

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	468
Proportion (%) of pupil premium eligible pupils	(187) 45.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Clare Hoods-Truman
Pupil premium lead	Joseph Darnley
Governor / Trustee lead	Herminder Channa

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£293,939
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	£322,214

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the challenges we face. This, alongside research conducted by the EEF shapes our decisions and strategic direction. Common barriers to learning for disadvantaged pupils can be: poorer language and communication skills; lack of confidence; more frequent behaviour difficulties and attendance and punctuality issues

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make as much progress as their non-disadvantaged peers and make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To work with children and families to reduce persistent absence through our inclusion team.

Our statement of intent is based on cutting edge educational research into the science of learning (including how memory works) and character development. The statement of intent also aims to develop active citizens who have a strong understanding of the world around them and a desire and drive to positively impact their academy, local, national, and global community.

This document outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedure for ensuring the funding is allocated correctly.

Our approach will be adaptive, responsive, and robust. We will analyse data rigorously to ensure that no child falls through the net. Our key areas of focus at Oasis Academy Short Heath are to:

- Diminish the difference between disadvantaged pupils and their peers.
- 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.

Our current pupil premium plan is focused on the above four objectives, ensuring that through targeted support, an enriched curriculum and development of teacher pedagogy, our most disadvantaged pupils will achieve in-line or above their peers.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance, punctuality, and persistent absence</b>
2	<b>Low levels of literacy and numeracy of parents-</b> engaging parents and carers through workshops to support their children in their catch-up at home and school.
3	<b>Lack of opportunities to enable pupils to develop their own cultural capital</b>
4	<b>Social, emotional and mental health issues</b> such as lack of confidence, self esteem, social interactions and developing positive attitudes to learning
5	<b>Children lack the vocabulary/language acquisition</b> which hinders their success in reading, writing and general life skills- Speech and language acquisition is significantly delayed. Assessments, observations and discussions with pupils indicate that our children have very low oral language skills and gaps in vocabulary.
6	<b>Support disadvantaged families-</b> Our observations and hub data indicate that our families require further support in areas such as housing, finance management and parenting support. We are aware that many of our parents are unable to read and write and therefore struggle to provide support with learning at home. This has resulted in pupils being subject to home environments which are not conducive to thriving in education.

## 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
Widen experiences of children through trips, extra-curricular activities and educational visits	Children have access to a range of opportunities and experiences they might not have the opportunity to experience outside of school- swimming, music concerts, forest school, theatre, grammar school and university visits.
Attendance of disadvantaged children is in line with or exceeding national average	<p>Data for PP pupils to be in line with national so that the attainment gap can be closed. Support to access funded breakfast and after school clubs.</p> <p>Soft drop off times for children to arrive at school in the morning (8.35-8.50)</p> <p>Calls from the attendance lead and DSL.</p> <p>Multi-agency approach to identify barriers to attendance and eliminate them.</p> <p>ACEs training to become a Trauma Informed School.</p> <p>The overall attendance rate for all pupils being more than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%.</p>

Continue to raise pupil self-esteem to impact positively on their academic learning	<p>Health &amp; well-being curriculum Reports from academy staff All staff meet and greet children with a positive start to the day.</p> <p>ACEs training developed to support staff in understanding the impact of ACEs on children's development.</p> <p>Trusted adults in place for each child who they know can support them Identified pupils have regular, timetabled check ins with staff.</p>
Additional mental health and wellbeing support for disadvantaged children and their families.	<p>Inclusion team supporting more children and families.</p> <p>ELSA intervention allows children to identify triggers for anger, use different strategies for calming down, ask for help when feeling upset, recognize unhelpful thoughts and use different calming strategies.</p>
<p>Children are able to communicate effectively and confidently with adults and their peers</p> <p>Underdeveloped oral language skills and vocabulary gaps</p>	<p>Pupils are confident communicators who are able to clearly articulate their ideas and subject knowledge</p> <p>Weekly visits from Speech and language therapist to support children.</p>
Good or outstanding teaching across the whole academy	<p>Monitoring (learning walks, observations, planning scrutinies, evidence scrutinies) show that all teachers are delivering the curriculum to a good or outstanding standard. All staff have access to broad and cutting edge CPD and embed this into their daily practice.</p>

## Activity in this academic year

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: £180,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD around adaptive planning and responsive teaching.	Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support.	2, 5

Purchase of standardised diagnostic assessments. E.g., Accelerated Reader, smart grade. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.	1, 2, 4, 5
Purchase and embedding of BookWings phonics scheme to secure stronger phonics teaching for all pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.	1, 2, 4, 5
Purchase of home reading books which match phonological attainment and provide children with a breadth of text types. The library to be developed to provide this.	EEF highlights the importance in providing appropriate level of text and texts which will ensure a desire to engage with the text	1, 2, 4, 5, 6
Staff meetings to provide targeted support for teachers to improve their individual practice and understanding of More Able children's learning. Release for staff to engage in instructional coaching to develop best practice (Steplab)	Marking is active and shows more able children are responding to comments. Knowledge is assessed to ensure retention to long term memory. Mastery tasks in books to challenge more able children. Teaching & Learning practise within the classroom is enhanced and appropriate challenge in place, and use of lesson is maximised.	1, 2, 4, 5, 6
Staff upskilled in use of Apple technology to enhance digital learning platform	Home learning accessible for all pupils through Oasis horizons project. Outcomes marked and monitored by class teachers and TA's.	1, 2, 4, 5, 6
Provide CPD to all staff/ steplab/ mentoring and coaching	There is strong evidence base that suggests that supporting high quality teaching is pivotal in improving children's outcomes	2, 4, 5

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

Budgeted cost: £80,237

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants deployed to support pupil progress through targeted intervention in Reading and Maths.	Fast track children to champion catch-up learning to reduce the learning gap exacerbated by Covid-19 and pupil disengagement.	1, 2, 4, 5
1-1 check in sessions with key children.	Gives children the opportunity to share concerns and worries and allows staff to offer appropriate support	1, 4, 6

Speech and Language specialists provide targeted support to those identified	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress	1, 2, 5, 6
Leadership capacity for support for ECT	The EEF is supporting the introduction and evaluation of the Early career framework which increases the level of support that new teachers get	2, 4, 5
SEND resources to support individual learners with additional needs	Supporting SEND research by Ofsted states the importance in resourcing	1, 2, 4, 5

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

Budgeted cost: £61,727

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding Educational Psychologist	Targeted professional support for those with most need.	1, 5, 6
Improve rates of attendance.	Continue to improve attendance and reduce level of persistent absences through Early Help Support for families and OCL focused attendance procedures. Attendance officer to hold regular meetings with families of disadvantaged pupils during Parents Evenings and Community meetings. Senior Learning Mentor/Family Support Worker - To work on attendance and support access to the academy.	1, 2
Increase Parental Engagement	Parent curriculum workshops run each half term to develop shared understanding of Primary Curriculum. Training parents in basic skills: e-safety Safer schools App, class emails and class Teams channels for homework. Hub leader to coordinate community events around school life and develop links: food pantry, Stay & Play etc.	1, 6
Support school community in coping with Mental Health needs, via the Hub.	Mind sessions in place throughout the year. Access to Adult Mental Health First Aiders	1, 4, 6
Enabling all families to access out of school experiences including residential.	Reducing the overall cost for our families by the academy heavily subsidizing the overall cost. The majority of pupils do not have the opportunity for these experiences which develop their self-esteem and independence.	1, 3, 6
DSL's embed Trauma informed approaches throughout the academy.	Children who have experienced trauma may lead to a barrier with their learning. Appropriately trained staff can achieve successful results in supporting children that have experienced trauma.	1, 4, 6

## 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 2022 to 2023 academic year.

All staff received a range of CPD last academic year, including around Pedagogical approaches to further strengthen the strong teaching already taking place.

Our assessments and observations indicated that pupil wellbeing and mental health were impacted primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

#### Attendance

Full year attendance	2021/22	2022/23	Persistent absence	2021/22	2022/23
All pupils	94.8%	95.9%	All pupils	16.2%	9.3%
<i>Disadv.</i>	94.2%	95.1%	<i>Disadv.</i>	21.8%	12.7%
<i>Not dis.</i>	95.3%	97.2%	<i>Not dis.</i>	10.8%	3.6%

PA for disadvantaged children reduced from 21.8% to 12.7% due to early intervention and support.

#### KS2 (Y6) Outcomes- pupil premium

When comparing Pupil Premium to other pupils, the gap has narrowed in Reading and Writing. In Maths, disadvantaged children outperformed non disadvantaged children in 2023 by 3%. Gaps were identified post COVID but through targeted interventions and school-led tutoring funding. Detailed analysis of performance was identified half termly and through regular pupil progress meetings were used to reduce gaps significantly.

Reading attainment	Expected standard			Greater depth		
	2022	2023	<i>National 2023</i>	2022	2023	<i>National 2023</i>
Total	84%	79%	73%	45%	26%	29%
<i>Disadv.</i>	77%	73%	60%	42%	23%	17%
<i>Not dis.</i>	90%	84%	78%	48%	29%	34%

Writing attainment	Expected standard			Greater depth		
	2022	2023	<i>National 2023</i>	2022	2023	<i>National 2023</i>
Total	77%	77%	71%	18%	3%	13%
<i>Disadv.</i>	68%	73%	58%	10%	7%	7%
<i>Not dis.</i>	87%	81%	77%	26%	0%	16%

Maths attainment	Expected standard			Greater depth		
	2022	2023	<i>National 2023</i>	2022	2023	<i>National 2023</i>
Total	85%	79%	73%	40%	28%	24%
<i>Disadv.</i>	77%	80%	59%	29%	20%	13%
<i>Not dis.</i>	94%	77%	79%	52%	35%	29%

All staff received a range of CPD last academic year, including around Pedagogical approaches to further strengthen the strong teaching already taking place. Our assessments and observations indicated that pupil wellbeing and mental health were impacted primarily due to COVID19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

## Externally provided programmes.

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.*

<b>Programme</b>	<b>Provider</b>
PiXL	The PiXL Club
White Rose	Trinity MAT
Showbie	Showbie Inc
Phonics Programme	Book Wings



## Further information (optional)

*The academy's focus on health and well-being has been a positive contributor to all pupils returning positively to academic life. Our strategy planning is based upon forensic analysis of pupil needs across the curriculum. In addition to a bespoke curriculum, the pupils benefit from enrichment activities that work alongside building their character and competencies in and beyond the classroom.*