

## Pupil premium strategy statement

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 Blakenhale Junior
Number of pupils in school	352
Proportion (%) of pupil premium eligible pupils	62%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Clare Hoods-Truman
Pupil premium lead	Chris Clements
Governor / Trustee lead	Juliet Silverton

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£292, 858
Recovery premium funding allocation this academic year	£29, 879 + £24, 908 (school led tutoring)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£347, 645

# Part A: Pupil premium strategy plan

## Statement of intent

At Oasis Blakenhale, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

This document outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedure for ensuring the funding is allocated correctly.

At Oasis Blakenhale Infants, our ultimate objectives for our disadvantaged pupils are to:

- Diminish the difference between disadvantaged pupils and their peers
- Focus on well-being through our health and well-being offer
- Develop character providing enriched opportunities for cultural capital
- Have parental engagement in all aspects of academy life, to support learning in and out of the classroom.

Our current pupil premium plan is focused on the above four objectives, ensuring that through targeted support, an enriched curriculum and development of teacher pedagogy, our most disadvantaged pupils will achieve in-line or above their peers.

## Challenges

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

Challenge number	Detail of challenge
1	Maths – application of skills and reasoning
2	Ensure good attendance post pandemic disruption
3	Ability to access greater depth learning, particularly maths
4	Parental engagement – low aspirations, attendance at core academic parental workshops, support with homework and home learning/reading
5	Access to IT based home-learning for disadvantaged pupils and parental engagement.
6	Remove barriers to learning to address the above challenges through each pupil owning an Academy IPAD for home/school use.
7	SEMH needs post pandemic – pupils and parents

## 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
Improved application and reasoning skills for PP pupils	Pupils eligible for PP make rapid progress so that all pupils eligible for PP meet age related expectations (and above).
Continue to raise pupil self-esteem to impact positively on their academic learning	Health & well-being curriculum Reports from academy staff Growth Mindset
Increase the percentage more able PP pupils achieve at greater depth	More Able sessions carried out once a week by ALT Maths resources utilised to support more able and potentially more able Planning matched to ability level, with appropriate stretch and challenge.
An improved attendance at workshops of PP families	Increased parental engagement to be recorded through attendance of all parents at workshops, parent's evenings etc, but especially PP parents.
Skilled use of the latest technology through CPD on Apple Teacher Classroom	Enhanced use of digital learning platforms to support a range of learning needs.
Trips and visits embedded post-Covid to support curriculum	Enhanced cultural capital experiences for all children that impacts positively on learning and well-being outcomes.

## 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: £124, 780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff specific CPD focusing on deeper thinking in maths, reasoning and application of skills. 1:1 support Year Group support/coaching	Assessment outcomes indicate that targeted maths strands have improved and are inline with other strands of the KS2 maths curriculum.	1, 3
<b><u>Identify More Able Pupils &amp; Plan effectively for them, particularly in maths.</u></b> <ul style="list-style-type: none"> <li>More Able pupils to be identified on planning sheets.</li> <li>Greater Depth activities evident on STS from years 1-2</li> <li>Pupil Progress meetings to include a focus on more able PP pupils.</li> <li>More able PP children an agenda item on weekly YG meetings</li> <li>Use of number sense and NCETM resources/pedagogy</li> </ul>	The % of More Able PP pupils achieving GD.  Academic year 2021/22 targets: Y6 R: 26% (80% expected) W: 13% (76% expected) M: 11% (65% expected)  RWM combined: 61% / 11% GD	1, 2, 3
Staff meetings to provide targeted support for teachers to improve their individual practice and understanding of More Able children's learning. Release for staff to engage in instructional coaching to develop best practice (PAS)	Marking is active and shows more able children are responding to comments. Knowledge is assessed to ensure retention to long term memory. Mastery tasks in books to challenge more able children. Teaching & Learning practise within the classroom is enhanced and appropriate challenge in place, and use of lesson is maximised.	1, 2, 3
Provide CPD to all staff on Rosenshine's Principles in Action.	Rosenshine's Principles evident in lesson white-boards and utilised to developed knowledge and understanding across all subjects.	1, 2, 3
Staff upskilled in use of Apple technology to enhance digital learning platform	Home learning accessible for all pupils through Oasis horizons project. Outcomes marked and monitored by class teachers and TA's.	5, 6
Further develop Thrive approaches through class Thrive CPD.	CPD schedule and dedicated Thrive release for lead practitioner.	2, 7

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

Budgeted cost: £ 152, 647

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions in Y6 by Y6 class teachers, every afternoon (30 mins)	Close learning recovery gap, EOY targets met and greater proportion of pupils achieving GD.	1, 3
Use of specialist teacher to support standards in reading, writing and maths.	Close the learning recovery gap created by the COVID-19 Pandemic.	1, 3
Teaching Assistants deployed to support pupil progress through targeted intervention in Phonics (catch-up from KS1), Reading and Maths.	Fast track children to champion catch-up learning to reduce the learning gap exacerbated by Covid-19 and pupil disengagement.	1, 3
Tutoring for identified pupils in KS2.	Out of hours tutoring for groups of up to 3 identified pupils in reading, writing and maths to close the learning gap caused by Covid-19.	1, 3
Lexia program	Seen to have a positive impact in previous academic years.	3, 5, 6
Further embed Accelerated Reader programme.		2, 3, 5, 6

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

Budgeted cost: £70, 218

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve rates of attendance after pandemic disruption.	Continue to improve attendance and reduce level of persistent absences through Early Help Support for families and SOL. Attendance officer to hold regular meetings with families of disadvantaged pupils during Parents Evenings and Community meetings. Senior Learning Mentor & Family Support Worker - To work on attendance and support access to the academy.	1, 2, 3, 4
Increase Parental Engagement	Parent curriculum workshops run each half term to develop shared understanding of Primary Curriculum.	1, 2, 3, 4, 5

	<p>Training parents in basic skills: e-safety - Safer schools App, class emails and class Teams channels for homework.</p> <p>Hub leader to coordinate community events around school life and develop links: food pantry, Stay &amp; Play etc.</p>	
Deliver termly Family Thrive sessions online and in person.	<p>Family Thrive termly events.</p> <p>SEMH needs are supported at home with parents increased knowledge and understanding of strategies to employ.</p>	4, 7
Support school community in coping with post pandemic Mental Health needs, via the Hub.	<p>Mind sessions in place throughout the year.</p> <p>Access to Adult Mental Health First Aiders</p>	2, 4, 7
Enabling all families to access out of school experiences.	<p>Reducing the overall cost for our families by the academy heavily subsidising the overall cost.</p> <p>The majority of pupils do not have the opportunity for these experiences which develop their self-esteem and independence.</p>	2, 4, 7

**Total budgeted cost: £347, 645**

## 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.*

#### **2020 – 2021: Data**

After 1<sup>st</sup> lockdown in this academic year, the academy focused on well-being to ensure SEMH needs were met, and pupils were integrated back into school life after a disrupted and prolonged period of time away from school.

After 2<sup>nd</sup> lockdown, disadvantaged pupils attained the following (through Headstart/past SATs tests):

Reading: 48% ARE (spring term Y6) / GD: 7%

Writing: 45% ARE (spring term Y6) / GD 4%

Maths: 48% ARE (spring term Y6) / GD 4%

#### **End of KS1 2021:**

Reading: 74% ARE / GD 9%

Writing: 71% ARE / GD 5%

Maths: 70% ARE / GD 4%

### 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
PiXL	The PiXL Club
Dynamo Maths	Jelly James Publishing
Lime Education	Mentoring for KS2-3 transition

## Further information (optional)

*The academy's focus on health and well-being has been a positive contributor to all pupils returning positively to academic life. Our strategy planning is based upon forensic analysis of pupil needs across the curriculum. In addition to a bespoke curriculum, the pupils benefit from enrichment activities that work alongside building their character and competencies in and beyond the classroom.*