

Pupil Premium Strategy Statement 2022-25



This statement details our school's use of pupil premium 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 Watermead
Number of pupils in school	429 (40 nursery)
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Nichola Smith
Pupil premium lead	Jason Walsh
Governor / Trustee lead	Emma Merva

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£296,390
Recovery premium funding allocation this academic year	£30,924
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£327,314
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

Oasis Academy Watermead is a happy place where learning is fun and exciting. We want our children to sparkle and shine in all that they do. Their enthusiasm and joy in discovering new things will become infectious across our learning community and beyond.

At Oasis Academy Watermead we aim to live out the Oasis ethos and vision in all that we do both within our place of work but also in our daily lives. We genuinely care about each and every person and want our children to sparkle and shine in all that they do. Their enthusiasm and joy in discovering new things has already become infectious across our learning community and beyond.

Our team are passionate about achieving the very best for every child. We are delighted to be an outstanding school where inspirational teaching and learning is our promise to you. Children, their families and our community are invited to be part of celebrating each moment of our journey alongside us, so we can together feel proud of all that can be achieved.

We are a multi-cultural school, dedicated to inclusivity and equality. As a school of sanctuary we provide a nurturing, safe learning environment for everyone, and aim to support each and every child to reach their potential through their whole education.

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Learning - Sparkle and Shine

- Staff believe all children “can”
- There are ‘no excuses’ made for underperformance
- Children are taught to follow our 9 habits and ‘3 Rs’ to succeed

Data analysis and identification of children

- The staff team will be involved in analysing progress and attainment data for their class so they are aware of the strengths, gaps and next steps
- We use research (eg, EEF) to support us in determining the strategies that will be most effective
- All teaching and support staff are aware of the children who are in receipt of pupil premium funding
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that support is provided for those children who could be doing “even better if...”

Maximising learning time

- Improving attendance and punctuality
- Providing early intervention e.g. speech and language in the early years
- Good behaviour for learning strategies

Individualised Support

- Looking at the needs of the individual child and identifying barriers to learning

- Ensuring additional support staff and class teachers communicate regularly
- Providing high quality interventions and after school provision
- Working with other agencies to bring in additional expertise

Monitoring, Evaluation and Reporting

- A school wide monitoring and evaluation schedule that includes a range of evidence including child voice
- Analysis of statutory and curriculum data
- Regular feedback for children, parents, staff
- Interventions that are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions
- A designated member of the academy leadership team maintains an overview of pupil premium spending

The Executive Principal/Principal, alongside the Regional Director will consider the information provided and will ensure that there is an annual statement to the parents on the academy website outlining how the pupil premium funding has been used to diminish the difference between pupils eligible for pupil premium and those who are not.

Challenges

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

Challenge number	Detail of challenge
1	High levels of deprivation leading to a large number of children needing pastoral intervention
2	High levels of deprivation leading to children not having their basic needs met at home (food/clothes etc.)
3	Low levels of children entering FS1/FS2 at ARE
4	Speech and language issues across FS and KS1
5	High levels of punctuality and attendance issues across the Academy
6	Historic low levels of children achieving GDS at KS1 and KS2

7	Children's literacy skills in particular writing across the Academy
8	Historical low levels of aspirations within the school 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
Improvement of outcomes and progress for targeted PP children.	<p>GLD to be in line with national average for PP children</p> <p>KS1 PP children to make positive progress from their starting point and at least 70% of PP children to be working at ARE</p> <p>KS2 80% of PP children make positive progress from KS1 starting points and 70% to be achieving ARE.</p>
To raise aspirations for all pupils despite their background	<p>For 100% of all PP children to have accessed some out of school activities across KS1 and KS2.</p> <p>Children have participated in at least 3 different educational experiences across the school year that they would otherwise not have been able to.</p>
To ensure that all PP children are in school everyday and ready to learn	<p>To reduce the number of PP children as PA</p> <p>To reduce the number of PP children who arrive late at the Academy on a daily basis</p> <p>To ensure attendance remain in line or above national average</p>

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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education Psychologist to provide direct work as well as staff CPD to support interventions and develop skills set of staff in academy	<p>Some children need direct intervention to support their learning needs – some need statutory assessments that can only be carried out by a trained psychologist.</p> <p>Last year 75% of children seen by the Educational Psychologist were PP children so the decision has been to fund 50% of this post with PP money.</p>	3,4,6,7,8
Academic Mentor and School-led based tutor employed to provide targeted small group and 1-1 tuition to support catch up in curriculum knowledge.	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas</p>	3,4,6,7

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly and small group session in English with a key focus on reading and writing led by Deputy Principal</p> <p>Including 1-1 tuition for year 6 children</p>	<p>Qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.</p>	3,4,6,7
<p>Precision teaching and language rich interventions</p> <p>Staff training on oracy/Speech and language for all pupils in the Academy</p>	<p>Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback and delivery is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>Children enter our setting significantly below ARE and the foundation settings work extremely hard to catch these children up</p>	3,4,6,7

	<p>through targeted intervention and oracy rich sessions - the more opportunities for children to read and talk about what they like the more likely they are to build a love and confidence for reading</p> <p>Course selected using evidence of effectiveness. from either EEF or from past practice and impact Use Twilights to deliver training or upskilling of staff that meets the children's needs.</p> <p>Development days to revisit training to ensure staff remain highly skilled</p>	
Implementation of Curriculum that is based on Oasis ethos and values and social/cultural capital with key educational experiences	Curriculum that is based on key strands of questioning and on different social capital areas that meet learners' needs and interests as set out in Oasis curriculum - there are also clear links to reading and writing for pleasure across the whole range of the. This curriculum compliments the literacy curriculum academy and Oasis three key drivers are Inclusive, curriculum, character and community.	4,6,7
Experiential days and experiences every half term that aim to immerse children into topics that they may not normally have exposure to (i.e pantomime, music festivals, guest speakers and entertainment)	With the high levels of deprivation and lack of culture within the community it was decided that as part of our curriculum review and part of Inclusive driver we would provide opportunities for children to be immersed in different cultural experiences either free of charge or at a subsidised rate to ensure that they gain experiences whilst at Oasis Watermead .	1,2,3,4,6,7
Teaching and learning apprentices to support learners and grow our own staff that fully embody the academy and Trust ethos Also enabling additional staffing in breakfast club and afterschool activities	<p>Additional staffing within setting meaning more time/1-1 support can be given to the PP children who need additional support across areas of learning</p> <p>Additional capacity in breakfast clubs and afterschool activities needed due to staff to children ratio now FS1 can attend breakfast club.</p>	1,2,4,5,7,
After school activities for KS1/KS2 children - including writing/handwriting clubs	<p>Cost for staffing funded through PP due to 65% of children accessing the clubs in 2019/20 being PP children.</p> <p>Children that attended handwriting/writing club 75% of PP children improved not only their handwriting but the content of their writing and 70% reaching ARE in their respective year groups</p>	3,6,7,8

Booster breakfasts/Afterschool clubs (KS2/KS1)	From evidence from last year at Year 2 and Year 6 outcomes, it was decided that funding staffing time 50% with PP funds with 60% of year 2 and 50% of year 6 being PP children that attended.	1,2,4,6,7,8
Purchase quality texts and accessibility for children (Including filling a book vending machine) and online reading resources	<p>It is proven in numerous research studies that children that are read to and read independently have a high bank of vocabulary which they will use on a daily basis opposed to those children who do not.</p> <p>Due to high levels of deprivation within our community a lot of children enter our setting significantly below ARE hence the need to have accessible and high quality texts and resources to engage children in building vocabulary and a love for reading .</p>	3,4,7,8

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club	There is a proven link that when children access a nutritious breakfast they are more inclined to successfully engage in learning and more likely to attend school - we choose to subsidise our breakfast club provision with PP money.	1,2
Pastoral team	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Children can only learn when they are in a mindset to do so, children in emotional crisis will struggle to achieve. The research by EEF clearly shows a direct link with a strong pastoral programme and successful and confident learners and outcomes for children.</p> <p>Rational taken to fund a pastoral manager and pastoral team through PP funding was down to the fact that 90% of families worked with directly by either the pastoral manager or wider team last year were PP families/children - with some support due to continue throughout this Academic year.</p>	1,2,5

Expansion of schools library	Having further opportunities to build on reading for pleasure by having directed and engaging spaces for children to access texts of all types especially our PP children - some funds will be used to extend the school library to an outdoor reading garden.	3,4,6,7
Weekly, half termly and yearly behaviour rewards		1,8
Family Liaison	Over the last three years we have been significantly below NA attendance and well above NA for PA - the decision has been taken to fund the post through PP funds due to the fact that percentage of PA amongst PP children is the highest percentage currently in school, making this a target group for attendance.	1,5

Total budgeted cost:

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 2023 to 2024 academic year.

PP outcomes vs non-PP outcomes 23/24

Key Stage 2

Reading attainment	Expected standard					Greater depth				
	2019	2022	2023	2024	National 2024	2019	2022	2023	2024	National 2024
Total	71%	49%	72%	62%	74%	0%	9%	26%	13%	29%
Boys	50%	62%	65%	68%	71%	0%	7%	22%	8%	26%
Girls	80%	54%	77%	57%	78%	0%	12%	30%	18%	32%
Disadv	75%	42%	76%	58%	62%	0%	6%	31%	5%	18%
Not disc	57%	60%	67%	73%	80%	0%	15%	21%	33%	33%
SEN/D	50%	77%	71%	60%	41%	0%	0%	14%	20%	10%

Writing attainment	Expected standard					Greater depth				
	2019	2022	2023	2024	National 2024	2019	2022	2023	2024	National 2024
Total	86%	52%	64%	77%	72%	29%	5%	11%	11%	13%
Boys	100%	27%	57%	80%	65%	0%	7%	4%	8%	10%
Girls	80%	81%	73%	75%	78%	40%	4%	17%	14%	16%
Disadv	100%	47%	69%	76%	58%	25%	3%	10%	0%	6%
Not disc	57%	60%	63%	87%	78%	33%	10%	13%	40%	16%
SEN/D	100%	77%	63%	60%	30%	0%	0%	0%	0%	3%

Maths attainment	Expected standard					Greater depth				
	2019	2022	2023	2024	National 2024	2019	2022	2023	2024	National 2024
Total	57%	34%	58%	58%	79%	14%	7%	9%	8%	24%
Boys	0%	37%	65%	76%	74%	0%	7%	0%	12%	27%
Girls	80%	31%	53%	43%	79%	20%	8%	17%	4%	21%
Disadv	50%	22%	52%	50%	59%	0%	3%	17%	5%	13%
Not disc	57%	55%	67%	80%	79%	33%	15%	0%	13%	29%
SEN/D	0%	77%	63%	60%	38%	0%	0%	0%	0%	7%

RM	Expected standard					Greater depth				
	2019	2022	2023	2024	National 2024	2019	2022	2023	2024	National 2024
attainment	43%	27%	42%	55%	61%	0%	4%	4%	2%	8%
Total	0%	26%	39%	48%	57%	0%	3%	0%	0%	6%
Boys	60%	27%	47%	43%	64%	0%	4%	7%	4%	9%
Girls	50%	16%	41%	47%	46%	0%	0%	7%	0%	3%
Disadv	33%	50%	46%	73%	67%	0%	11%	0%	7%	10%
SEN/D	0%	9%	29%	40%	22%	0%	0%	0%	0%	1%

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
N/A	N/A

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?	l pads provided and any interventions needed
What was the impact of that spending on service pupil premium eligible pupils?	Pupils are able to access a hybrid learning model and enhance curriculum offered when in school.