

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 Wintringham
Number of pupils in school	903
Proportion (%) of pupil premium eligible pupils	51.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	3 rd October 2021
Date on which it will be reviewed	April 2021
Statement authorised by	Heidi Stennett
Pupil premium lead	Daniel Scott
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£446,940
Recovery premium funding allocation this academic year	£68,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£514,940

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

- We want our disadvantaged students to develop the knowledge, skills and confidence to aspire to have the chance of attending university or a quality alternative.
- We expect our pupil premium students to have outcomes on par with or exceeding those non-pupil premium students.
- We want our disadvantaged students to achieve attendance figures that are equal to national average figures.
- We will achieve this through high quality teaching for all, raising the bar and putting stilts in place to support those who need it most. Our core curriculum is supplemented with our enrichment programme and a range of clubs for students to experience.

Challenges

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

Challenge number	Detail of challenge
1	Low literacy levels on entry
2	Attendance of disadvantaged students has been lower than those of their peers.
3	A minority of students displaying challenging behaviour and being responsible for the majority of the exclusions.
4	The impact of COVID and online learning which has widened the gap with some disadvantaged students as they have struggled to reengage with learning.
5	

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
Eliminate gaps in literacy for PP students	Reading age for all disadvantaged is at least within 1 year of their chronological age

currently behind reading age.	
Students achieve a progress score of 0 or better	Disadvantaged students to achieve at least in line with their target grades.
Attendance levels for disadvantaged students are in line with other students, which is in turn in line with the national average	National average for attendance for Disadvantaged group
Behaviour data including FTE, Permanent Exclusions and Internal Seclusions are reduced.	All behaviour data is reduced for students who are disadvantaged.

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: £145,898

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality teaching and instructional coaching	Reflective practice is an inherent part of teaching and enables students to always make progress in the most effective ways.	1, 4
Accelerated Raeder programme	AR programme to be embedded so that students will read for 2 hours a week in year 7-9.	1,4
Implementation of coaching for teaching assistants	EEF – Teaching Assistant interventions making these as useful as possible by supporting teaching assistants to be highly effective.	1,4
Maths mastery	EEF provides evidence that this supports children to make progress	4
Literacy interventions – Phonics	Bespoke interventions for small groups to work on phonics for those that have the lowest reading ages	1

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

Budgeted cost: £152,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
ALPS unit to support those most vulnerable.	Small groups so that support is most effective. Students being reintegrated back into mainstream lessons as quickly as possible	1,2,3,4
TFTF Mentoring	Small group mentoring sessions with a specialist member of staff to support	2,3,4

	students overcome different barriers (resilience, self-esteem, self-confidence) and increase engagement in lessons, attendance, and motivation.	
Appointment of a Learning mentor	A highly skilled and experienced member of staff to support specific students on how to revise, organise their time and any subject areas they are finding difficult.	1,2,4
Online revision resources; GCSE POD	Revision resource that covers all subjects and exam boards	4

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

Budgeted cost: £210,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour support workers	Increase capacity in the behaviour team to man rooms and to release teaching staff to teach lessons. Behaviour support build relationships with challenging students to help reduce repeat offending.	3
School-Home Liaison officer.	Support families with students who are not engaging and increase attendance of these students. Regular daily visits and meetings.	2
Pastoral staff	Two members of staff for each year group, supporting all students. Have an excellent understanding of vulnerable families and build positive relationships to make sure parents/carers and students know they are cared for and feel safe when they attend. Always have a trusted adult to talk to if needed and someone to contact if they need.	2, 3
Transition Mentor	To provide a comprehensive support package for all students transitioning from Year 6 – 7. Contact made to all students who have been allocated a place. Collaborative work with all Primary schools. Continue to work with the students when they start in year 7.	1,2,3,4



Total budgeted cost: £145,898; 152,150; 210,000= £508,048

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.

The 2020/21 Pupil Premium Strategy aimed to address the following:

- Raise attainment for disadvantaged students
- Reduce the level of exclusion for disadvantaged students.
- Increase the attendance of disadvantaged students.
- Exclusions across the academy reduced significantly for the third year in a row.
- Disadvantaged students' exclusions also continued to fall rapidly.
- Excellent relationships where formed with students during lockdowns supported the students and their families to feel confidence in school and for them to return to school.

Further information (optional)

The PP strategy has at its core excellent teaching for all students by subject expert teachers. To this end, the whole-school strategy is designed to support PP students. This includes:

- Using Powerful Action Steps platform to support instructional coaching CPD for all staff, all year.
- Adjustments made to the curriculum offer at KS3 to ensure a broad and balanced curriculum for three years. This way, all PP students have as much art, creative subjects, PE, computing, RE and PSHE and CEIAG as possible for as long as possible. Moreover, the enrichment programme which extends into KS4 focusing on Careers and next steps – as well as trips and visitors – ensures PP students are prepared for leaving school at 16 with next steps planned and secured.
- As well as delivering the National Curriculum-recommended content, our KS4 GCSE offer gives students the offer of EBacc (MFL, Humanities, triple/combined Science alongside Maths and English Lit and Lang).