Pupil premium strategy statement

Oasis Academy Pinewood

This statement details our school's use of pupil premium 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 Pinewood
Number of pupils in school	332
Proportion (%) of pupil premium eligible pupils	34.3%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Jenni Elliott
Pupil premium lead	Jenni Elliott
Governor / Trustee lead	Adam Browne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,109
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
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	£2,497,887

Part A: Pupil premium strategy plan

Statement of intent

All staff members at Oasis Academy Pinewood are committed to meeting the pastoral, social and academic needs of our disadvantaged children within an inclusive and caring environment that has high aspirations for all children. Our intention is that all our disadvantaged pupils develop a real love for learning and acquire skills and knowledge that enables them to achieve their absolute best and remain mentally and physically healthy. Our hope is that our disadvantaged pupils are equipped with all that they need to lead a successful and happy future and adult life.

Our current pupil premium strategy plan works to accelerate disadvantaged pupils' progress in reading, writing and maths through the implementation of quality first teaching and a range of targeted interventions. It also has a strong focus on promoting and maintaining the children's mental and physical wellbeing.

Our ultimate aim is for all of our pupils to achieve in line, and above, with national outcomes, and to develop the character and cultural capital to enable them to confidently enter into further education, the world of work and the wider world. To ensure that they have a wide breadth and depth of educational experiences and know how to stay safe and achieve personal well-being. All our pupils will be well prepared for a life in modern Britain, value education and achieve positive attendance.

Our pupil premium strategy works on a tiered approach, with a universal offer of high-quality teaching, targeted academic support and wider academy strategies and is informed by the Education Endowment Foundation guides to supporting school planning and the pupil premium toolkit. It underpins our ambitious Oasis Community Learning curriculum which is more ambitious than the national curriculum. It ensures that our pupils achieve, develop their sense of character so that they belong and thrive within all phases of their education.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Further barriers exacerbate the challenges that some of our pupil's face, such as failing under multiple categories etc.

Challenge number	Detail of challenge
1	Low levels of speech, language and communication development on entry to school and this is the highest SEND need across the school
2	Lower overall attendance than non-disadvantaged peers

3	Challenging social, emotional, mental health needs and children who have experienced trauma and adverse childhood experiences
4	Limited exposure to a range of learning and life experiences to further support cultural capital development
5	Actively engaging with the families facing the most challenges and then supporting the children to remove barriers to their learning
6	Ensuring interventions are embedded in school practice and fluid in pre and post teaching activities showing clear and focussed impact
7	Ensuring that time is given for subject and phase leaders to monitor the curriculum, support with One World coaching in the moment and quality assure teaching and learning
8	To continue to support the increasing undiagnosed SEND/SEMH needs across the academy due to local constraints and pressures within the SEND system
9	Inconsistency in the progress and attainment of disadvantaged children, when compared with their non-disadvantaged peers, particularly in phonics, writing and maths
10	Children not having the correct equipment for school, so they are ready to learn and to access the curriculum

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
To accelerate disadvantaged pupils' progress in RWM, MTC in Year 4 and communication and language GLD in (EYFS) Data on Insight showing accelerated progress in RWM. Pupil progress meetings ensure that teachers know pupils' targets and any areas of weakness to address.	Published data and internal data on Insight showing accelerated progress in RWM. Pupil progress meetings ensure that teachers know pupils' targets and any areas of weakness to address.
Ensure that the attendance of disadvantaged children is that of their nondisadvantaged peers.	Attendance data shows that disadvantaged (FSM6 and pupils with SEND) children's attendance is at least 1% above national measures (currently FSM6 is 0.1% above and SEND is 0.8% above)
To target pupils who have speech and language issues and accelerate their progress.	SALT targets achieved and new targets set (where appropriate). Accelerated progress data evident. Phonics at Year 1 and 2 is above national for all pupil groups.

	EYFS communication and language to be better that national (currently 79.3% Oct 25)
To improve educational outcomes for all pupils at Pinewood. Notably to ensure vulnerable pupils' personal development and welfare needs are met.	Positive outcomes for pupils recorded on Bromcom/CPOMs Staff all aware of vulnerable pupils and their personal and welfare needs. CPOMS records show that vulnerable pupils' needs are identified and met. SLT tracking shows that pupils who are disadvantaged are prioritised and participation is tracked.
The quality of teaching the children are receiving is of the highest quality possible so they make the best progress that they can.	Data, pupil progress meetings, discussions with children, learning walks and book looks show strong progress in disadvantaged children. One World in the moment coaching supports the ongoing development of teaching and learning.
To provide internal and OCL evidence based professional learning for all staff to further develop the quality of teaching and ensure in-school variation (progress and attainment) is minimised	The quality of teaching is good or better based on learning walks, book looks and data entry. Quality assurance by SIP, NLPs and internal and external stakeholders.
Children's SEMH needs are met showing an improvement in mental health and regulation of behaviour	Bromcom/YouHQ data shows a reduction in SEMH/behaviour events
To improve educational outcomes for all pupils at Pinewood through a broad and balanced curriculum. Notably to ensure vulnerable pupils' personal development and welfare needs are met through our offer.	Curriculum offer at Pinewood delivers a broad and balanced diet of learning through the Oasis Curriculum. Vulnerable pupils' engagement and attainment is evident through pupil voice, book looks and data.

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Teacher cover provided so that subject leaders can be released in order to improve teaching and learning in their subject. Therefore, accelerate the progress of the children	Directed time is allocated to ensure that teachers improve their knowledge of the curriculum and skills in order to improve and support others' teaching. One world coaching system recorded on StepLab Quality assurance and monitoring systems show consistent improvement in teaching and learning. **EEF Professional development to support implementation of approaches**	7, 9
Professional learning for all staff to improve their subject and pedagogical skills and knowledge, delivered by internal and external expertise.	Feedback and improvement in skills of subject leaders shows that this strategy has proven itself effective in the past **EEF Professional development to support implementation of approaches**	9
School resources required for the curriculum to allow disadvantage children the type of educational experiences that allow them to develop their cultural capital.	An excellent range of resources and books will allow disadvantaged children's education to be enriched with experiences. **EEF Technology and other resources to support high quality teaching and learning**	4, 9 and 10

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech/language link targeted SALT individual daily work and groups to work on key areas for SALT and communication.	Speech and Language link screening programme to identify speech, language and communication issues around spoken language as early as possible.	1

	Delivery of interventions by 2 school based specialist Tas and tracked rigorously. **EEF One to one and small group tuition**	
Phonics, speech, language and communication (Y1, 2, 3 and 4) interventions	Children given high quality small groups with a lower adult to child ratio **EEF One to one and small group tuition**	9
Multiplication MTC interventions Y3 and 4 Children given high quality small group tuition make faster progress and be in line with national	Children given high quality small group tuition make accelerated progress **EEF One to one and small group tuition**	9
Increase provision of trained reading professionals (parent/carer volunteers)	Support for early readers to develop reading skills focussing on foundations **EEF Targeted interventions to support literacy or numeracy**	4, 9
Booster groups to close gaps in knowledge when they are identified	Small groups support to enable accelerated progress. **EEF Targeted interventions and resources to meet the needs of the most disadvantaged pupils**	4, 6, 9
Additional LSA support in to meet learning and emotional needs of disadvantaged children	Support for children to regulate and access curriculum **EEF TA deployment delivering evidence based interventions.**	3, 8

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

Budgeted cost: £54,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership CPD attendance on The Oasis Way behaviour and pastoral support	Small group support provided for pupils to help develop social skills, resilience and confidence	3, 4, 8

	EEF Targeted interventions and resources to meet the needs of the most disadvantaged pupils	
SEMH support for individual children (counselling, ELSA, behaviour support service) to enable them to access the curriculum.	Evidence shows that a trauma informed approach to behaviour has positive outcomes for children that have ACEs **EEF Supporting SEMH and behavioural needs**	3, 8
EWO support to work with vulnerable families to ensure their children attend school and PA is reduced	Previous experience shows that disadvantaged attendance improves with this strategy **EEF Supporting school attendance**	2, 5, 6
Ensure equal access to a clean, good condition uniform and access to the visits and trips – in line with the academy policy and home/school agreement.	Children's sense of well-being improves if they have a uniform that is the same as their peers. Equal access supporting vulnerable families and enabling pupils' selfconfidence and experiences to be enhanced. **EEF Extra-curricular activities**	5
Meet our aim developing all pupils' social, moral, social and cultural development (SMSC) through being committed to giving pupils relevant, cultural experiences, subsidising visits and trips as appropriate for disadvantaged pupils.	Equal access supporting vulnerable families and enabling pupils' selfconfidence and experiences to be enhanced. Children's sense of well-being improves when they have the same opportunities as their peers. **EEF Extra-curricular activities**	4, 5
Ensure Year 6 pupils have had breakfast during SATs week and are all in school on time and remaining children who come to school without breakfast have access to this	Children in Year 6 will feel calm and relaxed ready for their SATs. All children requiring breakfast are given it **EEF Provision of meals**	5

Total budgeted cost: £163,109

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Year 6

Sub	All EXP/GD	All GD/HS	DIS EXP/GD	DIS GD/HS	SEND EXP/GD	SEND GD/HS
R	77%	45%	65%	32%	43%	14%
W	72%	19%	65%	14%	36%	7%
M	74%	23%	70%	14%	42%	21%

*Amber is at national or broadly in line with national

Headlines

RWM is 68% (nat 62%) and close to average (above) for 3 years for ES and HS (generally in line for all groups)

MTP is **Below significantly for 2023, 2024 and 3 year average. At national average 2025**

Phonics is **Below significantly for 2025 and 3 year average, 2024 significantly above**

There were 47 pupils who were eligible for the phonics screening check in Year 1 in 2025 44 sat the check (3 did not) and 17 pupils did not meet the **phonics expected standard**. The average mark for those not meeting the standard was 8.

In 2025 Year 2s 7 sat and 1 met the expected standard. 6 did not. The average mark for those not meeting the standard was 8.

There is still a gap between disadvantaged and non-disadvantaged pupils. This is why the strategy is in place to support this and close the gap.

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
Lexia – Reading Intervention Programme	Lexia
YouHQ	YouHQ
Charanga	Charanga
Counselling Service	Oasis Community Learning
Edshed	Edshed
Letterjoin	Letterjoin
Speech/Language Link	Speechlink Multimedia Ltd
StudyHall AI	StudyHall
Sumdog	Sumdog