

# 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 Foundry
Number of pupils in school	215
Proportion (%) of pupil premium eligible pupils	60%
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	Herminder Channa
Pupil premium lead	Asima Ravat
Governor / Trustee lead	Oasis Community Learning

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£197,153
Recovery premium funding allocation this academic year	£19,648
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	£216,801

## Part A: Pupil premium strategy plan

### Statement of intent

Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing our academy. The gap is stubborn because its causes are 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.

Challenge number	Detail of challenge
1	The children enter the academy with very low starting points – especially low phonics and reading skills.
2	Many of our pupils have multiple ACE's which affect their learning, mental and emotional wellbeing.
3	Children lack vocabulary and language skills to succeed in reading, writing, and general life skills.
4	Our pupils have limited experience of the wider world.
5	Number of pupils who are persistently absent is above national. 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.

Intended outcome	Success criteria
Raise number of pupils at ARE for reading and writing.	Pupils are meeting ARE for their year group. There will be an increase in pupils achieving 'expected' level by the end EYS, KS1 and KS2.

Pupils to have a wider vocabulary.	Pupils are able to use a range of vocabulary in their oracy and writing. This will be reflected in an increased number of pupils achieving ARE.
Phonics	More pupils pass the phonics check allowing them to gain the skills needed to achieve higher in reading.
More pupils achieving GLD when they complete the EYFS.	Pupils have broad experiences and this will increase their knowledge of the world around them
Improved PP attendance	data for PP pupils to be in line with national.

## 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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Horizons CPD	New staff need training in using the iPad effectively to support the teaching of the curriculum and in how to support their pupils better to learn technology skills to help them gain skills and employment in the future.	1,3,4
Curriculum CPD	We have re-written our curriculum to suit our pupils needs following educational disruption after the pandemic. Staff need training on the principles behind the curriculum so they can teach effectively and target the curriculum to individual needs.	1, 2, 3, 4
NPQ programmes	Staff investment in NQP programs ensure the teachers are pioneering in gaining the knowledge and leadership skills needed to teach in an ever-changing world.	1, 2, 3, 4
TAs and apprentice training in phonics, writing and maths	Our pupils benefit from smaller, targeted intervention groups to support their individual needs. Well-trained teaching assistants and apprentices are paramount to effective small group teaching.	1, 2, 3, 4

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

Budgeted cost: £135,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions	Our pupils benefit from smaller, targeted intervention groups to support their individual needs. We have much higher rates of progress with our PP children when they have targeted support in the classroom.	1, 2, 3
Reading eggs app	The bottom 20% of readers in the academy will be assigned to Lexia which is a reading support app. The progress through the stages and skills is rapid.	1, 2, 3

Maths .co.uk	Pupils engage well with sum dog and it supports their number skill acquisition. This will be reflected in their understanding of the maths curriculum.	1, 2, 3
Accelerated Reader	All pupils use Accelerated Reader to improve the depth of their reading skills and the breadth of text exposure. This will allow more pupils to make faster progress towards ARE.	1, 2, 3
Phonics scheme	A research-based scheme will support pupils in achieving the ARE for phonics that will convert to being stronger readers for life.	1, 3

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

Budgeted cost: £56,801

Activity	Evidence that supports this approach	Challenge number(s) addressed
Private Educational Psychologist support	Pupils who have learning/emotional/communication needs are identified earlier leading to swift intervention and support that is tailored to suit the child. Pupils and parents feel supported and their children attend school.	2, 3, 5
PSS/CAT TEAM	Increase PSS hours to support New SENDCO to ensure SEND pupils needs are met in particular the children requiring assessments and additional support.	2,3, 5
Learning mentor intervention	The learning mentor scheme improves student's aspirations, closes the attainment gap and reduces negative mental health issues. Pupils will be more resilient to tackling academic and social challenges. Pupils want to come to school and enjoy learning.	2, 4, 5
Breakfast club	By reducing the stress of the morning routine for families and children, breakfast clubs can help improve behaviour and attendance. Children have up to an hour before school starts so they can relax, play, eat, exercise and socialise. Children who receive breakfast often perform better at learning and also have better behaviour. Breakfast clubs can also improve the child's long-term health	1, 2, 3, 5

	by providing a well-balanced nutritious meal.	
Educational visits/residential/visitors/productions	Educational visits improve critical thinking skills. Experiential learning takes place and the pupil's worldview is expanded. Trips can reinforce classroom learning and create an interest in new subjects. Educational visits create a greater bond between students and teachers which supports mental wellbeing for all.	2, 4, 5
Before and after school clubs	After school clubs, within their fun and dynamism, can forge lifelong character traits such as discipline, time management, thoughtfulness, resilience, determination, fair-mindedness and support for others. They can support classroom learning and improve school attendance.	2, 3, 4, 5

**Total budgeted cost: £216,801**

## 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 2021 to 2022 academic year.

Intended outcomes of the 2020-21 plan	
Aim	Outcome
Progress in reading	<p>Pupils were exposed to a high volume of texts, 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 the set back suffered over COVID-19.</p> <p>Outcomes would demonstrate that attainment gap is closing and impact of covid is reducing as chn catch up.</p>
Progress in writing	<p>The implementation of new writing scheme has ensured rapid progress of the pupils during the autumn and summer term.</p> <p>Outcomes would demonstrate that attainment gap is closing and impact of covid is reducing as chn catch up</p>
Progress in mathematics	<p>Standards were raised in mental arithmetic and recall of key facts to support wider understanding and higher attainment at expected and greater depth.</p> <p>Outcomes would demonstrate that attainment gap is closing and impact of covid is reducing as chn catch up</p>
Phonics	<p>The number of children passing the phonics check, through small group and individual teaching focused upon language acquisition and phonics, remained stable.</p> <p>Outcomes would demonstrate that attainment gap is closing and impact of covid is reducing as chn catch up</p>
Other - EYS	<p>Levels of attainment in the EYS area of Understanding of the World and Speaking has made good progress</p> <p>Outcomes would demonstrate that attainment gap is closing and impact of covid is reducing as chn catch up</p>

## 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
1:1 mentoring	Child mentoring

## 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)