

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 Shirley Park (Primary)
Number of pupils in school	744
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 of 3-year plan
Date this statement was published	240923
Date on which it will be reviewed	240724
Statement authorised by	Laura Evry
Pupil premium lead	Roshan Rampersad
Governor / Trustee lead	Adam Browne

Funding overview

Detail	Primary
Pupil premium funding allocation this academic year	£444,000
Recovery premium funding allocation this academic year	£47,000
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	£491,000

Part A: Pupil premium strategy plan

Statement of intent

OCL Statement of Intent is clear: We aim to give advantage to the disadvantaged and ensure that all our children have Equality of Opportunity to achieve the same excellent outcomes, and leave us ready and equipped to flourish in their next stage of education.

Challenges

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

Challenge number	Detail of challenge
1	Attendance still below national, (%) with our disadvantaged children lower (%). If the children are not in school, they cannot access the quality first teaching or pastoral support.
2	Equality of Outcomes: overcoming barriers to learning in terms of ACES in terms of emotional regulation and character formation. Disparity in disadvantaged and non-disadvantaged children working, and staying, at greater depth in core areas, but especially in maths.
3	Oracy and reading levels well below average on entry. As these aspects are the passport to accessing all other parts of the curriculum and more, this is a challenge.
4	Children not having access to cultural experiences and expectations than their advantaged peers, such as regular visits to galleries, talking about the news at home etc.

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
Disadvantaged attendance improved to be in line with or above national expectations	<ul style="list-style-type: none"> - Effective chasing of non-attendance - Effective impact of OCL training - School Attendance data up to date and used effectively. - Strong and clear escalations - Effective working between DSL and Attendance Lead - Effective partnership with Team EWO

<p>All children receive exceptional emotional support in their time at OASP with their basic needs met by school if needed.</p>	<ul style="list-style-type: none"> - Targeted and effective interventions in all year groups, such as You are Awesome - In house counselling available for all children who meet criteria - Art Therapy for all PLAC children through PP+ - Quality first teaching in all year groups supported by OCL scheme - Family worker providing effective support to children and families - ELSAs providing timely and effective early help interventions for children with more recognised ACES - Bespoke, timely and effective in school counselling model - Effective engagement with Educational Psychology service - All disadvantaged children receive a free breakfast club place and free school milk - Effective staff training and curriculum content to eradicate discrimination and break the cycle of underrepresentation
<p>All disadvantaged children are fluent talkers and readers when they leave primary school, in line with OCL One Plan</p>	<ul style="list-style-type: none"> - Children are provided with books linked to their current sound - Targeted and effective interventions in all year groups, such as IDL - Effective and timely identification and intervention for children new to English - Disadvantaged children read with every day at school with class teacher or TA - Use of bespoke reading programmes and online resources such as Accelerated Reader and Wheelers
<p>All disadvantaged children have a rich diet of cultural experiences throughout their time at OASP</p>	<ul style="list-style-type: none"> - All disadvantaged children attend the Year 4 and 6 residential with heavily subsidised places. - All other trips and experiences are school funded.

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: £ 11,528

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching in all year groups supported by effective schemes that promote language acquisition, such as OCL Curriculum	Ofsted / EEF research on the impact of QFT.	2
Children are provided with books linked to their current sound	Ofsted research into Early Reading	3
Use of effective bespoke reading programmes such as Accelerated Reader and Wheelers	EEF research on the impact of immediate and bespoke feedback	3

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

Budgeted cost: £ 338,627

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted and effective metacognitive interventions, such as You are Awesome	EEF studies on importance of work on metacognition.	2
ELSAs providing timely and effective early help interventions for children with more recognised ACES	OCL research on ACES Louise Bomber / Margot Sutherland work on Trauma Informed Practice	2
Bespoke, timely and effective in school counselling model	OCL research on ACES Louise Bomber / Margot Sutherland work on Trauma Informed Practice	2

Targeted and effective interventions in all year groups, such as IDL	Ofsted research / Kagan research into the importance of oracy, language acquisition and early reading	3
Effective and timely identification and intervention for children new to English	Ofsted research / Kagan research into the importance of oracy, language acquisition and early reading	3
Disadvantaged children read with every day at school with class teacher or TA	Ofsted research / Kagan research into the importance of oracy, language acquisition and early reading	3
Timely and effective phonics support for children post covid	Government recovery premium guidance	3

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

Budgeted cost: £ 140,845

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective engagement with Educational Psychology service	Previous school data	2
Art therapy provision for PP+ children	Louise Bomber / Margot Sutherland work on Trauma Informed Practice	2
Family worker providing effective support to children and families in partnership with School Home Support.	Previous school data / SHS Impact Statement	2
All disadvantaged children receive a free breakfast club place and free school milk	Rowntree / Barnodos / Ofsted	2
All disadvantaged children attend the Year 4 and 6 residential with heavily subsidised places.	Ofsted curriculum good practice /OCL best practice	4
All other trips and experiences are school funded.	Ofsted curriculum good practice /OCL best practice	4
Effective engagement with Team EWO	OCL / Ofsted best practice	1
Financial assistance for uniform		2

Planned enrichment experiences to increase cultural capital	Ofsted curriculum good practice /OCL best practice	4
Funded revision resources	OCL / Ofsted best practice	2
Effective staff training and curriculum content to eradicate discrimination and break the cycle of underrepresentation	OCL BTC campaign	2
Effective use of lunchtime staff to provide consistent adults and strong relationships	OCL research on ACEs Louise Bomber / Margot Sutherland work on Trauma Informed Practice	2

Total budgeted cost: £ 491,000

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 2022-23 Year.

Disadvantaged ...	2023 Outcomes
Meeting expected standard at KS2	Combined 58% Reading 72% Writing 74% Maths 72%
Achieving high standard at KS2	Combined 8% Reading 22% Writing 22% Maths 14%

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
IDL	IDL
Accelerated Reader	Ark
Wheelers	Wheelers
TT Rockstars	TT Rockstars
Digimaps	Digimaps
Sumdog	Sumdog
Purple Mash	2Simple
Success For All	FFT

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?	NA

What was the impact of that spending on service pupil premium eligible pupils?	NA
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