

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 Aspinall
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Angela Sweeting
Pupil premium lead	Rachel Hughes/Matt Foster
Governor / Trustee lead	Helen Arya (Regional Director)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,290
Recovery premium funding allocation this academic year	£21,853
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	£132,143

Part A: Pupil premium strategy plan

Statement of intent

This plan sets out the ways in which we aim to ensure our pupil premium children are receiving adequate support to enable them to thrive whilst in education and further life.

Our aims are to support disadvantaged children have equal access to education through supporting them to improve attendance, increase self-esteem and aspirations and support new arrivals into the academy.

Evidence shows that children from disadvantaged backgrounds generally face extra challenges in reaching their potential at school and often do not perform as well as their peers. Quality First Teaching occurs in every classroom every day, and therefore the following plan shows how we expect to go above and beyond to offer high quality support to our disadvantaged children.

Following two academic years of successive school closures and reduced face-face teaching, it is important to prioritise high-quality catch-up interventions delivered by teaching staff.

Challenges

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

Challenge number	Detail of challenge
1	High mobility in the academy
2	Attendance of disadvantaged pupils being lower than their peers.
3	Lack of self-esteem and aspiration
4	Lack of cultural capital
5	Historically non-pupil premium children achieve greater academic success than pupil premium children

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>New arrivals make expected progress in line with or exceeding their peers in all subjects</p>	<p>EAL assessments used to inform planning and differentiation</p> <p>Comprehensive support package offered to new arrivals</p> <p>EAL Phonics group based on need</p> <p>EAL pupils to be sat with more able pupils in class</p> <p>Communication in Print used to support new language acquisition</p>
<p>Attendance of disadvantaged children is in line with or exceeding national average</p>	<p>Support to access funded breakfast and after-school club</p> <p>Soft drop off times for children to arrive at school in the morning</p> <p>Wake up calls from the Family Support Worker and DSL</p> <p>Multi-agency approach to identify barriers to attendance and eliminate them</p> <p>Continue ACEs training to become a Trauma Informed School</p>
<p>Disadvantaged children have an enthusiastic and positive attitude towards learning and school</p>	<p>All staff meet and greet children with a positive start to the day</p> <p>ACEs training developed to support staff in understanding the impact of ACEs on children's development</p> <p>Wellbeing form in place for children to use when they need support from an adult</p> <p>Identified pupils have regular, timetabled check ins with staff</p> <p>Wide range of after school club activities for children to attend</p> <p>The curriculum teaches children about the wider world</p> <p>Careers week planned into the personal development curriculum.</p>
<p>Children are exposed to greater opportunities to access a variety of learning experiences outside of the classroom</p>	<p>Children experience all 100 of the Aspinall Pledge activities throughout their time at school and by the time they leave Year 6</p> <p>Children participate in activities through the Oasis Entitlement</p>

	<p>Children in Year 5 take part in weekly, funded instrumental lessons (eg brass)</p> <p>Children attend funded after school clubs</p>
<p>Children to be resilient, confident learners and are developed as a whole child using a strengths based approach.</p>	<p>Children to be assessed using the Flourishing Model and will receive a strengths based action plan to become the best version of themselves.]</p>
<p>Pupil premium children achieve in line with non-pupil premium children</p>	<p>Pupil premium children have interventions to support where necessary</p> <p>Reading books are closely matched to their level</p> <p>PP children access differentiated learning</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: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school EAL CPD	<p>Mobility has risen from 8% to 43% in the last 3 years with 33% of the school being classed as EAL.</p> <p>Ongoing assessment data demonstrates that disadvantaged pupil's proficiency in English and language development impedes their access to the curriculum.</p>	1
Staff CPD around science of learning	<p>OCL curriculum is heavily character focussed and based on Rosenshine's Principles of Instruction</p> <p>Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support.</p>	2 & 3
Coaching of the staff to support them supporting children	<p>Use of Powerful Action Steps across Oasis Community Learning evidences an improvement of teaching</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
Structured EAL interventions	33% of the school being classed as EAL and need access to a catch up programme	1
Phonics interventions	Children that arrive in KS2 have often not accessed phonics within KS1 and require foundations of reading to access the full curriculum	1&5
1-1 check in sessions with key children	Gives children the opportunity to share concerns and worries and allows staff to offer appropriate support	2 & 4
Experienced teacher to deliver interventions to enable catch up	Gives children who suffered the most academically catch-up interventions to close the gap with their peers. Ofsted research (summary 2019) shows the importance of long term memory development and curriculum for ensuring the same academic, vocational and technical ambitions for all and 'the same knowledge and cultural capital they need to succeed in life'	1&3&5

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
DSL attending Trauma Informed Schools Diploma to share knowledge with staff	42% of the school have encountered ACEs during their life so far Children who have experienced trauma may lead to a barrier with their learning. Appropriately trained staff can achieve successful results in supporting children that have experienced trauma	2 & 3
Recruitment of Family Support Worker to	25% of the school are classed as vulnerable and the Family Support Worker is able to provide targeted support to these families.	2 & 3 & 5

provide support to identified families	Family Support Worker works closely with DSL to improve attendance of identified families	
Funded after school club places	Historically disadvantaged children have been under represented at after school clubs due to cost Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	4

Total budgeted cost: £133,000

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 2020 to 2021 academic year.

Due to COVID-19, academic performance was not measured last year.

Based on internal assessment and monitoring, 65% of the school were working at expected or above for Reading. All children made good progress from their starting points. The school experienced 43% mobility last academic year.

More able disadvantaged pupils achieved greater depth in reading and maths, reaching their full potential. This was based on teacher assessment, mock statutory assessments and standardised test.

All staff received a range of CPD last academic year, including around Pedagogical approaches to further strengthen the strong teaching already taking place.

Attendance of pupil premium children was 2% below that of non pupil premium children over the year, however the introduction of a family support worker increased the attendance of the 3 children she was supporting over the last term.

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
Commando Joe	CJ's Education Services
Accelerated Reader	Renaissance Learning