

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 Aspinal
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Angela Sweeting
Pupil premium lead	Rachel Hughes/Matt Foster
Governor / Trustee lead	Emma Johnson (Regional Director)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,546
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	£154,546

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. High Quality 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.

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 opportunities to enable pupils to develop their own 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>Gaps in knowledge swiftly identified and rapid interventions in place to close the gap</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>Families identified for targeted work with Community Support Worker</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 to deliver updates through training around ACEs to maintain accreditation</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>Wellbeing form in place for children to use when they need support from an adult</p> <p>Trusted adults in place for each child who they know can support them</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>Use YouHQ assessments and interventions to support attitudes and well-being.</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>Take part in Music lessons - targeted lessons and wider opportunities aimed at identified families.</p> <p>Children attend funded after school clubs</p> <p>Families identified for funded educational visits</p>
<p>Children to be resilient, confident learners and are developed as a whole child using a strength-based approach.</p>	<p>Children to be assessed using the YouHQ 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 to close knowledge gaps</p> <p>Accelerated progress achieved for PP pupils to close attainment gap with peers</p> <p>Reading books are closely matched to their level</p> <p>Access to technology (iPad) ensures learning can be extended and continued beyond the classroom.</p> <p>PP children receive support to access Age related learning intentions.</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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school EAL CPD	Mobility has risen from 8% to 43% in the last 3 years with 38% of the school being classed as EAL. Ongoing assessment data demonstrates that disadvantaged pupil's proficiency in English and language development impedes their access to the curriculum.	1
Continued staff CPD around adaptive planning and responsive teaching	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.	2 & 3
Coaching of the staff to support them supporting children	Use of StepLab across Oasis Community Learning evidences an improvement of teaching	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	38% 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
Afterschool booster sessions	Children have additional opportunities to practise and put into action different learning	3 & 5

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
DSL embed Trauma informed approaches throughout the academy.	25% 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
Continued recruitment of Family Support Worker to provide support to identified families	35% of the school are classed as vulnerable and the Family Support Worker is able to provide targeted support to these families. Family Support Worker works closely with DSL to improve attendance of identified families	2 & 3 & 5
Funded after school club places and educational visits subsidy	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
Children partake in Bikeability	Children will have increased confidence riding bikes outside of school which also supports road safety. All children are given the opportunity to take part regardless of whether they own a bike.	3 & 4

Total budgeted cost: £155,000

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 2023 to 2024 academic year.

1. Although mobility has still been a factor this academic year from, practices in the academy around EAL pupils have been strong. They have been thoroughly inducted into the academy through visits and admission meetings. Once in class, they are seated with more able pupils to develop language acquisition and are supported through the use of Communication in print and Accessibility features on the iPad. EAL pupils progress was strong and all International new arrivals received phonics interventions in the afternoons from an experienced learning mentor. All staff have received training from IRC to support refugees and new arrivals. Attendance of EAL child is higher than that of non-EAL children.
2. Attendance for PP children this academic year is 95% in comparison to non-PP at 96% - this is a 3% increase for PP children on last academic year. Despite this, we have used the school Family Support Worker to target any children who were showing a downward trend early in the academic year and this intervention has had a positive impact and improved the attendance of some pupils- especially in regards to families that have been made homeless and placed outside of the catchment area.
3. This year, all pupils completed a flourishing assessment at the start of the year. This allowed us to identify pupils who were vulnerable in regards to self-esteem and aspirations. Our Community Support Worker has taken a small group for interventions and addressed these issues. All pupils had access to an aspirations theme week in Spring term to discuss their hopes and goals.
4. Our trips for all classes have been booked and subsidised for PP children to attend. We have offered after school clubs again and targeted certain pupils for free places to attend. The Aspinall Pledge has been mapped out to be addressed in each year group to ensure all pupils have access to the entitlement. AYM violin project have provided funded lessons and access to out of school activities.
5. End of Key Stage 2 data shows that 66 % of PP children achieved EXP standard in Reading, 86% in maths and 87% in Writing. The outcomes for EYFS showed that 71% achieved GLD. In the Year 1 phonics screening check 47% of PP children achieved the pass mark.

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

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
Accelerated Reader	Renaissance Learning
Sumdog App	Sumdog
Lexia Core 5	Lexia UK
Socrative	Showbie Inc
Showbie	Showbie Inc
Rhino Readers	Twinkl
YouHQ	YouHQ
Sand Therapy	Mental Health Team