

# Pupil premium strategy statement

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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 Henderson Avenue
Number of pupils in school	653
Proportion (%) of pupil premium eligible pupils	35.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	October 22
Date on which it will be reviewed	July 2023
Statement authorised by	Emma Merva
Pupil premium lead	Heather O'Connor
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£350,360.00
Recovery premium funding allocation this academic year	£35,232.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£385,592.00</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

In order to enable our disadvantaged pupils to overcome the identified barriers and make progress in line with their peers, we identify a small number of priorities, set within three tiers of intervention, in order to ensure that they impact on pupil's outcomes.

Through the three tiers of intervention, we address the barriers through are based on those identified through the work of the Education Endowment Foundation. Within each of these tiers we will identify a small number of priorities which will address our identified barriers to progress:

**High Quality teaching for all** – ensuring every child, including disadvantaged children, have access to consistently high-quality teaching and learning which promotes good progress.

**Targeted academic support** – Providing disadvantaged children with the additional academic support they may need to make the progress which is attained by their peers who do not have the barriers to progress of this cohort.

**Wider strategies** – Enrichment and support which helps disadvantaged pupils overcome the barriers they may face in their wider lives when compared to other children.

We believe in the value of high-quality teaching, complemented by evidence-based interventions and experiential learning, which is why our actions are led by the impact they have and are adjusted through light touch annual reviews across the three-year course of the plan. This ensures that any actions which are not having the required impact can be ceased or amended.

## Challenges

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

Challenge number	Detail of challenge
1	Poor communication and language skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Historical low attainment in reading at KS2

4	Poor Social and Emotional Mental Health often linked to poor communication and language needs
5	Little access to educational materials in the family home eg. Books, paper, pencils and basic resources
6	Poor social mobility (little or no access to trips, events etc.)
7	EAL barriers to language acquisition and development. Barriers to future aspirations from the community.

## 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
Children's communication and language skills will significantly improve	<p><b>All children in EYFS can:</b></p> <ul style="list-style-type: none"> <li>• Understand words, sentences and conversation</li> <li>• Talk using words and sentences i.e. use 'expressive language'</li> <li>• Say speech sounds correctly so they can be understood by others</li> <li>• Know how to use their language socially. For example, listening as well as talking, or talking to a teacher differently than to a friend i.e. 'pragmatic language'.</li> </ul> <p><b>Successful language environment:</b></p> <p><b>Interactions</b></p> <ul style="list-style-type: none"> <li>• Use of name</li> <li>• Child's level</li> <li>• Pacing/pausing/confirming/imitating/extending</li> <li>• Staff modelling language which children are not yet using</li> </ul> <p><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Opportunities to engage in structured conversations with adults</li> <li>• Attempts made to include all children in small group activities</li> <li>• Interactive book reading facilitated by an adult</li> </ul> <p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• Open space emphasized</li> <li>• Learning areas clearly defined</li> </ul>

	<ul style="list-style-type: none"> <li>• Literacy and book specific areas</li> <li>• Background noise and transitions managed effectively and consistently</li> <li>• Resources available for free play</li> <li>• Appropriate range of books</li> <li>• Outdoor role play</li> </ul>
Children's early reading will improve, leading to increased fluency in KS2 and increased attainment in reading at the end of KS2	<p>The vast majority of children (95%+)(including PPG pupils) to be able to blend effectively on entering KS1</p> <ul style="list-style-type: none"> <li>• The vast majority (95%) of children (including PPG pupils) to be able to decode effectively by the end of year 1</li> <li>• The vast majority of pupils (including PPG pupils) able to read fluently (90+ words per minute as a guide) by the end of year 2.</li> <li>• The vast majority (95%+) of pupils (including PPG pupils) able to read fluently (90+ words per minute as a guide) by the end of year 2.</li> <li>• The vast majority of pupils (95%+) (including PPG pupils) to be able to read fluently and with expression, retrieving key information from a given text by the end of year 3 (Headstart scaled score 95+)</li> <li>• The vast majority of pupils (95%+) (including PPG pupils) to be able to read with expression and recognise inferential information in texts by the end of year 5.</li> <li>• The vast majority of pupils (95%+) (including PPG pupils) achieve a scaled score of 100+ in the end of KS assessments.</li> </ul>
A range of guaranteed experiences are available to all children during their time at Henderson Avenue – these will take place during the school day and be part of the core curriculum offer and also supported by the extracurricular offer and residential programme	All PPG pupils have the opportunity to experience the school curriculum and extra-curricular activities on an equal basis with non-disadvantaged pupils (e.g. trips, residential stays, sporting events etc.)
All children will have access to educational materials and resources in the family home	<ul style="list-style-type: none"> <li>• All children will have access to home study packs on an equal basis</li> <li>• All children will have access to an iPad on an equal basis</li> </ul>

## 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: £ 102,592.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
English initiative – The Write stuff CPD for staff	The Write Stuff writing programme including CPD for staff – enabling pupils to develop their writing skills through a structured scheme, with a focus on scaffolding and structure for pupils that are in need of learning support.	2,3
Pedagogy and the Science of Learning CPD for all staff using instructional coaching techniques (including additional cover time for mentors/mentees)	<i>‘Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.’</i> EEF 2021  Instructional coaching to be implemented for all classroom-based staff to secure pedagogy in collaborative learning approaches.	1,2,3,7
Additional support from 2x APs to allow coaching and team teaching (0.5 FTE teaching commitment)	2 x highly skilled colleagues to be given 0.5 FTE non-teaching commitment to allow them to coach and develop pedagogy and practice in others.	1,2,3,7
Additional SEND support (release time for teacher to work with SEND team)	An additional colleague to be given release time to work with the SEND team to ensure all class teachers have access to the right support and resources, allowing them to adequately support and challenge all children in their classes with identified additional needs.	1,2,3,7

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

Budgeted cost: £ 87,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional small group tuition	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. EEF, 2021</p> <p>DfE recommendation on the use of Recovery Premium funding it the use of tutoring through the NTP.</p> <p>Evidence suggests that pupils who receive one-to-one or small group tuition can make between 3 to 5 months additional progress.</p> <p>This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.</p> <p>Qualified teachers only have been selected for 1:3 tuition in year groups identified as having the most significant gaps in knowledge due to Covid-19.</p>	1,2,3,7
Additional subscriptions to support teaching: Lexia PIXL Mathletics Edukey Welcome S and L intervention		1,2,3,
Fresh Start reading intervention for KS2 (Read Write Inc based)	<p>10 week rapid intervention for children with SAS &lt;85 in reading following Headstart or YARC assessment</p> <p>High interest, low reading age materials to be purchased to facilitate sessions</p>	3
NELI Early language programme to be implemented in FS2 as per EEF guidance	'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress' EEF, 2021	1,2,

	An additional member of staff to be brought into the EYFS unit to help in delivery of the intervention to smaller groupings.	
Adult learning sessions – How to support your child workshops	Providing parents and carers with subject specific workshops that enable them to ‘understand and then support’ their children when home learning. Parental engagement   EEF (educationendowmentfoundation.org.uk)	
EAL individual support programme (Race to English)	Pupils identified as having English as an additional language to receive daily support sessions in order to develop English language acquisition and its correct usage	7

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

Budgeted cost: £ 196,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Dedicated Family Engagement worker</b>	Specifically targeted pastoral provision (responding to pyramid of need) to support these children to make rapid progress and catch-up lost learning.	1-7
<b>Enrichment</b> KS2 Residential visits subsidised costs	Over 90% of our pupils only time away from home during the year is on school residential. It is essential for their own wellbeing that they experience different settings before writing about it. All residentials are linked to curriculum areas that they are studying or provide cultural capital. 45 go to Robinwood – Team building exercise before moving into upper KS2 (building independence and resilience)  Y6 to London to visit sights of historical interest and culture including the Imperial War Museum (WW2 topic) to build cultural capital	4,5,6,
<b>Enrichment</b>	<i>‘Arts participation approaches can have a positive impact on academic outcomes in</i>	4,5,6,



<p>Access to bespoke music &amp; dance lessons, clubs and participation in events with a dedicated music teacher</p>	<p><i>other areas of the curriculum...the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress'. EEF, 2021</i></p> <p>Every child has the right to learn to play an instrument</p>	
<p>Supporting and encouraging positive mental health and wellbeing by improving the quality of social and emotional (SEL) learning</p>	<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff and deployment of 2xTA level 3 staff to provide classroom based support.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>4</p>

**Total budgeted cost: £ £385,592.00**

## 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.

2022 Summer data pending release on IDSR Oct 2022