

## Pupil premium strategy statement

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 Academy Short Heath
Number of pupils in school	454
Proportion (%) of pupil premium eligible pupils	48.45%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22- 2022/23
Date this statement was published	01/10/21
Date on which it will be reviewed	January 2022
Statement authorised by	J.Silverton
Pupil premium lead	Joe Darnley
Governor / Trustee lead	Juliet Silverton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£262,275
Recovery premium funding allocation this academic year	£28,275
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£290,550

# Part A: Pupil premium strategy plan

## Statement of intent

### **Objectives**

- That no child or family at OASH will be discriminated against, no matter what their background is, so that everyone has equal opportunities.

### **Achieving the objective**

- In depth knowledge of children enables specific and targeted support
- Growing relationships with families reduce barriers and stigma to facilitate the best support
- Having access to a wide range of external agencies through the academy and the hub outreach work.

### **Key Principles**

- To give all children the opportunities to achieve their full potential so that they are fully equipped when they leave OASH to continue their education journey and become young adults who have the knowledge and skills to empower them to be citizens who are fully engaged in their own and their community's future.
- To continually review the impact of the provision so that impact and value for money are always being monitored
- To use and develop positive relationships with professional external agencies to get the best possible outcomes for our children and families.

## Challenges

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

Challenge number	Detail of challenge
1	To close the widened gap between Pupil Premium and their peers post Covid lockdowns across all year groups in Reading, Writing & Maths.
2	To develop increased stamina throughout the school day and motivation to attend school for full weeks.
3	Children having their basic needs met at home-sufficient sleep, food, internet, clothing and with Winter approaching -heating- thus ready to learn when in school with minimal barriers/ fears to their learning.
4	English as an additional language- with Covid and more time being spent at home there have been less opportunities for spoken English to be used.
5	Speech and language acquisition is significantly delayed post Covid lockdowns- SALT Caseload is significantly negatively disproportionate to previous years prior to and during Covid lockdowns.
6	A wider choice and greater frequency of afterschool clubs that enable Pupil Premium children across ALL phases to participate- improving self-confidence, mental and physical health along with broadening their opportunities and aspirations.
7	Self confidence of pupils is at an all time low. There is an increased amount of apathy amongst the community post Covid lockdowns.
8	To see the value of education and develop their independence and ownership of their own learning with a greater recognition of aspirations and achievable outcomes for their future to be a fully engaged and contributing member of society.
9	Engaging parents and carers through workshops to support their children in their catch-up at home and school.
10	Boys particularly in KS1 need support in interacting with peers with positive behaviours- Due to Covid and no full years in school the children have not experienced within their development of sharing and playing with others appropriately.
11	To support identified children and parents with developing positive mental health through bespoke intervention/ inclusion of external agencies

## 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
To decrease the SALT caseload termly through targeted assessment and interventions.	<ul style="list-style-type: none"> <li>SALT attend a full day weekly</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff training updated to implement efficient and effective interventions</li> <li>• All fully trained in NELI and operate targeted interventions</li> <li>• Reviewed half termly</li> </ul>
To support the EAL children with regular intervention so that their knowledge and use of spoken and written English is increasingly grammatically accurate.	<ul style="list-style-type: none"> <li>• A specialist worker regularly employed throughout the week with targeted children on areas identified through assessment and from the class teacher.</li> </ul>
To give Year 1 & Year 2 boys the knowledge and skills to interact positively with their peers within the playground environment.	<ul style="list-style-type: none"> <li>• Dinner supervisors trained in playground games</li> <li>• Sports Coaches created specific activities for pupils to develop these skills</li> <li>• Friendship groups created and supported through Caroline East-Goodman and Urban Devotion.</li> </ul>
To increase confidence in pupils of 'a can-do attitude.'	<ul style="list-style-type: none"> <li>• Clear identification of pupils in order of severity</li> <li>• Work with Urban Devotion on 'self-esteem' groups</li> <li>• Trained academy staff run intervention groups</li> <li>• A larger range of opportunities for children through After School Clubs and the curriculum is in place for ALL</li> </ul>
To equip parents /Carers with the knowledge and understanding of how they can support their children at home	<ul style="list-style-type: none"> <li>• A series of workshops is planned across all phases to support parents across the core subjects and end of year expectations</li> <li>• School is mindful of Covid cases and minimising parent anxiety and therefore non-attendance.</li> <li>• The purposeful partnership between home and school is re-ignited through workshop attendance, resources and knowledge resulting with increased homework returns with greater accuracy.</li> </ul>
To open up and extend children's and parents minds to the endless possibilities that lay ahead of them.	<ul style="list-style-type: none"> <li>• Primary Futures opportunities are strategically planned within each half term and the topics that are being covered</li> <li>• Opportunities for guests inspire a wider audience of future possibilities</li> <li>• EAL opportunities for parents through education ESOL classes</li> </ul>

	<ul style="list-style-type: none"> <li>• Signposting parents for upskilling opportunities through the hub services/contacts</li> </ul>
To strategically plan after school clubs that cover KS1 & 2 and take account of pupil voice and requests.	<ul style="list-style-type: none"> <li>• Pupil Leadership Team consulted regularly</li> <li>• Plan so that the halls are fully engaged with activities every night of the week.</li> <li>• That there is a balance of opportunities for KS1 &amp; 2</li> </ul>
To identify and offer support through the hub to ensure that families have their basic needs met.	<ul style="list-style-type: none"> <li>• With the relationships that teachers have with their pupils and parents to flag any families to the DSL who may need Hub support of varying degrees</li> <li>• The hub team to work with these families, alongside the DSL and signpost where needed to external agencies.</li> <li>• The number of pupils that are negatively affected by the circumstances that the family are in is reduced, so that this is not a barrier to their learning.</li> </ul>
To plan through the knowledge of the phase leaders and the teachers bespoke quality interventions for the identified and eligible pupils for Reading, Writing & Maths.	<ul style="list-style-type: none"> <li>• Through formal assessments and AFL children's gaps identified and interventions planned for small group interventions by TA.</li> <li>• Some of the <b>Recovery Premium Fund</b> is used to support the School Led Tutoring Program to close the gaps in children's learning from Yr1-Yr6</li> </ul>
To have and share our expectations of attendance and stamina with pupils and parents	<ul style="list-style-type: none"> <li>• A variety of initiatives for inspiring attendance in place</li> <li>• All stakeholders to be fully informed regularly of individual, class and academy attendance.</li> </ul>

## Activity in this academic year- 2021-22

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Employment of Speech &amp; Language Therapist</u></b></p> <p>To decrease the SALT caseload termly through targeted assessment and interventions. Positive outcomes previously with this provider.</p>	<p>An increased caseload at a level never seen before at OASH. NELI bespoke program for EYFS</p>	<p>25- SALT NELI- still being assessed as awaiting training and the criteria</p>
<p><b><u>Employment of Maths teacher for Years 4 &amp; 6</u></b></p> <p>Daily 3 group split up until Easter- Year 6 &amp; 4</p>	<p>Recent assessment data shows that PP children in maths particularly in these year groups are not at ARE due to the lockdowns and Covid self-isolation.</p>	<p>62 children</p>
<p><b><u>Upskilling Parents/Carers</u></b></p> <p>To equip parents /Carers with the knowledge and understanding of how they can support their children at home</p>	<p>Parental questionnaires and past workshop evaluations.</p>	<p>This will be available to all PP parents throughout the academy</p>

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

Budgeted cost: £ 70,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Bespoke intervention groups</u></b></p> <p>To plan through the knowledge of the phase leaders and the teachers bespoke quality interventions for the identified and eligible pupils for Reading, Writing &amp; Maths.</p>	Recent assessment data shows that certain PP children are not at ARE due to the lockdowns and Covid self-isolation.	All PP children within the
<p><b><u>Bespoke EAL lessons</u></b></p> <p>To support the EAL children with regular intervention so that their knowledge and use of spoken and written English is increasingly grammatically accurate.</p>	Individual assessment has been undertaken and from this specific assessment the children are having individual/small group sessions biweekly with a trained EAL teacher	45 children

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Urban Devotion- Self Esteem</u></b></p> <p>Weekly support in groups/individual</p>	Positive outcomes previously with this provider. Pupils to be identified through observation at breaktime, lunchtime and in class.	Approx-30
<p><b><u>Play Therapy</u></b></p> <p>Weekly support for identified individuals</p>	Positive outcomes previously with this provider. Links with the DSL to support many individual situations and mental health.	Approx.-13 but this will continue to grow as the academic year progresses
<p><b><u>Urban Devotion-Friendship Groups</u></b></p> <p>Weekly support in groups/individual</p>	Positive outcomes previously with this provider.	Approx-58

	Pupils to be identified through observation at breaktime and lunchtime and any reports regarding behaviour.	
<b><u>Urban Devotion-Transition</u></b> Support in groups/individual for transition from Yr6-Yr7	Positive outcomes previously with this provider.	Approx-62
<b><u>Future Aspirations</u></b> To open up and extend children's and parents minds to the endless possibilities that lay ahead of them.	Pupils having very limited experiences	All the PP children will have this opportunity half termly throughout the academy
<b><u>Well-being/ Health/ Aspirations</u></b> To strategically plan after school clubs that cover KS1 & 2 and take account of pupil voice and requests.		All the PP children within KS 1&2 will have this opportunity to access these clubs
<b><u>Whole family holistic support</u></b> To identify and offer support through the hub to ensure that families have their basic needs met.	Families are seeking help from the hub voluntarily. As relationships between school and families strengthens then more families will come forward.	This number continues to change, however with the ever-growing situation regarding Covid- the number of families effected will continue to increase
<b><u>Supporting Breakfast provision for the whole academy</u></b> To allow children to access breakfast provision without stigma so that they are fuelled and ready to learn.	A very large proportion of PP children come to school with no breakfast or drink in the morning to help them to be ready for learning.	All the PP children have the opportunity to access this daily food

**Total budgeted cost: £290,550**

## 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.

<b><u>Academic Year 2020-21</u></b>		
<b><u>Targeted academic support for Academic Year 2020-21</u></b>		
<b>Measure</b>	<b>Activity</b>	<b>Outcome</b>
Priority 1	Buy Myon and embed Accelerated reader with the children's individual i-pads and refresh books for KS1/2 ensuring PP children have access to appropriate engaging and challenging texts.	This was purchased and all children had access to this while in school. When it was lockdown, the children were also able to continue their learning remotely. Quizzes were completed. Engagement was in excess of- 60%
Priority 2	Buy TT Rockstars and embed with the children's individual i-pads	<i>All the children in KS2 had access to TT Rockstars and KS1&amp;2 had access to Sum Dog. These Apps where essential for remote learning over lockdowns as well as being back at school. Engagement was approx.- 75% Class 5D won the Sumdog competition in the West Midlands- out of approx. 50 schools they came first. Also, out of the Oasis Midlands schools they too won in April.</i>
Priority 3	To develop the extended outdoor classroom to encourage an active lifestyle, develop social skills and encourage independence	This was completed in Spring 2021 Evidence of impact- discussion with pupils and MST Review.
Barriers to learning these priorities address	Individual opportunity to encourage wider reading and improve comprehension skills at an appropriate but challenging level. Individual opportunity to progress with embedding tables knowledge according	This can be seen through the Standardised Score of the Star Reading Test Year 4- 18%-full marks Further 27% between 20-24 marks

	<p>to individual ability to enable pupils to embed the basics in maths.</p> <p>Provides children with opportunities to extend/develop their skills through awe and wonder generated when children actively engage with their environment.</p>	<p>30% between 14-19.</p> <p>Therefore 75% achieved the expected score for the x table test or above.</p>
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**Wider strategies for Academic Year 2020-21**

<b>Measure</b>	<b>Activity</b>	<b>Outcome</b>
Priority 1	Embedding the Magic Breakfast club	This continued over lockdowns - up to 140 children accessing breakfast daily. When all children returned to the academy this continued. There was regular attendance and pupils were ready to learn- impact in the progress achieved- see data above.
Priority 2	<p>Enabling the release of the Attendance Officer to work closely on targeted visits and interventions to support families with multiple barriers to regular attendance</p> <p>Work with external agencies, including Urban Devotion, to support pupils and parent's mental health barriers</p>	<p>Daily meetings between attendance officer and DSL took place. Due to Covid 5 meetings with families took place, but in excess of 200 calls have been had regarding attendance and support for the families- see CPOMS for data.</p> <p>Urban Devotion were used 3 days a week post lockdown due to increased mental health issues. This was for individuals and small groups. There were approx. 70 children accessing this resource on a regular basis in the Autumn and Summer terms</p>

Priority 3	Purchasing i-pads and Learning Applications	All repairs were met through PP Extra applications were met via this Remote broadband provided
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