

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 Blakenhale Infants
Number of pupils in school	351
Proportion (%) of pupil premium eligible pupils	(216) 62%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Clare Hoods-Truman
Pupil premium lead	Chris Clements
Governor / Trustee lead	Herminder Channa

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£313, 553
Recovery premium funding allocation this academic year	£31, 248
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	£344, 801

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.

Our statement of intent is based on cutting edge educational research into the science of learning (including how memory works) and character development. The statement of intent also aims to develop active citizens who have a strong understanding of the world around them and a desire and drive to positively impact their academy, local, national, and global community.

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.

Our approach will be adaptive, responsive, and robust. We will analyse data rigorously to ensure that no child falls through the net. Our key areas of focus at Oasis Academy Blakenhale Junior 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 and writing
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	Lack of opportunities to enable pupils to develop their own cultural capital.
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).
Attendance of disadvantaged children is in line with or exceeding national average	Support to access funded breakfast and after school club. Soft drop off times for children to arrive at school in the morning. Wake up calls from the Family Support Worker and DSL Multi-agency approach to identify barriers to attendance and eliminate them. ACEs training to become a Trauma Informed School.
Continue to raise pupil self-esteem to impact positively on their academic learning	Health & well-being curriculum Reports from academy staff Growth Mindset Flourish assessments All staff meet and greet children with a positive start to the day. ACEs training developed to support staff in understanding the impact of ACEs on children's development. Trusted adults in place for each child who they know can support them Identified pupils have regular, timetabled check ins with staff.

	<p>Wide range of after school club activities for children to attend.</p> <p>The curriculum teaches children about the wider world.</p> <p>Careers week planned into the personal development curriculum.</p>
Children to be resilient, confident learners and are developed as a whole child using a strength-based approach.	Children to be assessed using the Flourishing Model and will receive a strengths-based action plan to become the best version of themselves.
Increase the percentage more able PP pupils achieve at greater depth	<p>Maths and writing resources utilised to support more able and potentially more able.</p> <p>Planning matched to ability level, with appropriate stretch and challenge.</p>
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	<p>Enhanced cultural capital experiences for all children that impacts positively on learning and well-being outcomes.</p> <p>Children participate in activities through the Oasis Entitlement.</p>

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: £122, 780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD around adaptive planning and responsive teaching.	Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support.	2, 3
<p><u>Identify More Able Pupils & Plan effectively for them, particularly in maths and writing.</u></p> <ul style="list-style-type: none"> More Able pupils to be identified on planning sheets. Pupil Progress meetings to include a focus on more able PP pupils. 	<p>The % of More Able PP pupils achieving GD.</p> <p>Academic year 2023/24 targets:</p> <p>Y6</p> <p>R: 45% (88% expected)</p> <p>W: 7% (71% expected)</p> <p>M: 25% (79% expected)</p> <p>RWM combined: 64% / 7% GD</p>	1, 2, 3

<ul style="list-style-type: none"> More able PP children an agenda item on weekly YG meetings Use of number sense, WRM and The Write Stuff resources/pedagogy 		
Purchase of standardised diagnostic assessments. E.g., Accelerated Reader, smart grade. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF Blog: ECF – Exploring the Evidence: ‘Adaptive Teaching’ and... EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Enhancement of our writing teaching and curriculum in line with EEF and DfE guidance.	We will fund teacher release time to embed key elements of guidance in school and to access CPD The EEF guidance is based on a range of the best available evidence: Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	2,3,4
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 (Steplab)	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
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: £ 151, 803

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions in Y6, by Y6 class teachers, every afternoon (45 mins)	Close learning recovery gap, EOY targets met and greater proportion of pupils achieving GD.	1, 3
Teaching Assistants deployed to support pupil progress through targeted intervention in 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
1-1 check in sessions with key children.	Gives children the opportunity to share concerns and worries and allows staff to offer appropriate support	2, 4

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.	Continue to improve attendance and reduce level of persistent absences through Early Help Support for families and OCL focused attendance procedures. 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. Training parents in basic skills: e-safety Safer schools App, class emails and class Teams channels for homework. Hub leader to coordinate community events around school life and develop links: food pantry, Stay & Play etc.	1, 2, 3, 4, 5
Deliver termly Family Thrive sessions	Family Thrive termly events. SEMH needs are supported at home with parents increased knowledge and understanding of strategies to employ.	4, 6
Support school community in coping with Mental Health needs, via the Hub.	Mind sessions in place throughout the year. Access to Adult Mental Health First Aiders	2, 4, 6
Enabling all families to access out of school experiences.	Reducing the overall cost for our families by the academy heavily subsidising the overall cost. The majority of pupils do not have the opportunity for these experiences which develop their self-esteem and independence.	2, 4, 6
DSL's embed Trauma informed approaches throughout the academy.	Children who have experienced trauma may lead to a barrier with their learning. Appropriately trained staff can achieve successful results in supporting children that have experienced trauma.	6

Total budgeted cost: £344, 801

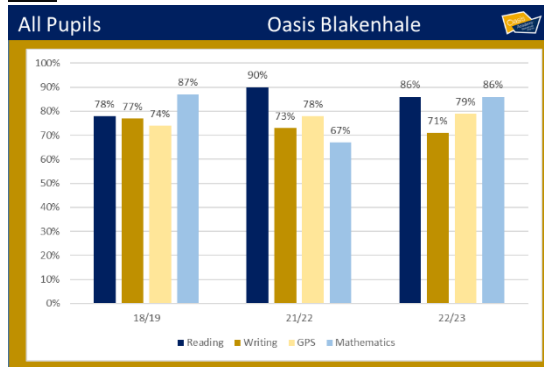
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

2022 – 2023: Data

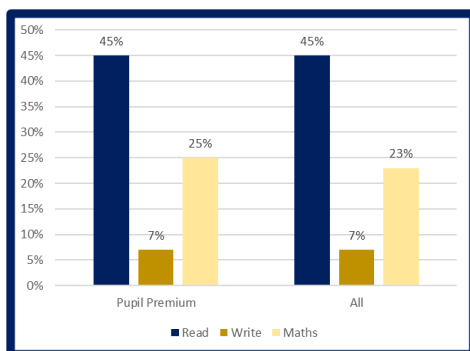
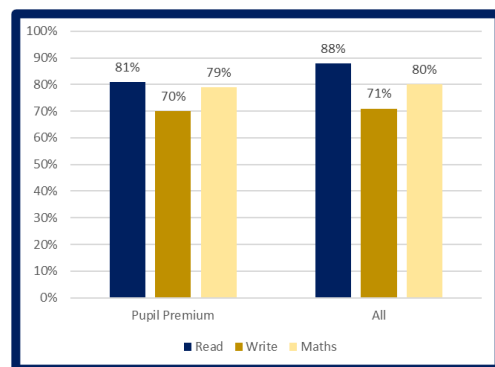
KS2:



With continual interventions and use of funding (pupil premium and school led tutoring), there have been no significant impact on academic attainment.

KS2 (Y6) outcomes – Pupil Premium

When comparing Pupil Premium to other pupils (see graph right) – attainment is in line in all subjects. Gaps were identified post-COVID but through targeted interventions and school-led tutoring funding. Detailed analysis of performance was identified half-termly and through regular pupil progress meetings were used to reduce gaps significantly. Achievement at greater depth (see graph below), also show no significant gaps – further work is needed for Writing for all pupils.



- All staff received a range of CPD last academic year, including around Pedagogical approaches to further strengthen the strong teaching already taking place.
- Our assessments and observations indicated that pupil wellbeing and mental health were impacted primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

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
Lime Education	Mentoring for KS2-3 transition
Reading Plus	Dreambox
White Rose	Trinity MAT
Showbie	Showbie Inc
Phonics Programme	Book Wings

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.