available to PP students who are statistically more likely to require additional pastoral support with attendance, anti-bullying and/or safeguarding. As well as an additional source of support for families with PP students	Salary contribution	The Assistant Pastoral Manager has supported a high percentage of PP students in the areas set out in the roles and responsibilities of this member of staff. Attendance of PP students increased and the PP attendance gap reduced. Safeguarding and emotional wellbeing support for PP students was increased and PP students received 1:1 emotional wellbeing support which enhanced their positive experiences of school and ability to forge good relationships with peers and teacher. This resulted in better academic outcomes for PP students and good student voice feedback	Continue to build the Pastoral offer available to PP students and all students in order to facilitate their emotional, social, spiritual and academic development and progress.  High emphasis on maintaining and building upon increased PP attendance which serves to further improve the above mentioned outcomes for PP students.  Having a Pastoral member of staff with a strong focus on PP students has enhanced the provision made for PP students and allowed PP Pastoral specific staff training and student interventions to take place.

			from PP students regarding their experiences and happiness in school.	
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<b>(ii) Whole school strategies</b>				
<b>Approach/Activity</b>	<b>Objective</b>	<b>Cost</b>	<b>Impact</b>	<b>Lessons Learned?</b>
Attendance policy (via Pastoral Manager and Assistant Pastoral Manager role)	<p>Support all students at Leesbrook to have high levels of attendance above the National Average and National Average for PP students. Aim for all students to achieve the academy's attendance target.</p> <p>Identify, intervene, monitor students whose attendance falls below defined targets to ensure any missed sessions are minimized and students experience as much face to face contact time with subject specialists to further close attainment gap.</p>	£3000 (salary contribution)	<p>PP attendance = 94.24% which is significantly above the national average (92.2%)</p> <p>PP vs non-PP = 94.24% VS 96.33%</p> <p>Targeted advertising of Breakfast Club to PPG students/parents required</p>	<p>Bespoke PP Attendance Reports to be used as intervention to target PA/those PP students below Academy average. Weekly analysis of all groups.</p> <p>Staff Family Leader CPD sessions regarding specific strategies for promoting and supporting increased PP student attendance to ensure students are accessing the curriculum and helping to close the attainment gap. Led by Pastoral Manager.</p> <p>MST and TIG reviews will continue to monitor attendance throughout the year.</p> <p>Regular triangulation of attendance with local authority Education Welfare Officer focusing on PP students</p>

<p>Community Engagement - Community Project / Family Support Worker</p> <p>Attendance Policy (via Community Project / Family Support Worker)</p>	<p>Universal support for all students and their families who may require additional support outside of conventional support. The removal of barriers and issues such as housing concerns, financial limitations or changes in financial circumstances, family budgeting, issues within the community and accessing further support.</p> <p>This role also incorporates the academy and students/families accessing local mental health services and practical support such as bus passes through Travel for greater Manchester.</p> <p>PP students and their families are statistically more likely require support of this nature and can benefit hugely in terms of the education when home/community issues are less of a burden on themselves and primary caregivers. There is a clear link between poverty, disadvantage, social community issues and reduced educational attainment.</p>	<p>salary contribution</p>	<p>The impact of this role on an academy wide scale has been difficult to measure due to the impact of COVID. However, many families have received support from this member of staff. The intervention required is unique to each family, their desired goals are specific to their set of circumstances and the outcomes achieved are unique to the individual families.</p> <p>The vast majority of students and families who require support and have subsequently received support are PP.</p>	<p>Expanding the expertise and staffing of the Pastoral Team and working in conjunction with the Oldham Hub has allowed far reaching support beyond the educational setting and typical supports on offer in mainstream schools. Having a member of staff with relevant experience and expertise to address issues with housing and community issues has greatly benefitted those families who have accessed support. Holistic support for families of PP students can have a long term positive impact on their ability to engage with education and make further progress.</p>
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<p>Uniform supplied to specific in need PP students (including PE kit) as well personal hygiene products such as deodorant</p>	<p>An inclusive academy where all students can access all opportunities regardless of circumstances and feel part of the school community. Make efforts to remove poverty and financial hardship as a barrier to attending the academy and accessing the curriculum and extra-curriculum activities.</p>	<p>£2000 (contribution)</p>	<p>No marked difference in participation rates (PPG vs non-PPG) in PE Well-being lessons and this was due to items being loaned to PP students. No differences in EOY assessment data (in terms of making expected or better progress).</p>	<p>Continue to provide and wash kit and uniform for in-need students to ensure no child feels isolated/misses out on PE sessions due to lack of kit.</p>
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Guitar and Piano club as part of cultural enrichment programme including musical instruments purchase	Increased access to enrichment activities for all, delivered by music specialist TA with QTS	£1400	Successful and well attended club which has resulted in half of 2019/20 piano & guitar club being PP students.	Guitar and piano club both to continue in 2019-20. Continue to develop musical instrument collection so that no PP student is unable to access instrumental lessons.
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<b>3. Barriers to future attainment (for pupils eligible for PP, including high prior attainers)</b>	
<b>In-school barriers (issues to be addressed in school)</b>	
<b>A.</b>	Low attainment on entry to year 7
<b>B.</b>	High mobility factors including newly arrived to the UK pupils
<b>C.</b>	Poor English oral language skills
<b>D.</b>	Students having little or no access to books, reading materials or games at home
<b>E.</b>	Without strong and clear routines in place, certain students at risk of displaying negative behaviour
<b>F.</b>	Significant impact of lost face to face contact time with education professionals as a result of COVID19 pandemic school closure
<b>External barriers (issues which also require action outside school such as low attendance)</b>	
<b>A.</b>	Attendance rates for pupils eligible for PP are 95.1% (below the academy target of 96%)
<b>B.</b>	Poor home learning environments
<b>C.</b>	High levels of social and economic deprivation
<b>D.</b>	Potentially low aspirations
<b>E.</b>	Significant impact of lost face to face contact time with education professionals as a result of COVID19 pandemic school closure

# 1. Planned expenditure

Academic year

2020/21

## i. Improving Classroom Pedagogy

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Success Criteria	Staff lead	Review date?
<p>To ensure students have the equipment necessary to participate in learning</p> <p>In-school B, D</p> <p>External B, C, D</p>	<p>Creation of inclusive classrooms – stationary, stock and equipment. PP students can have subsidized or free access to a reasonable amount of equipment.</p>	<p>To ensure that any barriers to learning are addressed prior to teacher input thereby reducing wasted time for all learners. Lessen the chances of PP students receiving sanctions for missing equipment at daily equipment checks in Family Time</p>	<p>Through Q&amp;A processes including student voice, lesson observation and teacher feedback. Family leaders to complete daily equipment checks to ensure all students have appropriate equipment to meet lesson demands</p>	<p>No time lost in lessons and a reduction in negative behaviour points for no equipment thereby resulting in higher rates of progress and achievement.</p>	<p>GD/M P</p>	<p>Half termly</p>
<p>All staff are consistently good in their classroom practice thereby ensuring good progress for all students</p> <p>In-school A, C, E, F</p> <p>External D, E</p>	<p>Through a review of QA data, bespoke CPD support, inset training for all staff including new staff implemented to ensure consistency of quality across the academy. Continued use of Class Charts, Provision Maps and IRIS technology to ensure QF teaching for all.</p>	<p>EEF indicates that PP students benefit from good T&amp;L more than their peers through high quality teaching, their performance will improve and they are more likely to achieve age related progress goals</p>	<p>Data analysis, learning walks, pupil voice and assessment information.</p>	<p>No gaps in performance across most subjects.</p> <p>Development of teaching and learning will continue to be a priority focus this academic year.</p> <p>Assessment and data analysis documents will be refined to ensure useful classroom level data further informs T&amp;L strategies</p>	<p>PJ</p>	<p>Half termly</p>

<p>All PP students entering Y7 are integrated and can access the Y7 curriculum</p> <p>In-school A, B, C, F</p> <p>External A, C, D, E</p>	<p>Targeted school support through the Transition Centre with an emphasis on becoming secondary ready and becoming fully integrated into the mainstream curriculum.</p>	<p>EEF indicates that PP students benefit from good T&amp;L more than their peers through high quality teaching, their performance will improve and they are more likely to achieve age related progress goals.</p> <p>It is well known through DfE research the impact of lost learning time due to COVID has had a disproportionate impact on PP students. Therefore, the PP gap upon entry to Y7 and KS3 has widened</p>	<p>Regular data analyses of student progress and assessment information</p>	<p>PP students able to access and engage with the full curriculum and making strides towards making age related progress.</p> <p>Careers development embedded into the curriculum offer with a CL with overall responsibility for Careers Advice within the academy.</p>	<p>KLE/ PJ</p> <p>JS</p>	<p>Half termly</p>
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To improve students' retention to help with assessment performance	Develop the use of knowledge organisers and implement intervention time within the timetable.	Students with lower family incomes often do not have specialist help and support to revise, pre-learn or complete wider reading around curriculum topics	Quality assessment by CLs of department	No gaps in performance in student data.	CLs	Half Termly
In-school A, C, E						
External A, C, D, E						

## ii. Targeted Support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you monitor implementation?	Success Criteria	Staff lead	Review date?
To reduce the progress and achievement gaps between disadvantaged students and non-disadvantaged students in KS3.	In-class interventions led by teacher and a TA where one is allocated to a class with high PP numbers, small-group interventions during Family Time.  Salary contribution to maintain employment SENDCo, Assistant SENDCo, EAL Intervention Lead and SEND Teaching Assistants  Use of a fully stocked Library to support literacy, development of student vocabulary, student writing, quality of spoken language	Early interventions (in class and outside) have been proven to improve progress rates.  The possession of a strong and knowledgeable SEND team lead by a SENDCo can speed up the process of identifying PP students who are on the SEND register and require additional support and also PP students with previously unknown additional needs who require further support to work towards making age related progress. SEND SEMH interventions can also benefit PP students with reduced social skills.	CLs to analyse attendance data with student progress.  PP students not making age related progress can be referred to SEND Team for further support/intervention if known SEND student or can be monitored and assessed for unknown additional learning need. Following this, support can be put in place to facilitate progress.	PP students make progress at least in line with rest of cohort  Reading ages improve faster than expected reading ages	CLs	Half termly
In-school A, C, D, E, F						
External B, C, D, E						

<p>Increasing resilience, self-esteem and confidence in own ability to overcome challenges (in general) of PP students</p> <p>In-school C, E, F</p> <p>External A, C, D, E</p>	<p>Commando Joe's</p>	<p>Proven national programme which improves attendance, academic engagement, resilience and team-building skills of students.</p>	<p>SJO to oversee delivery</p>	<p>PP students' attendance and academic attainment and progress at least in line with peers.</p>	<p>SJO</p>	<p>Termly</p>
<p>Increased participation in wellbeing and team-building activities, and providing ASDAN qualification to selected students</p> <p>In-school C</p> <p>External C, D</p>	<p>City in the Community</p>	<p>Proven programme which results in recognised qualification</p>	<p>SJO to oversee delivery</p>	<p>All PP students gain ASDAN qualification</p>	<p>SJO</p>	<p>Yearly</p>

<p>Ensure all PP students attend at least two extra-curricular clubs/activities in order to boost participation and attitudes to learning.</p> <p>In-school D, E, F</p> <p>External B, C, D, E</p>	<p>Programme of enrichment and extended opportunities targeted at PP students to raise their participation in activities designed to culturally enrich students and replace lost cultural capital that is not gained through opportunities available for more affluent families.</p> <p>Given the impact of COVID on school trips our internal provision for cultural enrichment is even more vital to supplement PP student's cultural capital.</p>	<p>Students often lack cultural experiences which in turn means that learning can be decontextualised. Enriching visits and access to activities will aid their learning and wider understanding.</p>	<p>Member of staff with responsibility for cultural enrichment to oversee extra- curricular programme and monitor participation rates of PP students to ensure equality of opportunity and match this with performance data.</p>	<p>Students show improved attitudes to learning through their behavior in the classroom, meeting of homework deadlines and increased attainment. Positive responses will be demonstrated in student voice.</p>	<p>JS</p>	<p>Half termly</p>
<p>To ensure students participate in all curriculum areas and improve their achievement and engagement</p> <p>In-school D</p> <p>External C, D</p>	<p>PE kit to be provided to PP students who are unable to purchase their own</p>	<p>Some PP students do not have the appropriate or correct PE kit. Or the facilities to ensure the PE kit is well cared for. Such as washing machines etc.</p>	<p>SJ, KT, JS to monitor participation of PP students and sanctions given to PP students who are without PE kit for missing kit.</p>	<p>Continued participation, understanding of healthy lifestyles and physical and mental wellness and increased achievement in Wellbeing subject</p> <p>Reduction in lost learning time</p> <p>Reduced sanctions for missing equipment</p>	<p>SJo</p>	<p>Half Termly</p>

<p>To ensure any PP students not ready for secondary school continue to make rapid progress via the Leesbrook Transition Centre which is staffed and managed by the SENDCo and Assistant SENDCo.</p> <p>In-school A, B, C, D, E, F</p> <p>External A, B, C, D, E</p>	<p>Transition Centre specific resources eg. abridged Shakespeare texts, stationary and specific layout exercise books, fidget tangle toys to aid focus in the classroom, Phonics resources etc.</p>	<p>Evidence shows that a phased approach to secondary transition is beneficial in allowing students to plug gaps before mainstream classes resume</p> <p>The Transition Centre has proved to be highly effective and impactful in assisting PP students who are not secondary ready or able to fully engage with specific curriculum areas of Maths and English</p>	<p>RJ /KL to build shadow curriculum and assess progress of Transition Students</p>	<p>Students return to mainstream classes and make excellent progress</p>	<p>RJ</p>	<p>Half termly</p>
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<p>Numeracy interventions targeted to support specific knowledge and skills gaps</p> <p>In-school A, D, E, F</p> <p>External B, D, E</p>	<p>TT Rockstars; MyMaths; Heggarty Maths &amp; Dedicated Numeracy time built into the school timetable</p>	<p>Targeted support inside and outside class supports progress</p>	<p>HF to monitor use of Numeracy applications in class and as homework</p>	<p>PP students' progress in maths is in line with the rest of the cohort</p>	<p>HF</p>	<p>Half Termly</p>
<p>Literacy interventions targeted to support specific knowledge and skills gaps</p> <p>In-school A, B, C, D, E, F</p> <p>External B, C, D, E</p>	<p>Lexia; Fresh Start Phonics Interventions &amp; Dedicated Literacy time built into the school timetable. Literacy topics are often related to contextual safeguarding issues both locally and nationally. Such as peer-on-peer abuse and substance misuse which is more frequent in areas of social deprivation.</p>	<p>Targeted support inside and outside class supports progress towards making age related progress</p>	<p>SL to monitor effectiveness of Lexia; KLE to monitor reading progress through assessments.</p>	<p>PP students' progress in English is in line with the rest of the cohort</p>	<p>SL/KLE</p>	<p>Half termly</p>
<p><b>iii. Whole School strategies</b></p>						
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you monitor implementation?</b></p>	<p><b>Success Criteria</b></p>	<p><b>Staff lead</b></p>	<p><b>Review</b></p>

<p>Identifying PP students from INA communities</p> <p>In-school B, F</p> <p>External C, D, E</p>	<p>Use of Community Project / Family Support Worker (salary contribution) to identify and accept referrals from colleagues of student who have been identified as being vulnerable due to a housing situation, financial difficulties or community issues. This member of staff can work with the families to secure FSM and PP status to secure further practical support and future priority access to services/opportunities made available to top students.</p>	<p>Research has demonstrated that removing barriers to INA communities to increase their ability to appreciate and engage with education has a beneficial impact on the educational attainment and progress of students.</p> <p>Financial hardship has increased with economic downturn caused by COVID. More families are accessing the foodbanks and charity supports in our local community.</p>	<p>Pastoral Manager to and Community Project / Family Support Worker to monitor and review number of successful</p>	<p>Increase number in PP students on roll and PP Percentage of school roll increase. Higher FSM percentage of students on roll.</p>	<p>MP/MH</p>	<p>Half termly</p>
<p>To increase PP attendance to be in line with Leesbrook attendance target of 96% and therefore above PP NA target</p> <p>In-school B, E, F</p> <p>External A, B, C, D, E</p>	<p>Individualised attendance plans for PP students; attendance report cards, letters home and attendance meetings. (Pastoral Manager, Student Support Worker salary contribution). Referral to external services such as Education Welfare officer where appropriate to further promote attendance and remove barriers to school attendance</p>	<p>Reduced attendance has a negative effect on progress and attainment. School attendance is now even more vital given the lost learning time and learning delivered face to face by a subject specialist due to school closures following COVID global pandemic. PP students have been disproportionately impacted by school closures and it is vital PP students attend school at every available opportunity to take advantage of quality first teaching and the consolidation curriculum post COVID school closures.</p>	<p>Weekly monitoring and implementation of the whole school attendance strategy to its fullest with an emphasis on PP students. Swifter escalation of attendance promotion strategies following PP student absences. Emphasis on attendance promotion with families via home-school communication and social media posts</p>	<p>PP attendance figures above PP NA and aiming for overall academy target of 96%. Reduced unauthorised absences and PP PA figures to be at least as good as the NA.</p> <p>Oldham has experienced severe COVID figures and the</p>	<p>GD</p>	<p>Weekly</p>

				attendance figures of Leesbrook remain some of the best in the local authority and nationally within oasis Community Learning		
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<p>To ensure all families who should be in receipt of FSM are registered</p> <p>In-school B, C</p> <p>External C</p>	<p>Interpreter employed to support Pastoral Manager and AP for Inclusion with parental engagement of hard-to-reach families</p>	<p>Many INA (including Romanian) and non-English speaking families have found difficulties accessing their full benefit entitlement due to the language barrier</p>	<p>Termly monitoring of PP parental engagement and changes in PP figure and total percentage of school roll</p>	<p>Increased INA (including Romanian) parental engagement at parents' evenings and increased PP figure over all and individual sub groups such as White British, EAL etc.</p>	<p>RJ/ GD</p>	<p>Termly</p>
<p>To improve the punctuality of PP students</p> <p>In-school E, F</p> <p>External A, B, D, E</p>	<p>Games provided at breakfast club as well as social opportunities in a non-stigmatised environment where all students can attend Breakfast Club and have access to free breakfast items.</p> <p>Therefore, students are present for all of Family Time and can fully engage with Character Curriculum lessons, PSHE, Pastoral Activities and whole school events</p>	<p>Many students are not ready to learn in the morning and come to school hungry – this will improve performance and punctuality.</p> <p>COVID school closures and lost learning time makes the need for high attendance and punctuality vital to ensure sufficient engagement with all learning opportunities and regaining lost school routines in order to make progress.</p> <p>Many activities take place in Family Time which benefit student's cultural capital and develop their character. PP students are better prepared for the school day and have the opportunity to participate in equipment and uniform checks before starting lessons and can access the PP funded equipment and uniform/kit before items are</p>	<p>Weekly attendance records kept and triangulated with achievement data.</p>	<p>Students who are disadvantaged will be ready (cognitively, physically and with equipment) to learn and on time for Family Time.</p> <p>Reduced late marks and unauthorised absences seen in PP attendance analyses.</p>	<p>MP/ GD</p>	<p>Termly</p>

		required in class				
<p>To ensure students in receipt of PP can access learning during times of financial hardship.</p> <p>In-school B, C</p> <p>External C</p>	<p>Uniform supplied, bus pass applications made to Travel for Greater Manchester for PP students with a priority on PP students living further than 3 miles from the academy address.</p>	<p>Many PP students who are PA indicate that this is due to financial barriers such as no transport money or uniform issues.</p> <p>COVID has resulted in an economic downturn and many parents in temporary employment or unemployed struggle to find the funds to purchase uniform or cover travel expenses.</p>	<p>MP/GD I to monitor this and implement support</p>	<p>To ensure students do not miss school sessions and miss out on learning time which negatively impacts their educational outcomes and future.</p>	<p>MP/ GD</p>	<p>Yearly</p>
<p>To ensure students in receipt of PP can access cultural capital trips/experiences as much as the rest of the cohort</p> <p>In-school B, E</p> <p>External A, C, D</p>	<p>Fully funded/heavily discounted trip rates for students to assist with the cost of travel or entry to venues etc.</p>	<p>Many PP students' cultural capital is lacking due to financial hardship limiting the breath and scope of experiences parents can offer their child. This is likely to have a negative impact on aspiration and future life chances.</p>	<p>Funding support for</p> <ul style="list-style-type: none"> <li>• MOSI Trip</li> <li>• Globe Trip</li> <li>• SEND Festival at The Royal Exchange</li> </ul> <p>Pending Covid restrictions being lifted etc. Financial provisions for trip must be protected and COVID restrictions are very changeable so restrictions may be lifted in order for schools to facilitate and support PP student's gaining of cultural capital and experiences to raise aspiration.</p>	<p>PP student take-up rate for trips is the same non-PP. Trips can be used as incentives for school attendance so an increase in PP school attendance and decrease in unauthorised absences will be seen via attendance analyses.</p>	<p>JS/ MP/ trip lead</p>	<p>Termly</p>

<p>To ensure PP students are given the cultural capital afforded by learning a musical instrument and participating in the Arts</p> <p>In-school D</p> <p>External B, C, D</p>	<p>Fully funded instrumental lessons for PP students</p>	<p>Many PP students with musical interest and promise cannot afford the cost of private musical tuition. Therefore, they cannot enjoy or participate in the arts which is crucial for cultural enrichment</p>	<p>Academy funded peripatetic instrumental and small-ensemble lessons via Oldham Music Service</p>	<p>To ensure PP students receive a holistic education. Music student reports to be completed by instrumental service tutors.</p>	<p>KL E/ ML</p>	<p>Termly</p>
<p>Daily homework club staffed by Teaching Assistants, Assistant SENDCo and/or Cover Supervisors</p> <p>In-school B, C</p> <p>External C</p>	<p>Dedicated 1 hour/day for students to have support and space and resources to complete their homework</p>	<p>Research shows that some PP students do not have a space (or the resources) to study at home and this inhibits their ability to complete homework tasks of varying nature and receiving a high proportion of negative behaviour points and detentions for 'no homework'</p>	<p>Assistant SENDCo, TA and/or Cover supervisor salary toward 1hr/day session.</p> <p>A dedicate space will be timetabled for homework club and a whole school approach to encouraging all students to attend HWC and emphasis on promoting this provision to PP students and their parents.</p>	<p>PP student attendance at HWC is the same as non-PP</p> <p>The is no difference in the homework submission rates of PP and non-PP students</p>	<p>KL E/ JS/ PJ</p>	<p>Half termly</p>