

Pupil Premium Strategy Statement- Action Plan

Academic Year 2022/23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	422
Proportion (%) of pupil premium eligible pupils	48.34%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23- 2024/25
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	
Pupil premium lead	Joe Darnley
Governor / Trustee lead	Herminder Channa

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£270,075
Recovery premium funding allocation this academic year	£28,275
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£298,350

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	Children having their basic needs met at home with the additional pressures financially with the 'Cost of Living Crisis'-sufficient sleep, food, internet, clothing and with Winter approaching -heating- thus ready to learn when in school with minimal barriers/ fears to their learning.

2	To continue to develop increased stamina throughout the school day and regular attendance, minimising the gap between Pupil Premium and their peers.
3	To support identified children and parents with developing positive mental health through bespoke intervention/ inclusion of external agencies
4	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.
5	Speech and language acquisition is significantly delayed post Covid along with a significant number of new starters 2022/23- 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 through bespoke opportunities, for example access to peripatetic lessons and theatre trips.
7	Self-confidence of specific pupils remains at an all-time low.
8	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.
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- The children need support within their development of sharing and playing with others appropriately.
11	To continue to close the widened gap between Pupil Premium and their peers across all year groups in Reading, Writing & Maths.
12	To support families where children have the desire/and or talent to learn how to play guitar/ keyboard- years 3-6 or to continue woodwind in Years 5&6

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
1.To identify and offer support through the hub to ensure that families have their basic needs met during the unprecedented' Cost of Living Crisis'	<ul style="list-style-type: none"> • 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 • The hub team to work with these families, alongside the DSL and signpost where needed to external agencies. <p>To reduce the number of pupils that are negatively affected by the 'Cost of Living Crisis' circumstances that the family are in, so that this is not a barrier to their learning.</p>
2.To have and share our expectations of attendance and stamina with pupils and parents	<ul style="list-style-type: none"> • To have a variety of initiatives for inspiring attendance. <p>All stakeholders to be fully informed regularly of individual, class and academy attendance.</p> <ul style="list-style-type: none"> • To have parental workshops and sharing explicitly the expectations and stamina required of children in education for the academic year 2022/23.
3.To support families in developing positive mental health	<ul style="list-style-type: none"> •
4.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"> • To plan strategically Primary Futures opportunities within each half term and the topics that are being covered • To have opportunities when guests inspire a wider audience of future possibilities • To develop EAL opportunities for parents through education ESOL classes • Signposting parents for upskilling opportunities through the hub services/contacts
5.To decrease the SALT caseload termly through targeted assessment and interventions.	<ul style="list-style-type: none"> • Employ SALT therapist to attend a full day weekly • To update training of staff to implement efficient and effective interventions

<p>6.To strategically plan after school clubs that cover KS1 & 2 and take account of pupil voice and requests as well as bespoke opportunities separate to physical activity</p>	<ul style="list-style-type: none"> • Consult Pupil Leadership Team • Plan so that the halls are fully engaged with activities every night of the week. • That there is a balance of opportunities for KS1 & 2 offering a wide range of sporting activities • To have the opportunity to experience 'live theatre'
<p>7.To increase confidence in pupils of 'a can-do attitude.'</p>	<ul style="list-style-type: none"> • Clear identification of pupils in order of personal need • To work with Urban Devotion on 'self-esteem' groups • To use trained academy staff to run intervention groups • For identified children to have planned programme of play therapy • To give a larger range of opportunities for children through After School Clubs and their bespoke curriculum.
<p>8.To support the EAL children with regular intervention so that their knowledge and use of spoken and written English is increasingly grammatically accurate.</p>	<ul style="list-style-type: none"> • Employ a specialist to work regularly throughout the week with target children on areas identified through assessment and from the class teacher.
<p>9.To equip parents /Carers with the knowledge and understanding of how they can support their children at home</p>	<ul style="list-style-type: none"> • To plan a series of workshops across all phases to support parents across the core subjects and end of year expectations • To re-ignite the purposeful partnership between home and school through workshop attendance, resources and knowledge. • To offer an online workshop for parents that are unable to attend in person.
<p>10.To give Year 1 & Year 2 boys the knowledge and skills to interact positively with their peers within the playground environment.</p>	<ul style="list-style-type: none"> • Daily lunch-time nurture groups for targeted pupils with support for re-integration in the playground for positive outcomes. • Dinner supervisors trained in playground games • Sports Coaches creating specific activities for pupils to develop these skills

	<ul style="list-style-type: none"> • Friendship groups created and supported through Caroline East-Goodman and Urban Devotion.
11.To plan through the knowledge of the Raising Standards Leaders and the teachers bespoke quality interventions for the identified and eligible pupils for Reading, Writing & Maths.	<ul style="list-style-type: none"> • Through formal assessments and AFL children's gaps identified and interventions planned for small group interventions by TA/ School Led Tutoring and bespoke daily planning. • To utilise some of the Recovery Premium Fund to support the School Led Tutoring Program to close the gaps in children's learning from Yr1-Yr6
12.To identify PP children who wish to take part/have a talent in guitar/keyboard/woodwind where funding may be a barrier to them accessing these additional peripatetic lessons	<ul style="list-style-type: none"> • To make available music lessons for guitar, keyboard lessons from Year 3- year 6 and elective woodwind for Year 5 & 6

Activity in this academic year- 2022-23

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>Challenge Number 5</p> <p><u>Employment of Speech & Language Therapist</u></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.</p>	<p>50- currently on caseload. This is an increase of 10 pupils from the end of the last academic year 2021/22</p>
<p>Challenge Number 9</p> <p><u>Upskilling Parents/Carers</u></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>A cultural change of parents wanting to help their children at home more post Covid.</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: £ 73,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Challenge Number 8</p> <p><u>Bespoke intervention groups</u></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 & Maths.</p>	<p>Recent assessment data shows that certain PP children are not at ARE due to the lockdowns and Covid self-isolation.</p>	<p>All PP children within the academy that have gaps in their learning across all score subjects- class interventions by class teacher and TA</p> <p>School Led Tutoring-</p> <p>Year 6- maths- 9 children</p> <p>Year 6- writing- 8 children</p> <p>Year 3 reading- 6 children</p> <p>Year 6 reading- 8 children</p> <p>Year 5 maths- 13 children</p>
<p>Challenge Number 11</p> <p><u>Bespoke EAL lessons</u></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>	<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</p>	<p>27 children throughout the academy</p>

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

Budgeted cost: £124,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Challenge number 5</p> <p><u>Urban Devotion- Self Esteem</u></p> <p>Weekly support in groups/individual</p>	<p>Positive outcomes previously with this provider.</p> <p>Pupils to be identified through observation at breaktime, lunchtime and in class.</p>	<p>Approx-30</p>
<p>Challenge Number 7</p> <p><u>Play Therapy</u></p> <p>Weekly support for identified individuals</p>	<p>Positive outcomes previously with this provider.</p> <p>Links with the DSL to support many individual situations and mental health.</p>	<p>Approx.-25 but this will continue to grow as the academic year progresses</p>
<p>Challenge Number 10</p> <p><u>Urban Devotion-Friendship Groups</u></p> <p>Weekly support in groups/individual</p>	<p>Positive outcomes previously with this provider.</p> <p>Pupils to be identified through observation at breaktime and lunchtime and any reports regarding behaviour.</p>	<p>Approx-60- groups of 8 in 6 weeks programme in Year 4</p>
<p>Challenge Number 7</p> <p><u>Urban Devotion-Transition</u></p> <p>Support in groups/individual for transition from Yr6-Yr7</p>	<p>Positive outcomes previously with this provider.</p>	<p>62 children</p>
<p>Challenge Number 4</p> <p><u>Future Aspirations</u></p> <p>To open up and extend children's and parents minds to the endless possibilities that lay ahead of them.</p>	<p>Pupils having very limited experiences</p> <p>Annual theatre trip for the whole school</p> <p>Opportunity for peripatetic lessons in guitar and keyboard for all PP children in KS2 and for elective lessons in woodwind in Year 5 & 6</p>	<p>All the PP children will have this opportunity half termly throughout the academy</p>

<p>Challenge Number 6</p> <p><u>Well-being/ Health/ Aspirations</u></p> <p>To strategically plan after school clubs that cover KS1 & 2 and take account of pupil voice and requests.</p>	<p>There will continually be after school clubs offered 5 days a week. Autumn & Spring Term- Year 1 to Year 6 Summer Term- Reception to Year 6</p>	<p>All the PP children within KS 1&2 will have this opportunity to access these clubs as a priority.</p>
<p>Challenge Number 1</p> <p><u>Whole family holistic support</u></p> <p>To identify and offer support through the hub to ensure that families have their basic needs met.</p>	<p>Families are seeking help from the hub voluntarily. As relationships between school and families strengthens then more families will come forward.</p>	<p>This number continues to change, however with the ever-growing situation regarding 'Cost of Living Crisis'- the number of families effected will continue to increase</p>
<p>Challenge Number 1</p> <p><u>Supporting Breakfast provision for the whole academy</u></p> <p>To allow children to access breakfast provision without stigma so that they are fuelled and ready to learn.</p>	<p>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.</p>	<p>All the PP children have the opportunity to access this daily food through the breakfast schools programme.</p>

Total budgeted cost: £298,350