

# 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 Shirley Park
Number of pupils in school	1069
Proportion (%) of pupil premium eligible pupils	39.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	8/10/21
Date on which it will be reviewed	8/10/22
Statement authorised by	Saqib Chaudhri
Pupil premium lead	Jade Mintrim
Governor / Trustee lead	Adam Browne

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£410,000
Recovery premium funding allocation this academic year	£52,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£462,200</b>

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

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## Challenges

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

Challenge number	Detail of challenge
1	Attendance below national, particularly for disadvantaged students, and persistent absenteeism.
2	Low prior attainment.
3	Low levels of literacy on entry.
4	Small numbers of students have behaviour challenges on entry.
5	Equality of Outcomes: overcoming barriers to learning in terms of ACES Disparity in disadvantaged and non-disadvantaged 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
Numeracy and reading levels improve, leading to the vast majority of students have a reading age appropriate to their chronological age	Reading ages in line with chronological age  Numeracy skills show improvement rapid improvement at KS3
Disadvantaged attendance improved to be in line with or above national expectations	- Effective follow up of non-attendance - Effective impact of OCL and SOL training - SOL tracker up to date - Strong and clear escalations

	Effective working between Pastoral Heads of year and Attendance Leads
All children receive exceptional emotional support in their time at OASP with their basic needs met by school if needed.	<ul style="list-style-type: none"> <li>- Targeted and effective interventions in all year groups, such as Bright Futures</li> <li>- Quality first teaching in all year groups supported by effective schemes that promote language acquisition</li> <li>- Working with the Hub team to ensure that students and parents receive community support</li> <li>- ELSAs providing timely and effective early help interventions for children with more recognised ACES</li> <li>- Bespoke, timely and effective in school counselling model using the Hub and the Ozone</li> <li>- Effective engagement with Educational Psychology service</li> <li>- Effective staff training and curriculum content to eradicate discrimination and break the cycle of underrepresentation</li> <li>- Dedicated pastoral team for each year group</li> </ul>
Academic outcomes [progress & attainment figures] for disadvantaged students increase and the gap with others closes. Attainment and progress gaps are closing over time	<ul style="list-style-type: none"> <li>- Academic outcomes [progress &amp; attainment figures] for disadvantaged students increase and the gap with others closes. Attainment and progress gaps are closing over time</li> </ul>

## 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: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Timetabled transition groups and curriculum support	Lessons providing a broad and balanced learning experience.	1, 4, 5
All staff CPD [relational approaches, least invasive interventions, modifying language to remove confrontation] to achieve a Quality First approach	CPD helps improve pedagogy, which is the biggest way to improve outcomes for all.	1, 2, 3, 4, 5
Co-planning/department CPD	Department CPD is the most effective way of improving practice.	2, 3, 4, 5
Literacy embedded into all relevant curriculum areas, literacy intervention, Accelerated Reader programme purchased, Reading for Pleasure time	Literacy initiatives to raise students literacy levels	3
Coaching for all teaching staff	EEF – high quality classroom delivery helps to secure higher rates of progress	4, 5

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

Budgeted cost: £145,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Literacy Intervention through transition groups and small group interventions	Supporting the improvement in reading age for the lowest readers, through regular, timetabled, small group intervention throughout the year	3
Year 11 examination level interventions to raise attainment	Targeted after school/holiday programme intervention to narrow learning gaps	1, 5
1:1 tutoring in English & Maths	Targeted programme to support progress of a small number identified students	1, 5
Small group (>5) tutoring for Core, EBacc and Open subjects [Y11]	Targeted programme after school to close learning gaps and improve attainment & progress	1, 5
Online packages to support learning e.g. Hegarty Maths, Educake and Seneca Learning	Homework (EEF)	5
Staffing to support SEMH	Ozone and City Year initiative to support individual students	1, 4, 5

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

Budgeted cost: £192,200

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Additional attendance staff [360 staff, attendance lead [SLT] and attendance officer	Work with young people and families to break down barriers to attending school [EEF]	1, 4, 5
Learning Mentors, Year Team Pastoral Leads & SEN team working with young people who have high tariff behaviour points	Identification of potential unmet learning needs to enhance access to learning and hence progress	1, 4, 5
Engagement with external agencies	Hub team mentoring	1, 4

Provision of materials needed to engage in lessons	Eg supplying ingredients for food technology, football boots for PE, Theatre and other trips, art materials	4, 5
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**Total budgeted cost: £462,200**

## 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, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### 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

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*