

Oasis Academy Sholing - Pupil premium strategy statement

This statement details our school's use of Pupil premium and recovery 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 Sholing
Number of pupils in school	1032
Proportion (%) of Pupil premium eligible pupils	33%
Academic year that our current Pupil premium strategy plan covers (3 year plans are recommended)	2021 -2024
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Martin Brown
Pupil premium lead	Suzanne Ashley
Governor / Trustee lead	Joanna Lawton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£360,180
Recovery premium funding allocation this academic year	£93,564 TBC
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	£453,744

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is funding to improve education outcomes for disadvantaged students in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other learners. All young people, whatever their background or circumstances, deserve the same chance to reach their full potential. As Oasis Academy Sholing we have a passion to include everyone and a deep sense of hope that things can change and be transformed. We want to create a culture of excellence for all, seeking to give advantage to the disadvantaged through 5 strands:

- Teaching and learning
- Targeted support
- Attendance at school
- Building cultural capital
- Supporting well being

All members of staff have a responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We want each child to develop a lifelong love for learning and acquire skills and abilities to fulfil their potential.

Challenges

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

Challenge number	Detail of challenge
1	Lower literacy levels- All year groups show a significant gap in the expected reading age of Pupil premium and non-Pupil premium students.
2	Attendance and persistent absenteeism are below national average for Pupil premium students
3	Low aspiration, self-esteem and lack of resilience, including emotional resilience for terminal exam.
4	Material poverty in terms of resources for learning, space to work at home.
5	Lack of cultural capital and low aspirations for future destinations

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
Improved progress and attainment for Pupil premium students	By the end of the plan Pupil premium students make expected progress.
Improved literacy levels so students can access the whole curriculum	90% of KS3 read at, or above, chronological reading age
Improved attendance	Improve overall attendance among pupils eligible for Pupil premium so that it is in line with their non-Pupil premium peers.
Students to have clear aspirations for the future and appropriate post-16 plans	100% of Pupil premium students either continue to full time education, apprenticeship or employment.

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: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve progress and attainment through quality first teaching</p> <p><u>Chosen approaches:</u> Teaching and learning is underpinned by Rosenshine's principles of instruction and Willingham's memory model.</p> <p>Curriculum design to embed knowledge, to interleave content, and to reduce cognitive overload.</p> <p>Use of technology in lessons by students and staff: OCL Horizons project all students and teachers have an iPad</p>	<p>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. - <i>The EEF guide to the Pupil premium page 5</i></p> <p>Focus on high quality teaching first rather than bolt-on strategies. - <i>Supporting the attainment of disadvantaged pupils page 10 DFE, 2015</i></p> <p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. - <i>Using digital technology to improve learning EEF 2019</i></p> <p>Quality feedback gives very high impact for very low cost – +6 months EEF toolkit</p>	2 and 3
<p>Put systems and training in place to ensure staff are readily able to identify and support disadvantaged students</p> <p><u>Chosen approaches:</u> Coaching as a tool for</p>	<p>Where possible, schools should strongly consider using instructional coaching for professional development. Indeed, it would be hard to justify the use of alternative approaches in the face of the existing evidence- <i>Four reasons instructional coaching is currently the best-evidenced form of CPD Sam Sims et al 2019</i></p> <p>While up-front training is important in developing a conceptual understanding of a new approach, crucially, training alone is unlikely to be sufficient to yield changes in practice. Often, it is only when</p>	1,3 and 5

<p>improvement via Powerful Action Steps</p> <p><i>Internal and external high quality staff teaching and learning professional development, including use of iPads</i></p> <p><i>Bespoke training for new teachers regarding disadvantaged learners</i></p> <p><i>Weekly Raising Attainment Plan (RAP) meetings – SLT and HODs and at a departmental level</i></p>	<p>follow-on support is added to training in the form of expert coaching or mentoring, that teachers are able to apply their conceptual understanding to practical classroom behaviours. <i>Putting Evidence to work: A school's guide to implementation – professional development EEF 2018</i></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £270,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted literacy support @ KS3</p> <p><u>Chosen approaches:</u></p> <p><i>Testing, analysis and intervention including phonics</i></p> <p><i>Whole school literacy programme across the curriculum</i></p> <p><i>Use of Reading Plus</i></p> <p><i>Literacy intervention teacher</i></p> <p><i>English one to one tutor</i></p> <p><i>Promotion of reading for pleasure via new library</i></p>	<p>A trial found Key Stage 3 pupils using accelerated reader made 3 months' additional progress in reading compared to other similar pupils. <i>EEF 2019</i></p> <p>Evidence from the EEF toolkit shows that using phonics has high impact for a very low cost (+ 5 months) and teaching reading comprehension strategies (+6 months)</p> <p>The conditions of lockdowns during 2020-2022 have meant that some children have faced greater barriers to reading. Some children and young people reported that a lack of access to books (with schools and libraries closed), a lack of quiet space at home and a lack of school/peer support had negatively affected their ability to read</p>	<p>1 and 3</p>

	and their motivation to read for enjoyment. <i>Children and young people in 2020 before and during the COVID-19 lockdown 2020 National Literacy Trust 2020</i>	
Academic tutoring @ KS4 <u>Chosen approaches:</u> <i>121 after school tutoring in school</i> <i>MS Teams tutoring</i> <i>Saturday Science – intervention and revision in school at the weekend</i> <i>Half term and Easter holiday tutoring</i> <i>Lunchtime and breakfast intervention groups</i> <i>121 Y11 timetabled English tutoring with external tutor</i>	<p>There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. <i>EEF Pupil premium guide page 8</i></p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020) and small group tuition an additional 4 months</p> <p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. <i>EEF parental engagement 2021</i></p>	1 and 3
One to one mentoring @ KS4 <u>Chosen approaches:</u> <i>Staff mentor for all Pupil premium students in Year 11</i> <i>KS4 Pupil premium students prioritised for 121 careers mentoring via the careers department</i>	<p>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. <i>EEF 2021</i></p> <p>There is strong evidence (from the OECD) among others) that the provision of high quality, independent and impartial career guidance for young people (and adults) is key to supporting transitions into education, training and</p>	1, 3 and 5

	employment.’ <i>EEF Careers education: International literature review 2016</i>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed Attendance strategy at all levels of the Academy: training, staffing and rewards</p> <p><u>Chosen approaches:</u> <i>Increase capacity in attendance office – employ Pupil premium Attendance officer and family liaison officer</i></p> <p><i>Use of new attendance tracker to identify Pupil premium persistent absentees for intervention sessions with attendance officer</i></p> <p><i>First response priority for Pupil premium students when absent</i></p> <p><i>Review and revamp rewards system</i></p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <p>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4. Pupils with no absence are 2.2 times more likely to achieve 5 or more good GCSE grades including English and mathematics than pupils that missed 15-20% of KS4 lesson.</p>	2
<p>Building cultural capital</p> <p><u>Chosen approaches:</u> <i>Full cultural capital programme across the curriculum:</i> <i>tutor time</i> <i>assembly</i> <i>trips</i> <i>extra-curricular activities</i></p>	<p>“Students from disadvantaged backgrounds do not get the same life chances to build skill levels as their more fortunate peers” John Dunford, National Pupil premium champion 2013-2015</p> <p>Department for Education research suggests that, by the age of seven, the gap in the vocabulary known by children in the top and bottom quartiles is something like 4,000 words The best use of Pupil premium funding, therefore, is</p>	3 and 5

	to help disadvantaged pupils to build their cultural capital Pupil premium <i>Closing the vocabulary gap Matt Bromley 2018</i>	
Eradicating potential financial barriers: <i>Financial support for uniform, equipment, study materials, trips and extra curricular activities</i>	Children from the lowest income homes are half as likely to get five good GCSEs and go on to higher education as the national average and White working class pupils (particularly boys) are among our lowest performers. What's more, the link between poverty and attainment is multi-racial – no matter the ethnic background, pupils eligible for free school meals underperform compared to those who are not. Pupil premium <i>Closing the vocabulary gap Matt Bromley 2018</i>	4
Supporting well being <i>Increase the Student Services Team - employ an additional mental health officer</i>	Schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the particular needs of their pupils. <i>DfE mental health and behaviour in schools 2018</i>	3

Total budgeted cost: £ 450,000

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 2022 to 2023 academic year.

Aim	Outcome
Progress 8	Progress gap between PP and NPP has reduced over the last 2 years.
Percentage of Grade 4+ in English and maths	32% Pupil Premium achieved grade 4 or above in Maths and English. Up 7% from last year. Gap between PP and NPP for 4+ (and 5+) has reduced.
Attendance	Attendance for disadvantaged students remains lower than the national average.
Ebacc entry	Increase in Year 11 Pupil premium studying the EBACC from 14% (2022) to 48% (2023).