Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	901
Proportion (%) of pupil premium eligible pupils	54.3%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023_2025
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Rachel Revell
Pupil premium lead	Victoria Dowson
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 446,603
Recovery premium funding allocation this academic year	£ 130,134
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	£ 576,737

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, fulfil their potential, achieve academic success across the curriculum, develop into active citizens and lifelong learners who have a strong understanding of the world around them and a desire to drive positive impact locally, nationally and globally. We want all students to have the opportunity to climb the stairway to university, or a real alternative. We strive for our pupil premium students to have outcomes and attendance figures that are on par with non-pupil premium students nationally, whilst at the same time ensuring that all vulnerable students are supported, as well as ensuring that non-disadvantaged students' attainment is also improved.

A key part of our approach to closing the attainment gap is a relentless drive towards ensuring that all students have access to high quality teaching by continuously reviewing and developing our professional development opportunities for staff, investing in training and support for staff at all stages of their careers, as well as considering the recruitment and retention opportunities that exist for staff. We are acutely aware that this is one of the key ingredients of a successful school and is one of our top priorities. We are also aware that many of the strategies implemented with regard to this will also feed into the school plans for education recovery following COVID-19 which will incorporate strategies and targeted interventions towards all students whose education has been impacted by the pandemic.

Targeted academic support will be used to support students who are not making good progress or who have been affected by lost learning. This has included the use of the national tutoring programme to support pupils progress but will also include widespread intervention strategies to address gaps in student learning. However, we are also aware that students will also need to be supported to improve attendance, as this is crucial in not only ensuring student achievement, but also in supporting their wellbeing. Students may also need support with regards to their behaviour, or with their social and emotional development. Therefore, wider strategies will be used to address the many other challenges that all students face.

Many of the strategies identified within this plan are routed in the research carried out by the EEF and the subsequent recommendations made in developing approaches in schools to supporting disadvantaged and vulnerable students, as well as improving standards for all students.

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	Impact of COVID and lost learning which has continued to widen the gap between disadvantaged students and their peers.
4	Re-engagement with learning and building resilience, ensuring that disadvantaged students who are struggling are able to demonstrate positive behaviour for learning and make informed choices.
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 levels for disadvantaged and other vulnerable students across KS3.	Reading ages for all students are within one year of their chronological age.
Support for KS4 students whose literacy levels are also identified as needing intervention.	Reading ages for all students are within one year of their chronological age, leading to an increase in attainment at the end of KS4.
Eliminate gaps in attendance levels for disadvantaged and other vulnerable students.	Attendance for all students is at least in line with national average.
Outcomes for disadvantaged students (and other vulnerable groups of students) are in line with outcomes for all students.	Disadvantaged and vulnerable students achieve at least their target grades.
Reduction in internal seclusions and suspensions, as well as permanent exclusions for disadvantaged and vulnerable students.	All behaviour data is reduced for disadvantaged and vulnerable students.

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: £80,727

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching is developed through CPD sessions.	Ensuring that teaching is of a high quality has been shown to the most important lever towards improving student attainment. Developing knowledge of pedagogical expertise alongside other areas of teacher knowledge is a fundamental aspect of raising attainment in schools.	1, 2, 3 and 4.
Developing a high-quality curriculum, with purposeful assessment.	Curriculum development and the purposeful use of assessment, and ensuring staff have access to high quality CPD linked to this are identified as having a large impact on raising the attainment of students.	1, 2, 3 and 4.
Instructional coaching is used well within the academy to develop the practice of teachers and support staff.	Professional development routed in supporting teachers in a bespoke manner to develop best practice in areas such as metacognition, feedback etc is a key part of ensuring that high quality teaching is evidence across all areas of the curriculum. Ensuring that the interventions provided by support staff are also highly effective and support progress of identified students.	1, 2, 3 and 4
Literacy co-ordinator and lead teacher of literacy to support the development of literacy across all areas of the curriculum	Improving literacy levels is one of the key areas for improving outcomes for disadvantaged and vulnerable students and needs to be driven in a coordinated manner across all areas of the curriculum. This is also coupled with the impact that recruitment and retention have on the motivation of teachers within schools, as well as the ability to support with focused CPD on literacy.	1, 2, 3 and 4.
Literacy interventions to be embedded – use of accelerated reader, lexia, reading plus,	As mentioned above, literacy is one of the most important factors when closing the attainment gap for disadvantaged and vulnerable students.	1, 3 and 4

Ruth Miskin Fresh Start for Phonics and NGRT.		
Online subscriptions aimed at supporting student learning	Various online learning packages, including Seneca, Kerboodle, Formative and GCSE Pod, are aimed at supporting revision for students and to develop independent learning in conjunction with the use of student iPad through the Horizons project.	3 and 4
Head of Year positions for each year – to be filled by teaching members of staff	Head of year positions are given to teaching staff to ensure that students within each year group have access to support with their learning, as well as providing additional recruitment offers and retention of experienced staff. This role also includes a major focus on student attendance.	2, 3 and 4

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

Budgeted cost: £ 160,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coaching for teaching assistants	Disadvantaged pupils with SEND have been identified as having the greatest need to excellent teaching. Training delivered to teaching assistants to ensure that students have access to support where the importance of explicit instruction, cognitive and metacognitive strategies are understood, and the importance of strategic deployment of teaching assistants within lessons.	1, 3 and 4
Interventions	1:1 and small group tuition to support identified students and to address gaps in learning.	1, 3 and 4
Librarian role	Support with the development of literacy for all students across the academy, to aid with various literacy interventions and to promote a love of reading within the school, ensuring that students have access to high quality and a wide range of texts within the academy.	1, 3 and 4
Careers	Small group and individual support provided for students around careers information and guidance. Providing aspirational goals for students and ensuring that they are aware of all the opportunities available to them, both locally and nationally.	2, 3 and 4

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

Budgeted cost: £336,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bridge unit to support the most vulnerable students	Supporting the social, emotional and behavioural needs of the most vulnerable students in small groups are linked to positive outcomes in later life. The Bridge also aims to reintegrate students back into mainstreams lessons as quickly as possible to ensure that they are able to actively engage with the curriculum.	1, 2, 3 and 4.
TFTF mentoring – programme aimed at resilience, self-esteem, confidence and engagement with school.	One to one and small group mentoring to support pupils with a variety of social, emotional and behavioural needs.	2, 3 and 4.
Behaviour support workers – increasing the capacity of the behaviour team.	Supporting students' behavioural needs and being able to adapt approaches to meet the needs of individuals, as well as monitoring behavioural systems with the aim of improving the positive engagement of students. Mentoring of students within the behavioural team.	2, 3 and 4
School–Home liaison officer to support families whose children are not engaging with school and increase attendance.	Supporting attendance of students is an integral part of ensuring disadvantaged and vulnerable students succeed in school, as does ensuring parental engagement. There is a clear relationship between outcomes for pupils and levels of attendance to school.	2, 3 and 4
Pastoral staff – one full time member of staff for each year group whose aim is to support all students.	Allows staff to have an excellent understanding of all students and to provide support on a social, emotional, behavioural and academic level. This also helps to improve levels of parental engagement though communication with and supporting of parents when necessary. Attendance is also a key factor and this role focusses on this aspect of student engagement.	2, 3 and 4
Transition mentor to provide a comprehensive support	Role involves communicating and supporting parents, collaboration with feeder schools and continued support of students throughout their time in Year 7,	2, 3 and 4

package for all students in years 6 to 7.	providing social, emotional and behavioural support of students.	
Intervention sessions run after school and during holiday times.	Offering identified student's additional sessions after school, targeted at supporting with learning in lessons and gaps in knowledge, as well as additional holiday interventions are offered that extends upon core teaching. These are led by teaching staff and so are linked to the curriculum.	1, 3 and 4.
Counselling service	A range of services designed for schools. Aimed at supporting individual students to increase attendance and attainment, encourage positive parental engagement, promote positive behaviour and emotional development, build independence, self-efficacy and resilience, and improve emotional wellbeing and mental health.	2, 3 and 4.
Blue Unit	Support for identified students with additional needs.	

Total budgeted cost: £ *576,737*

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.

The DfE has recommended against the comparison of 2022 and 2023 performance data with results in previous years. However, if we compare our figures with those obtained nationally it does help to gauge the performance of our disadvantage students. Analysis of the performance of our disadvantaged pupils during the 2021/2022 academic year yields a progress 8 score of -0.57. The national average for disadvantaged students in 2021/2022 was -0.55. Therefore, on average our disadvantaged students achieved in line with the national average for all disadvantaged students. The picture for GCSE results for 2022/2023 shows a similar trend to that of the year before, although national data sets are not yet available for comparison. Currently we have approximately double the number of disadvantaged students (sitting at 54.3%) within the academy as occurs nationally. Whilst there have been pockets of success for disadvantaged students the progress and attainment of these pupils was below our expectations, and that of the performance in previously examined years. In 2019, the progress 8 score was -0.01 for disadvantaged students. The gap between disadvantaged and other students has widened, but this is mirrored nationally.

Absence levels amongst disadvantaged pupils remains a significant area for improvement hence the continued focus on attendance for disadvantaged and vulnerable students as part of this strategy moving forward.

As we have not yet fully achieved all of the intended outcomes from the previous strategy plan the plan has been reviewed and many of the actions are carried forward to this strategy and will be reviewed on a regular basis as we move through the academic year. The challenges faced by disadvantaged students remain a key priority of the academy with the overall aim of ensuring that disadvantaged and vulnerable students attend school and perform in line with all students nationally.