

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 New Oak
Number of pupils in school	200
Proportion (%) of pupil premium eligible pupils	50
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	11 th October 2022
Date on which it will be reviewed	1 st September 2023
Statement authorised by	Philip Allan
Pupil premium lead	Philip Allan
Governor / Trustee lead	Tom Verity

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 123265
Recovery premium funding allocation this academic year	£ 11455
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	£ 134720

Part A: Pupil premium strategy plan

Statement of intent

We are ambitious for all our pupils, including children who are disadvantaged and eligible for the Pupil Premium Grant. Despite our rapid response and thorough approach to blended learning, including the provision of devices, Lockdown, put some of our children at a further disadvantage.

Our aim is that, by the summer of 2022, all disadvantaged children will be attaining at least in line with prior attainment and that most children will have made accelerated progress, so the disadvantaged gap is reduced.

We want the pupil premium spending to ensure that all children have the same shared experience and we ensure equality through equity. When a child leaves New Oak they will have the same skills, knowledge, social independence and cultural capital. Enabling them to make deep connections in their learning.

Our current pupil premium strategy plan works towards achieving these objectives through:

- *Ensuring high quality first teaching for all children across the curriculum: a consistent, systematic approach to pedagogy and the delivery of curriculum content in every class.*
- *Addressing social and emotional barriers to learning for our most vulnerable children so that they are ready and better equipped to succeed*
- *Using data-led interventions to bridge gaps in knowledge and skills ensuring children can access all the curriculum.*
- *Equipping our children with the motivation and emotional skills needed to take ownership of their own learning, and responsibility for their own success*

Challenges

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

Challenge number	Detail of challenge
1	The disadvantaged gap has remained the same in writing but it is the weakest core area at the academy. We are still seeing a legacy from lockdowns.

2	The disadvantaged gap has widened in mathematics . Analysis showed a weakness in Arithmetic across the year groups. Disadvantaged children engaged less with online platforms to support recall of facts.
3	Disadvantaged children in year 1 and 2 have attained less well than other children in Early reading and phonics .
4	Our cohorts are changing and the starting points in Reception are getting lower which is leading to lower results in Early reading and phonics .
5	Reading is the strongest area in the academy due to strong leadership and a consistent approach across the academy. However, the gap has widened in some classes.
6	Some of our disadvantaged children face complex needs and there is a higher proportion of children with SEMH needs among our disadvantaged group than others. These emotional challenges present barriers to learning. Many of our children have missed the social interactions of normal school

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
<p>Writing</p> <p>Children at least match prior attainment. Disadvantaged children make accelerated progress</p>	<ul style="list-style-type: none"> • Embedding of the Oasis curriculum based around the Write Stuff approach across the academy. • Writing results in KS2 to be in line or exceed national average. • Effective writing interventions based on accurate termly assessment. • Pupil Progress conversation focus on PP. • Children become more confident in ESPG. • Close the GAP between reading and writing across the school.
<p>Maths</p> <p>Children at least match prior attainment. Disadvantaged children make accelerated progress</p>	<ul style="list-style-type: none"> • Embedding of the Oasis curriculum based on the White Rose scheme of work. • Close the gap between Arithmetic and Reasoning for all Children. • Use IT to support QFT through QLA. • Interventions to be data driven based on analysis of summative assessment. plugged through QFT and intervention. • KS2 results to be in line or exceed national average.

	<ul style="list-style-type: none"> • Close the gap between Maths results and reading results across the school.
<p>Reading Children at least match prior attainment. Disadvantaged children make accelerated progress</p>	<ul style="list-style-type: none"> • Embedding of the new Oasis reading curriculum and its 3-part offer. • Embedding Bookwings as our systematic phonics scheme. • Rigorous assessment cycle and AfL will consolidate learning and highlight gaps to be plugged through QFT and in class intervention. • 1:1 and small group intervention for targeted children. • Teachers target the individual who require additional support through QFT and bespoke intervention. • Extra phonics available and cross academy support for specific children.
<p>SEMH Robust support network for all. Targeted intervention for those who need it</p>	<ul style="list-style-type: none"> • Embedding of the relational approach at New Oak. • Increase the range of support and therapeutic intervention from Staff within the academy (ELSA, Sports Coach, Pastoral Lead). • Sports coach to provide SEMH support. • Embed the use of our Sunshine room and our Nurture Provision. • Work alongside the South Bristol Hub and outside agencies to provide support throughout the year. Including activities and food support.

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: £ 65500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional Coaching for all teachers every two weeks. Lead by NLP using Step Lab	Link NFER study to the Building Blocks of success	1,2,3
At least 3 hours a term of CPD to include support with subject knowledge, pedagogy and behaviour.	Link NFER study to the Building Blocks of success	1,2,3
Embedding Book wings and the Oasis reading Curriculum	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	3
Deploy an ELSA trained LSA to support SEMH needs across the academy	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4
Embedding of the Oasis writing Curriculum and the Write Stuff. Including CPD from the Write Stuff team.	Link	1
LSA and Apprentices to support EYFS and early phonics. Deliver intervention across the key stages in reading, writing and maths.	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	1,2,3

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

Budgeted cost: £ 18880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading support through 1:1 reading and small group intervention from LSAs.	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	3

	Focus on children on KS2 who cannot access whole class reading.	
Bespoke Phonics package to supplement Book Wings in KS1 and support phonics in KS2	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching Targeted phonic intervention with specific children around specific sounds. The NFER states when lessons are firmly focused and repeated, the sound being taught, will be encoded into long term memory.	3
Additional funding to supplement the School led funding for tutoring.	Government initiative	1,2,3

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

Budgeted cost: £ 44442

Activity	Evidence that supports this approach	Challenge number(s) addressed
0.6 Designated safeguarding lead.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4
Attendance officer role and attendance team in place and meeting weekly	Link NFER shows when attendance improves so do outcomes	1,2,3,4
Investment in curriculum enrichment and the offer of experiences within the school	Providing a range of experiences means children will not suffer a deficit when it comes to cultural capital. Also supports learning at home due to COVID or completing homework.	1,2,3,4
SEMH support for targeted children through PE.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Physical Activity +1	1,2,3,4
Targeted therapeutic intervention: Lego Therapy	NFER states meeting individual needs as a 'building block'	1,2,3,4
Support with residential by paying for activities	Ensuring children have a rich and varied experience whilst at school.	4

Total budgeted cost: £ 128822

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.

Challenge 1:

New curriculum has now been implemented and is being embedded. A learning support assistant has been trained to deliver colourful semantics. Writing is still the weakest area in the school however it is now on average less than 6% difference between writing and/or reading/maths.

Challenge 2:

Our OCL curriculum has now been implemented and is being embedded. An additional focus has been placed in Arithmetic to support maths knowledge. In Years 6, 5 and 4 the children made more progress in Arithmetic in comparison to Reasoning.

Challenge 3:

As our context has changed and our current reception cohort has as well. In the 21-22 reception cohort we have had 30% SEN, 40% EAL. Phonics results in year 1 were broadly in line with national averages. With the children in reception making accelerated progress from their starting points.

Challenge 4:

Access to our nurture provision has decreased by 66%. The number and range of bespoke interventions for SEMH has increased and our new Curriculum supports the needs of all.

Externally provided programmes

Programme	Provider
Tutoring	Action Tutoring