

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 Watermead
Number of pupils in school	376 (+27 nursery)
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Adam Dawson
Pupil premium lead	Katie Hill
Governor / Trustee lead / Regional Director	Emma Merva

Disadvantaged pupil progress scores last academic year *(2019 due to the global pandemic)*

Measure	Score <i>(less than 5 pupils)</i>
Reading	3.19
Writing	8.89
Maths	1.26

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,790
Recovery premium funding allocation this academic year	£26,390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£271,180

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

Challenges

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

Challenge number	Detail of challenge
1	Significant barriers to learning due to staff and pupil isolation. Identifying and closing gaps on learning lost.
2	Significant barriers to learning in terms of high levels of adverse childhood experience.
3	Significant barriers to learning in terms of Social and Emotional Needs including attachment difficulties, emotional regulation difficulties and conflict resolution difficulties.
4	Mobility and transience of the community that Watermead serves. Pupils often arrive, then transfer to another local school due to the local authority admission process. The mobility impacts on consistent schooling and results in low attainment, significant gaps in learning and slower progress.
5	Ensuring that attendance national expectations are achieved.
6	Significant barriers to learning in terms of language acquisition in English.

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
Implement a bespoke curriculum to ensure that Pupil Premium pupils recover lost learning through identification of gap in knowledge.	Pupil premium children are reintegrated back into school successfully and feel happy and comfortable. <i>Wellbeing survey, pupil voice and School Parliament.</i>
Continue to support Pupil Premium children in all aspects of development (academically, socially, emotionally, mentally).	<i>Pupil Premium children receive emotional support when necessary and date shows learning gaps being overcome. Pastoral Team.</i>
Embed trauma informed practice through a whole school approach and ensure pastoral team expertise is developed to support complex SEMH needs.	Decrease in FTEs and offer specific support for Pupil Premium pupils and families with multiples ACEs.

	<p>Pupil Premium children are given the opportunity to access ongoing nurture support (<i>baseline and end of unit assessments</i>).</p> <p>Provision matches needs in terms of learning. Pastoral Assistant to become accredited in TIP.</p>
<p>Identify and action plan gaps in learning through pupil progress meetings, Review regularly interventions to aid progress.</p>	<p>Data shows the progress of targeted group and the gap getting smaller.</p> <p>Learning, SEMH and SEND interventions are reviewed, baselined and analysed for progress and next steps for Pupil Premium children.</p>
<p>Continue to develop and monitor effective use of Oasis Horizons, ensuring children are accessing learning through the initiative.</p>	<p>Pupil voice. Assessment of curriculum knowledge and planned next steps.</p> <p>Online and internet safety for all through Safer Schools app. Increase parental engagement for Pupil Premium (and all) parents with online safety and Safer Schools app.</p>
<p>Pastoral and safeguarding team to continue to upskill and be aware of any new policies/strategies.</p> <p>Inform classroom staff of any policies and strategies relevant to classroom practice.</p>	<p>All staff are kept up to date on policies and strategies. Receiving CPD where necessary meaning that Pupil Premium children receive the best pastoral support possible.</p>
<p>Promote the Oasis Watermead curriculum offer to the local community.</p>	<p>Increase in Pupil Premium numbers and pupils on roll. Localise the offer to support families linked to the safeguarding curriculum and wider role of the Hub.</p>
<p>Maintain attendance levels in line with/close to national target. Continue to reduce PA.</p>	<p>School attendance meets or is close to national target (96%) and the amount of PA is reduced.</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: £121,000

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1 and 2 (December).

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop high quality first teaching, focusing on feedback, assessment and metacognition.</p> <ol style="list-style-type: none"> 1. Induct staff in the Oasis Pilot curriculum, instructional coaching, pedagogical approaches and Watermead Way. 2. Embed the instructional coaching policy, supported by NLPs. 3. Targeted maths support for Early Career Teachers. 4. Embed coaching for Early Career Teachers using the OCL pedagogy approach – instructional coaching. 5. Develop high quality learning environments that enable children to access communication friendly spaces. 	<p>Quality first teaching for all EEF toolkit feedback +8, mastery +5, metacognition +7.</p>	1, 2, 3 & 4
<p>To ensure Pupil Premium children's progress and attainment is equal to or greater than their non-pupil premium peers.</p>	<p>Quality first teaching for all EEF toolkit feedback +8, mastery +5, metacognition +7.</p> <p>EEF Teaching and Learning Toolkit (September 2021) metacognition +7, reading comprehension strategies +6, oral languages +6, tutoring +5 and feedback +6.</p>	1, 2, 3 & 4
<p>Progress in Reading: embed the new Oasis curriculum and consider how texts, which are used in the wider curriculum, match to Pupil Premium children's phonic abilities.</p>	<p>EEF Teaching and Learning Toolkit (September 2021) reading comprehension strategies +6, oral languages +6 and phonics +5.</p> <p>New Reading Recovery and Intervention Teacher appointed, targeting Pupil Premium children. EEF Teaching and Learning Toolkit (September 2021) reading comprehension strategies +6, phonics +5 and one-to-one tuition +5.</p> <p>Relevant books are purchased to support new curriculum based on Accelerated Reader.</p>	1, 2, 3 & 4

Progress in Writing: embed new Oasis curriculum, ensuring that the new curriculum is systemically supporting Pupil Premium pupils progress through the academy.	<p>Relevant books and resources are purchased to support the teaching of the new curriculum.</p> <p>Staff have received bespoke CPD linked to the pilot curriculum.</p> <p>Support staff are used to deliver targeted interventions. EEF Teaching and Learning Toolkit (September 2021) one-to-one tuition +5, group tuition +4.</p>	1, 2, 3 & 4
Progress in Mathematics: embed the new Oasis curriculum and online resources (Sumdog, TTRS) and provide concrete resources to support learning.	Resources (concrete and online) are purchased to support the teaching of the new curriculum and encourage children to take part in additional learning. EEF Using Digital Technologies and Teaching and Learning Toolkit (September 2021) collaborative learning approaches +5.	1, 2 & 4
Phonics: consider how texts, which are used in the wider curriculum, match to children's phonic abilities.	New Reading Recovery and Intervention Teacher appointed. Relevant books are purchased to support new Storytime Phonics curriculum. EEF Teaching and Learning Toolkit (September 2021) reading comprehension strategies +6, phonics +5 and one-to-one tuition +5.	1, 2, 3 & 4
Embed and refine trauma informed practice.	<p>Trauma informed schools UK: increasing numbers of children are presenting with mental health difficulties and high Adverse Childhood Experiences (ACEs) which impact on life chances, mental and physical health and progress / attainment.</p> <p>Trauma halts the capacity to learn. Multiple adverse childhood experiences disrupt neural development and impair social, emotional and cognitive development.</p> <p>Neural pathways are needed for empathy, reflection and the ability to concentrate and learn.</p>	2 & 3

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Narrow the gap for Pupil Premium pupils with low levels of language acquisition.	<p>Data shows progress and children can demonstrate the skills learnt.</p> <p>Embed LEAP / VIP / NIP interventions. EEF Teaching and Learning Toolkit (September 2021) one-to-one tuition +5 and oral language interventions +6.</p>	4 & 6
Higher rates of progress needed across all key stages for pupils eligible for PP to enable the difference to diminish more able Pupil Premium pupils need to continue to make positive progress.	Data shows progress in target groups. EEF Teaching and Learning Toolkit (September 2021) within class attainment group +2.	1, 2, 3, 4 & 6

<p>All interventions are evidence based, high quality and consistently delivered:</p> <ol style="list-style-type: none"> 1. TA focused CPD weekly. 2. High quality regular individual reading. 3. NELI interventions (Y1). 4. Recovery curriculum boosters (Y2/Y6). 5. Horizon devices and online safety support for families (Safer Schools app). 	<p>Staff training, coaching and quality assurance to deliver high quality evidence based intervention targeted at need.</p> <p>EEF Teaching and Learning Toolkit (September 2021) one-to-one tuition +5 and oral language interventions +6.</p> <p>Early Years interventions EEF toolkit +5</p>	<p>1 & 6</p>
<p>Embed regularly pupil progress meeting, focusing on Pupil Premium pupils, to identify barriers to learning and ensure they are addressed.</p> <ol style="list-style-type: none"> 1. A more joined up approach to PPM with SENDCO, Pastoral Team and the class teacher. 2. Identify ACEs, EAL needs and specific learning concerns and but bespoke support in place. 3. Embed the use of Pixl in Y2, 5 and 6 (PP A+ learners). 4. Small group tuition. 	<p>Staff training, coaching and quality assurance to deliver high quality evidence based intervention targeted at need.</p> <p>EEF Teaching and Learning Toolkit (September 2021) language interventions +6, reading comprehension strategies +6, small group intervention +4 and behaviour interventions +4.</p>	<p>1, 2, 3, 4, 5 & 6</p>

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

Budgeted cost: £50,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance and punctuality and decrease persistent absence:</p> <ol style="list-style-type: none"> 1. Attendance Officer and Pastoral Assistant roles. 2. Produce accessible parent information and the impact of poor attendance (variety of formats). 3. Incentives and reward scheme (Attendance Policy). 4. Targeted support, daily calls, meet and greet (attendance procedures). 	<p>School attendance improves and meets/close to national (96%).</p> <p>SOL consultancy service – sharing good practice strategies that have a proven track record in other schools.</p>	<p>4 & 5</p>

<p>5. Tight attendance procedures and monitoring systems.</p>		
<p>Increase levels of parental engagement in learning (focus on PP pupils).</p> <ol style="list-style-type: none"> 1. Hub / Community worker employed. 2. Delivery of breakfast and after school club provision. 3. Programme of parent activities that meet their specific needs. 4. Staff training to deliver parenting intervention and support. 5. Continued development of an effective community based marketing strategy – maximise numbers on roll. 	<p>Levels of parental engagement increases and children levels of home learning increases.</p> <p>EEF Teaching and Learning Toolkit (September 2021) parental engagement +4.</p>	<p>2 & 4</p>
<p>Pastoral team expertise is developed to support pupils with multiple ACEs and support complex SEMH.</p> <ol style="list-style-type: none"> 1. Trauma Informed UK accredited practitioner. 2. Embed the use of Early Help intervention, signs of safety over seen by the DSL. 	<p>High quality provision for children with SEMH needs.</p> <p>EEF Teaching and Learning Toolkit (September 2021) self-regulation +7</p>	<p>2&3</p>

Total budgeted cost: £121,000 + £100,000 + £50,180 = £271,180.

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.

Aim	Target	Outcome
<p>Increasing A+ disadvantaged learners. Increasing PP boys' attainment in key subjects in order to narrow the gap between their peers.</p> <p>Disadvantaged (boys) pupils make accelerated progress from their starting points</p> <p>Attainment for disadvantaged pupils is raised.</p> <p>Raise the self-esteem, resilience and aspirations of our PP pupils.</p>	<p>Identification of disadvantaged pupils and focus for all staff on these group of pupils who will achieve average progress score in reading, writing and maths (0).</p> <p>Secure expert pedagogical content knowledge across all subjects by addressing gaps in staff knowledge.</p> <p>Blooms Taxonomy to be in use in classrooms</p> <p>Pastoral Team to deliver targeted support and intervention through nurture provision.</p>	<p>Due to the global pandemic, national examinations were postponed.</p> <p>All staff have attended Oasis training on pedagogy as part of the pilot curriculum. Appointment of CPD and pedagogy leads. Developing the use of Iris technology to support and enhance teaching and learning strategies.</p> <p>Blooms Taxonomy used in 100% of classrooms.</p>
<p>Attendance – increase in overall attendance across all year groups and reduction in PA.</p> <p>To improve attendance for disadvantaged pupils.</p> <p>Disadvantaged children are engaged in school life, attend regularly and on time.</p> <p>Accessible parental information.</p> <p>Tight procedures for monitoring attendance.</p>	<p>Attendance target (LOP).</p>	<p>Robust CME procedures have enabled the removal of children from the roll quickly which as impacted positively on reducing the amount of unauthorised days carried forward. <i>Verified by Regional Director.</i></p> <p>Use of SOL tracker with staff, parents and pupils. This has impacted on those pupils / families who are on <90%.</p> <p>Community Champions have been appointed in the academy to support the work of the Hub.</p> <p>Half termly litter picks in the local community and weekly food deliveries to support our families.</p>
<p>Enhance children's learning habits and skills e.g. independence, resilience, collaboration etc.</p> <p>Social, Emotional and Mental Health Needs - attachment difficulties, emotional regulation difficulties, conflict resolution difficulties</p>		<p>End of year KS1 data showed an improvement on previous years.</p> <p>Standardised tests were administrated internally and externally moderated. In maths overall 59% achieved the expected standard and 24% achieved greater depth. 48% of PP pupils achieved expected and 24% achieved greater depth. In reading overall 56% achieved the expected standard and 32% achieved greater depth. 52% of PP pupils achieved expected and 65% achieved greater</p>

		<p>depth. In writing overall 44% achieved the expected standard and 20% achieved greater depth. 29% of PP pupils achieved expected and 10% achieved greater depth.</p> <p>End of KS1 phonics data shows an improvement on previous years. The year 2 cohort sat the delayed phonics screening check with a pass rate of 83% and 80% of PP. After the resit in June this increased to 93% and 90% PP. Internal year 1 data shows a pass rate of 51% and 44% PP.</p>
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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

Programme	Provider

Further information (optional)

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.

What is Pupil Premium?

The Government believes that the Pupil Premium, which is additional to main Academy funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.

The Government decided that eligibility for the Pupil Premium in 2012-13 would be extended to pupils who have been eligible for free school meals (FSM) at any point in the last 6 years. As a group nationally, children who have been eligible for FSM at any point in time have consistently lower educational attainment than those who have never been eligible for FSM.

A premium has also been introduced for children whose parents are currently serving in the armed forces.

Pupil Premium is spent within the context of the overall funding agreement between the DfE and Oasis Community Learning.

More about the Pupil Premium at OA Watermead

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 the ten features of good learners which include never giving up, believing in yourself and being proud.

Data analysis and identification of children

- The staff team will be involved in analysing 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 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.