# 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

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| Detail | Data |
| School name | Oasis Academy Woodview |
| Number of pupils in school  | 392 |
| Proportion (%) of pupil premium eligible pupils | 59% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021/2024 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Juliet Silverton |
| Pupil premium lead | Emma Johnson |
| Governor / Trustee lead | Juliet Silverton |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £310,695 |
| Recovery premium funding allocation this academic year | £33,495 |
| 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 | £355,242 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| *Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing the academy. The gap is stubborn because it is entrenched and complex, however, it is clear that our academy can make a difference. Great teaching, careful planning and wellbeing support can make a huge impact on the outcomes of disadvantaged children.* *Excellent teaching is the most important lever we have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.**We aim to support our pupils using innovative teaching, targeted academic support and wider strategies to tackle wellbeing and attendance.*  |

## 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 | The children enter the academy with low starting points – particularly phonics and reading skills. |
| 2 | Many of our children have multiples ACEs which affect their learning, mental and emotional wellbeing.  |
| 3 | Children lack the vocabulary/language acquisition which hinders their success in reading, writing and general life skills.  |
| 4 | Many pupils lacking experience of the wider world and have a limited cultural capital.  |
| 5 | General attendance is below national.  |

## 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 |
| Raise phonics and reading attainment | Phonics and reading assessment data for PP pupils to be in line with national so the children can gain the skills required to be successful readers.  |
| Promote good mental health and emotional literacy through PSHE and PD curriculum | The children demonstrate an understanding of good mental health and have skills of resilience to tackle learning difficulties.  |
| Pupils have a wider, accessible vocabulary.  | Pupils have access to and use a wider range of vocabulary with increased confidence and accuracy. These skills are used in oracy and writing to increase their chances of meeting age related expectations.  |
| Widen experiences of children through trips, extra-curricular activities and educational visits | Children to have access to a range of opportunities and experiences they might not have the opportunity to experience outside of school.  |
| Improve attendance and PAs of PP pupils | data for PP pupils to be in line with national so that the attainment gap can be closed.  |

## 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: £ *20000*

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| CPD for staff integrating technology (Horizons project) | Staff need training in using the iPad effectively to support  | 1,2,3,4 |
| *Curriculum CPD* | Research shows that quality of teachers has the biggest impact on pupil outcomes. | 1, 2, 3, 4 |
| *SENDCO training*  | Additional expertise in school to support range of needs | 1,2,3 |
| *Curriculum team (ALT)* | Teachers with additional responsibility drive school improvement | 1,2,3,4 |
| *Instructional Coaching* | Use of Powerful Action Steps across Oasis Community Learning evidences an improvement of teaching |  |

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

Budgeted cost: £ *240000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Additional Apprentice Tas in targeted year groups | Gives disadvantaged children who have been impacted the most by covid catch-up interventions to close the gap with their peers | 1,3 |
| *3 day non class based senior leader interventions* | Gives disadvantaged children who have been impacted the most by covid catch-up interventions to close the gap with their peers | 1,3 |
| *Reading/Phonics resources* | Early reading acquisition is a key indicator of success | 1,3 |
| *Curriculum resources* |  | 1,2,3 |
| *ICT equipment* | Horizons (1:1 device) project ensures equitable access to technology.  | 1,2,3 |

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

Budgeted cost: £ *60000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Funding private Educational Psychologist* | Targeted professional support for those with most need. | 2 |
| *Learning mentor in school* | Children who are not emotionally ready to learn do not perform as well as their peers | 2 |
| *Every child needs a mentor /F2D support for children* | Children who are not emotionally ready to learn do not perform as well as their peers | 2 |
| *Attendance liaison* | Improved attendance leads to improved attainment | 5 |
| *Breakfast club – every child provided with a breakfast* | Children do not learn as well if they are hungry | 2,5 |
| *Educational visits/residential* | Increase in cultural capital leads to greater success | 3, |
| *Visitors/workshops/productions* | Increase in cultural capital leads to greater success | 3,4 |

**Total budgeted cost: £** *310,000*

# 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.*

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| --- | --- |
| **Aim**  | **Outcome**  |
| Progress in reading  | Pupils were exposed to a high volume of texts including during the January lockdown as pupils received individual iPads as part of a wider-trust project. Pupils have made rapid progress and we are hoping to see attainment starting to recover in the 2021 autumn term.   |
| Progress in writing  | The implementation of a new writing scheme has ensured rapid progress of the pupils during the autumn and summer term. We are hoping to see attainment starting to recover in the 2021 autumn term.  |
| Progress in mathematics  | Standards were raised in mental arithmetic and recall of key facts to support wider understanding. We are hoping to see attainment starting to recover in the 2021 autumn term.  |
| Phonics  | The number of children passing the phonics check, through small group and individual teaching focused upon language acquisition and phonics, remained stable. We are hoping to see attainment starting to recover in the 2021 autumn term.  |
| Other - closing gaps for disadvantaged | Small group and one to one teaching was carried out in order to close the gaps in learning, each child received an iPad resulting equity of provision and continuity between lockdown schooling and in school schooling |

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## 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 |
| Providing 1:1 mentoring for pupils | Every Child a Mentor |
| Inspiring entrepreneurial skills and building self esteem | Free 2 Dream |

## 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.* |