

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 Boulton
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	41% (100 chn)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Shilpa Rathore
Pupil premium lead	Nabela Anwar
Governor / Trustee lead	Herminder Channa

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,495
Recovery premium funding allocation this academic year	£13,485
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	£142,980

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	To raise standards in writing and maths so that at least 75% of children at Key Stage 1 and 2 achieve Expected Standard.
2	In reading, writing and maths at KS2 to achieve 20% Greater Depth
3	Disadvantaged achieve national average progress scores in Writing at KS2 at Greater Depth
4	Disadvantage achieve national average progress scores in Maths in KS2 Greater Depth.
5	Phonics – Achieve above national average.
6	To provide intervention for children to achieve aspiration Academy goals in reading, writing and maths.
7	Remove barriers to learning both at home/school to through each pupil accessing e-learning via their Academy iPad.
8	GLD - Disadvantaged achieve in line with national average or above.
9	Improve PA of disadvantaged pupils in line with national average.

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
Focused CPD to support staff development.	Improved standards in Writing through an enriched approach to writing pedagogy. Improved standards in Spelling across all Key Stages Improved subject knowledge of staff in Maths to raise standards.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils and reduce Persistent Absence.	Ensure overall absence rate reduces.
Bespoke bi-monthly Coaching and Mentoring sessions: Steplab, to develop classroom teaching and learning.	Class Teachers enhanced understanding of cognitive science linked to best quality classroom practice and therefore impacting on children's learning.
To develop subject leader /leadership roles.	Subject Leaders upskilled to monitor standards and develop best practice and progression of skills across each key stage.
To develop robust monitoring cycle.	Gaps quickly identified and intervention put into place to support vulnerable learners.
Parent Workshops offered in all subjects.	Develop shared responsibility for of school/home learning to maximise student success and enhance parental participation.
Embed trips and visits to support curriculum.	Children are given experiences to be able to develop vocabulary through real life experiences which impact their writing. Enhanced cultural capital experiences for all children.
Provision of breakfast, lunchtime and after school clubs.	Embellish the curriculum and learning experiences beyond the core subjects.
Resources for digital learning enhanced: Accelerate Reader, Wheelers eLibrary, Edshed, Sumdog and AccessIT.	Digital learning embedded and home learning enriched through pupil iPads
Develop outdoor learning and curriculum enrichment through Roots to Fruits, Wildlife Club, Dance Exchange, Fitness, Enrichment afternoons.	Pupils extend their learning experiences to focus on environment, sustainability, and reducing obesity by promoting healthy lifestyles.
EYFS – develop outdoor learning environment	Use Reception Baselines to support children from their starting points and be aspirational in what they can achieve in the formative years.

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: £86,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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: Insight, HeadStart, Mock SATs, Smart Grade, Speed Reading Tests and 2 simple</p>	<p>1,2,3,4</p>
<p>Embedding dialogic activities across the school curriculum to support children articulate key ideas, explain their understanding and extend vocabulary.</p>	<p>High-quality activities designed in the curriculum through 'We do' element, modelled learning in context, focus on classroom discussion, oral based interventions for Reading</p>	<p>1</p>
<p>Enhance teaching of Maths through a robust curriculum to reduce gaps.</p> <p>Staff CPD in Maths and Writing</p>	<p>EYFS and Key Stage 1 establish firm foundations in conceptual maths through a programme produced by National Centre for the Excellence in the Teaching of Mathematics: NCTEM-Mastering Number, White Rose Maths, NACE to support more able, Pixl Therapies to address disadvantaged key marginal children</p> <p>CPD led by Jane Considine</p> <p>Key Stage 2 establish Readiness for Maths NCTEM Programme and to upskill KS 2 teacher to lead on this programme from 2024</p> <p>Triads team teaching led by Ofsted Consultant</p>	<p>1, 4, 6</p> <p>3,4</p>
<p>Embedding of Systematic Synthetic Phonics Programme: Bookwings to secure stronger phonics teaching for all children.</p>	<p>Strong Phonics acquisition has a strong evidence base that relates to the development of accuracy in word recognition and early reading, particularly for disadvantage children: Bookwings, Phonics Toolkit.</p>	<p>5, 8</p>
<p>Support and training for Subject Leaders</p>	<p>Work alongside National Curriculum Implementation Lead Practitioner (NCIL) to develop monitoring of each</p>	<p>1</p>

	curriculum area, OCL Community Groups, NLP support	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £16,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs deployed to support pupil progress through targeted intervention in Phonics, Reading and Maths.	Fast tracking children can reduce the learning gap (exacerbated by Covid-19) and address pupil disengagement.	1,2,
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches embedded in a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions delivered as regular sessions over a period up to 12 week	5

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

Budgeted cost: £39,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve rates of PA.	Reduce level of persistent absences through Early Help Support for families. Attendance officer to hold regular meetings with families of disadvantaged pupils during Parents Evenings and Community meetings. Increase home visits undertaken. Train pupil attendance monitors to take class responsibility for peer attendance.	9
Increase Parental Engagement	Parent curriculum workshops run each half term to develop shared understanding of Primary Curriculum. Training parents on key skills through phonics programme, mastering number programme, times tables and Multiplication Test, knowledge organisers, homework, e-safety. Hub leader to coordinate community events	1,7

	around school life and develop links: food pantry, Wildlife club.	
Breakfast club and clubs.	To target certain PA children by offering a free breakfast to ensure they attend school every day and support their health and well-being. A range of clubs for all children to help enhance fitness levels and improve their physical development, especially targeting obesity.	9
Enrichment Opportunities.	To offer children the opportunity for outdoor learning and life skills. Weekly fitness sessions for all children, clubs and enrichment afternoons to aspire and motivate the children therefore enhancing their well-being. To become global citizens and build cultural capital for every child. Hub Worker to support families in and out of the academy.	7

Total budgeted cost: £142,980

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021. Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than in the previous two years in key areas of the curriculum. Therefore, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were not fully realised.

The reasons for these outcomes is reflected in the impact of Covid-19 which disrupted all subject areas at different levels. As historically documented in schools across the country, school closure was detrimental to our disadvantaged pupils. For example, our Year 6 pupils missed a total of fifty-eight teaching days during 2020/21. Consequently, disadvantaged children were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions, to the degree we had intended. Actions taken to overcome the deficit caused by school closure focused on maintaining a high-quality curriculum and strong home school links.

All children benefited from the Horizons Programme in accessing home based learning during periods of lockdown and partial lockdown. When children returned to school EYFS, Key Stage 1 and Year 3 and were struck down by a five-day spell of Hand Foot and Mouth disease, resulting in further school closures. These events significantly impacted on the academic progress and social, emotional, mental health of our children, particularly those from disadvantaged backgrounds.

We used pupil premium funding to provide wellbeing support for all pupils through the Thrive Programme. Further support was offered via the School Led Tutoring Programme, targeted interventions pre and post teaching. We are building on these approaches with the activities detailed in this plan.

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

Programme	Provider
Raise standards in Reading, Writing and Maths at Greater Depth	ASP OCL MST Reviews Pixl Renaissance Insight Pupil Tracker Smart Grade
Children achieving GLD at the end of EYFS	2 Simple Book Wings Phonics Play

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.