# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## 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

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| Detail | Data |
| School name | Oasis Academy Henderson Avenue |
| Number of pupils in school | 615 |
| Proportion (%) of pupil premium eligible pupils | 39% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021 |
| Date this statement was published | Sep21 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Emma Merva |
| Pupil premium lead | Tracey Norriss |
| Governor / Trustee lead |  |

**Funding overview**

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| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £225 960 |
| Recovery premium funding allocation this academic year | £6 000 |
| 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 | £331 960 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Oasis Academy Henderson Avenue is a welcoming and inclusive academy where leaders have created an ethos which is both supportive and nurturing. It takes account of the specific needs of that community. Both the strong ethos and broad curriculum ensure that pupils’ personal, social, moral, cultural and spiritual development is good. Pupils respond to the mutually respectful environment by demonstrating good interpersonal skills. They respect each other and consistently demonstrate exceptional attitudes to their schoolwork.  Our intention is to make sure children master the basic skills well, through a broad range of rich experiences that build on and enhance our taught curriculum. We are determined to bring advantage to the disadvantaged by helping our children to become literate, numerate, proud and confident young people who have a positive, healthy mindset and the skills and curiosity to explore and learn from the world around them.  *We aim through our pupil premium funding to provide a curriculum that meets the needs of the local context but also thoroughly prepares for their future learning and employment opportunities. This may be done in small group work, pastoral work, interventions, after school clubs, boosters, and emotional health development.*  *Given the fragility of the local economy, we are determined to make sure that our pupils develop as many skills as possible to overcome the social disadvantages they may face as they grow up.* |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Deprivation and poverty. |
| 2 | Attendance of PP children especially PA |
| 3 | Parental engagement |
| 4 | Low ambition and aspiration |
| 5 | Speech and language and oral skills. |
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## 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.

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| Intended outcome | Success criteria |
| To have closed the gap in reading and maths in 2020-21. | All children to be at national average by the end of June 2022 |
| Improved oral language and comprehension throughout the key stages. | For children with lower starting points (On entry on EYFS) to be able to speak with confidence and in full sentences.  For parents and carers to be involved in the process and support the work at home that is done in school. |
| The attendance of PP pupils to continue to improve. | Reduce the number of persistence absences among PP so EWO involvement is minimised. |
| Embed effective learning habits for disadvantaged pupils. | All PP pupils accessing school in with a positive behaviour for learning attitude. |
| Phonics Catch-up. | All PP in year 2 to reach 75%  All pupils in Year 1 to reach 80% |
| Catch up in reading | For there to be no gap between non-PP and Pp children |
|  |  |

## 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: £ *195 120*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *For the deputy to teach three mornings a week and then be non class based* | To be able to work with small groups in Year 5 and 6 |  |
| *For a teacher to work two mornings a week and boost in the afternoon.* | To be able to work with a small group of year 5 and 6 pupils |  |
| *Assistant Principals to be classed base for 2.5 days of the week.* | The AP to develop teaching and Learning within their phase.  The AP are good or better teachers who have had CPD at ahigh level e.g., NPQH to be able to lead Teaching and Learning. |  |
| *RWI training and Fresh Start* | Previous to the pandemic the Phonics screening scores were at or above the national average. |  |
| *Learning mentor* | We have successfully implanted intervention programmes that support pupils to engage with school. EG Mind Mechanics, Drawing and Talking, Explosive Pupil, SEMH group. |  |
| *2 times Nurture teams* |  |
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ *24939*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Lexia |  |  |
| *PIXL* |  |  |
| *Mathletics* |  |  |
| *edukey* |  |  |
| *Neli* |  |  |
| *Resources* |  |  |
| *Welcome S and L intervention* |  |  |

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

Budgeted cost: £ *40400*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Family worker* | Specifically targeted pastoral provision (responding to pyramid of need) to support these children to make rapid progress and catch-up lost learning. |  |
| *Breakfast club* |  |  |
| *Cultural visits* |  |  |
| *Supporting and encouraging positive mental health and well being* | Mental Health Champions in place which have previously supported both pupils and staff ensuring engagement with learning..  Continuing with the Aces training.  Continue to develop Pupil well being champions selected to work alongside peers to provide universal support for well being. |  |

**Total budgeted cost: £** *260459*

# 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.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*  *If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?* |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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

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| 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)

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| *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.* |