



## Exceptional Education at the Heart of the Community

### Pupil Premium Strategy Statement:

| Summary information  |   |  |  |  |   |  |
|--|---|--|--|--|---|--|
| School   | Oasis Academy Wintringham   |  |  |  |   |  |
| Academic Year  | 2020/21   | Total PP budget  | £429,790   | Date of most recent PP Review                              | March 2021  |  |
| Total number of pupils   | 890   | Number of pupils eligible for PP<br>% of pupils eligible for PP  | 491<br>57%   | Date for next internal review of this strategy<br>(termly) | September 2021  |  |
|  |   | No.KS3 PP pupils   | 326  |  |   |  |
|  |   | No.KS4 PP pupils   | 190  |  |   |  |
| Planned expenditure  |   |  |  |  |   |  |
| Academic year  | 2020/21   |  |  |  |   |  |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. |   |  |  |  |   |  |
| i Quality of teaching for all  |   |  |  |  |   |  |
| Intended outcome   | Chosen action / approach<br>Expected length of strategy   | What is the evidence and rationale<br>(Reference EEF and other sources of evidence)  | How will you ensure it is implemented well?  | Staff lead   | Expected length of strategy<br>When will this be reviewed?<br>Notes from review<br>(add in different colour text) | Costs<br>(Does this include non PP funding in addition?) |
| To support with low levels of literacy and raise literacy standards within all subjects.   | CPD to support development of student vocabulary, student writing, quality of spoken language and sustain improvements in reading as well as developing classroom practice across the curriculum. | Students arriving from KS2 below expected standard<br><br>Share the effective practice within the English department and utilise | Staff consistently teach vocabulary in lessons and vocabulary quizzes are completed as part of Renaissance reading<br><br>Teaching of writing demonstrates effective use of scaffolding and model answers. |  | Termly basis  | £19,419<br><br>£3,000                                    |

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|  | Provision of Knowledge Organisers to support homework and independent learning.   | gains in Accelerated Reader.<br><br>To provide resources for homework in an accessible format.<br><br>To support success in an increasingly knowledge base curriculum. | Students in Years 7-9 make the same growth in reading as their peers.<br><br>Impact of improved provision is evident in work scrutiny and assessment point data.<br><br>Effective Knowledge Organisers are in place for all subjects and year groups. | MLT |  | £3,500                             |
| All staff are consistently effective in their classroom practice thereby ensuring progress for all students. | Through embedding of The Wintringham Way<br><br>MLT to produce working documents; Subject Development Plan to ensure consistency of quality within their departments to ensure high quality CPD.<br><br>Consistent quality assurance (QA) via observation and work scrutiny to focus on disadvantaged students.<br><br>Embed "whole class feedback" to improve standard of work in the classroom and encourage more independent learning. | Improved quality of teaching to disadvantaged students will improve their educational outcomes in line with other students in the Academy.                             | No gaps in performance across most subjects   | MLT | Termly basis through observations and work scrutiny. | £60,000<br>Directed time (Mondays) |
| Effective use of seating plans through MINT CLASS to support Disadvantaged students.                         | All classroom teachers to use seating plans & adapt throughout the year according to need.  | Utilise Context for Learning documents at each assessment point to provide in class intervention.  | No gaps in performance across most subjects   | ARo |  | £3,500                             |

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| To ensure students have the equipment necessary to participate in their learning | Inclusive classrooms – stationary, stock and equipment | To ensure that any barriers to learning are addressed prior to teacher input thereby reducing wasted time for all learners.<br><br>Tutors to check equipment and provide where necessary. | No time lost in lessons and a reduction in behaviour points for no equipment thereby resulting in higher rates of progress and achievement.<br><br>Progress 8 projections to be a minimum of 0 for PP students in all years. | AMu | Half termly through tutor checks and analysing behaviour data. | £2,000 |
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## ii Targeted support

| Issue identified  | Action to be taken   | What is the evidence and rationale for this choice?  | Intended outcome   | Staff lead             | Expected life span of strategy (months/Years) | Costs (Does this include non PP funding in addition?) |
|---|--|--|--|------------------------|---|---|
| To utilise the PP Champion to ensure students eligible for Pupil Premium funding are supported. | Rigorous monitoring & support of attendance and academic progress for identified key groups.<br><br>Mentor identified students.<br><br>Build relationships and liaise with parents/carers. | Disadvantaged students often require additional support through mentoring/coaching to remove any potential barriers to academic success. | Attendance of key groups improves to in line with National Average.<br><br>No gaps in performance across most subjects | PP Champion<br>DSc.    |   | £3,667  |
| To provide supportive materials improving student progress and achievement.                     | Revision Guides.<br>Knowledge Organisers<br>Mathswatch.<br>GCSEPod.  | To ensure students have appropriate resources at their disposal as well as targeted staff support.                                       | No gaps in performance across most subjects  | PP Champion<br><br>MLT |   | £5,000<br><br>£4,000                                  |

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| <p>To raise achievement of disadvantaged students in English &amp; Maths to be at least in line with national average.</p> | <p>Implementation of Literacy &amp; Numeracy action plans.</p> <p>Continuation of Maths Mastery for Y7/8 and introduction to Year 9</p> <p>Bespoke KS4 Tutor Intervention sessions</p> <p>Directed extra-curricular intervention</p> | <p>Low literacy levels on entry &amp; sharing good practice in Maths</p> <p>Disadvantaged students are making less progress than their peers.</p> <p>Utilise all available opportunities to support learning.</p> | <p>No gaps in performance across most subjects</p>   | <p>VMc, BPe &amp; AAI<br/>MPa</p> <p>VDo</p> <p>Following each Assessment Point</p> |  | <p>£12,000</p>                              |
| <p>To ensure students participate fully in all curriculum areas and improve their engagement &amp; achievement</p>         | <p>Subsidies for bespoke equipment e.g. ingredients in food technology</p>   | <p>Previously less disadvantaged students have chosen this subject at KS4</p>   | <p>Active participation, understanding of healthy lifestyles and improved engagement &amp; achievement.</p> <p>Student voice</p>   | <p>PP Champion</p> <p>MLT<br/>Technology</p>  |  | <p>£3,000</p>                               |
| <p>Vulnerable students are supported effectively and access as many mainstream lessons at a suitably appropriate time.</p> | <p>ALP Unit (Lead role + x2 LSAs)</p> <p>Donna Robinson (Education Social Worker)</p> <p>Simon Cross</p> <p>External Counselling Service (Sally Gray)</p>  | <p>Safeguarding data demonstrates that we have a high proportion of neglect, domestic violence and these children need to be supported.</p>   | <p>Bespoke &amp; effective support offered to increase student life chances.</p> <p>Students health &amp; wellbeing are positive.</p> <p>Students attending mainstream lessons</p> <p>Improvement in progress data</p> <p>Improvement in attendance data for these students.</p> | <p>JGi (DSc)</p> <p>HSt</p> <p>After each assessment point</p>                      |  | <p>£37,450</p> <p>£35,000</p> <p>£5,000</p> |

### iii Whole school strategies

| Issue identified | Action to be taken | What is the evidence and rationale for this choice? | Intended outcome | Staff lead | Expected life span of strategy (months/Years) | Costs (Does this include non |
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|   |   |   |  |                     |  | PP funding in addition?) |
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| Increase the reading & spelling ages of all KS3 students  | Accelerated Reader (Renaissance)  | Higher than average students enter Academy with lower than expected standard.   | All students at KS3 make 12 months or more progress in a year.   | ASp                 |  | £7,000                   |
|   | Mentoring sessions for targeted students in Yr 10+11 by key staff (teaching and pastoral)   | Students to access higher grades at GCSE level  | All students will be able to access their GCSE exams increasing success rates.   | VDo                 |  | £5,000                   |
|   | Use of Toe by Toe reading interventions for KS3 students. X4 LSAs   | Students with KS2 reading scores of below 90 will need to close the gap.  |  | DSC                 |  | £6,800                   |
| Building stronger links between attendance and pastoral team with the change from Houses to Year groups               | Develop support strategies around attendance of key groups.<br><br>Setting up procedures to share information and to monitor PP students across behaviour, attendance and progress to ensure the gap within these areas is diminished.<br><br>Build relationships between home and Academy to increase attendance and attainment. | Strong link between attainment and attendance of PP students  | Attendance, attainment and progress are in line with National Average for PP and Non PP students   | DSc/ Pastoral team  |  | £62,000                  |
| Improve the aspirations of all students, including disadvantaged students, with links to real world learning examples | Educational visits (Schedule of visits)   | Students often lack cultural experiences which in turn means that learning can be decontextualized. Enriching visits will aid their learning and wider understanding. | Students show better attitudes to learning, able to relate & apply their work to the 'real world', improve their self-confidence as well as aspirations in the Academy.<br><br>Student Voice | MLT (JCa)<br>Termly |  | £8,000                   |
|   | National Citizenship Scheme<br><br>Active participation in Russell Group Universities school programmes<br><br>Careers advisers to target work with vulnerable students in year 10/11 to develop pathways to avoid  |   |  |                     |  |                          |

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|  | <p>becoming NEETS (Not in Education, Employment or Training)</p> <p>Increased participation of STEM activities</p> <p>External speakers for Step Up Day - programmes available</p> <p>Implementation of new SMSC curriculum. Increase aspiration, improve knowledge of the local area and British Values. Support students mental health and increase understanding of relevant issues in society.</p> | <p>Gold Standard for Careers Information Advice and Guidance</p> <p>SMSC curriculum Inspiration/Motivation</p>   | <p>meetings – positive progression pathways &amp; don't become NEET</p> <p>Diverse activities/visits that engage disadvantaged students.</p>  | <p>STEM Co (CMo)</p> <p>JCa (CMo) Termly</p> <p>JCa (Pastoral)</p> |                   | <p>£1,500</p> <p>£5,000</p> <p>£7,000</p>    |
| <p>To ensure all students are able to attend the academy and be on time for learning.</p> <p>Improved attendance of disadvantaged students</p> | <p>SOL tracker used effectively</p> <p>Effective use of SOL consultancy support</p> <p>Tutors conversations</p> <p>Parental meetings</p> <p>Prosecution</p> <p>Home Academy Liaison Officer</p>  | <p>Historic gap between disadvantaged and non-disadvantaged students</p> <p>To remove barriers to attendance</p> <p>To improve home- school relationships and attitudes towards education.</p> | <p>Reduce attendance and punctuality gap for disadvantaged students to less than 1%.</p> <p>Attendance target for all students to be in line with national average.</p>   | <p>DSc</p> <p>HBo</p> <p>SAt</p>                                   |                   | <p>£12,000</p> <p>£3,500</p> <p>£13,950</p>  |
| <p>To address &amp; change students with social, emotional and behavioural difficulties which influence teaching &amp; learning</p>            | <p>Behaviour Lead role (TOTAL)</p> <p>Time Out Support role</p> <p>X2 LSAs</p> <p>Participate and buy in to the Local Authority led Behaviour, Attendance, Collaborative (BAC)</p>   | <p>Repeat offenders</p> <p>Disruption to teaching &amp; learning</p> <p>Missed learning opportunities</p>  | <p>Reduced number of incidents and calls to Time Out. 10% reduction per half-term</p> <p>Reduced repeat offenders for FTE and internal exclusions. Improved progress data</p> <p>Reduction in P/Ex by 25% from the previous year.</p> | <p>ALe (AMu)</p> <p>JHy (AMu)</p> <p>AMu</p> <p>AMu</p>            |                   | <p>£32,300</p> <p>£26,000</p> <p>£24,067</p> |
|  |  |  |   |  | <b>TOTAL COST</b> | <b>£427,910</b>                              |

## 7. Additional detail

A slush budget has been left of £2,060 in case of additional small requests or fluctuation of costs for revision guides.