

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 Pinewood |
| Number of pupils in school | 350 (including nursery) |
| Proportion (%) of pupil premium eligible pupils | 40% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2022 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | July 2022 |
| 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 | £154,675 |
| Recovery premium funding allocation this academic year | £16,965 |
| School Led Tutoring | £12,150 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £183,790 |

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 hope is that all our disadvantaged pupils develop a real love for learning and acquire skills that enable 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 RWM 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.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Low levels of speech and language development on entry to school |
| 2 | Lower 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/cultural capital |
| 5 | Engaging the families facing the most challenges and them supporting the children in their learning |
| 6 | Ensuring interventions are embedded and fluid in pre and post teaching to ensure the greatest impact. |
| 7 | Ensuring adequate time is given for subject and phase leaders to monitor the curriculum. |
| 8 | Far higher undiagnosed SEND/SEMHD in EYFS than in previous years |
| 9 | Inconsistency in the progress and attainment of disadvantaged children compared with their non-disadvantaged peers particularly in phonics, writing and maths (post lockdown) |

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 and communication and language/PSED (EYFS) | Data on Bromcom 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 non-disadvantaged peers | SOL attendance data shows that disadvantaged children's attendance is at 96% |
| 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. |
| 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. Staff all aware of vulnerable pupils and their personal and welfare needs. CPOMS records show that vulnerable pupils' needs are identified and met. |
| The quality of teaching the children are receiving is of the highest quality possible so they make the best progress they can | Data, discussions with children, learning walks and book looks show strong progress in disadvantaged children |
| Children's SEMH needs are met showing an improvement in mental health and regulation of behaviour | Thrive/Bromcom 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 (piloting the new Oasis Curriculum). Vulnerable pupils' engagement and attainment is evident through pupil voice 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: £75,000

| 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 in their subject and therefore the progress of 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 | 7, 9 |
| Speech/language link targeted SALT individual daily work and groups to work on key areas for SALT and communication. | Speech/Language link screening programme to identify and speech and language/communication issues around spoken language. Delivery of interventions by 2 school based specialist TAs | 1 |
| Training for staff on the new phonics programme to deliver the new phonics scheme effectively. | Previous phonics teaching has been effective with results in line with national; new phonics scheme to raise attainment further. | 9 |
| CPD for staff to improve their subject and pedagogical skills and knowledge | Feedback and improvement in skills of subject leaders shows that this strategy has proven itself effective in the past | 9 |
| Improve quality first teaching to ensure all work is suitably scaffolded and challenging to meet the needs of all learners. | Observations and monitoring show that where work is suitable scaffolded children make the most progress. | 6, 7, 9 |
| Develop school resources required for the new 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 | 4, 9 |

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 |
|--|--|-------------------------------|
| School Led Tutoring | In groups of 3 for key children to receive 15 hours of tutoring by a qualified teacher in English or Maths | 4, 6, 9 |
| Provide 1:1 RWI tuition to those Y1 children not making expected progress and Y2 children who did not pass the Dec' 21 phonics check | Previous data shows this strategy accelerates the progress of children in phonics | 4, 6, 9 |
| Increase provision of trained reading professionals (parent/carer volunteers) | Support for early readers to develop reading skills. | 4, 9 |
| Remove barriers to learning for identified disadvantaged pupils – emotional/ or behaviour issues (e.g. <i>Thrive</i> , , <i>Lego Therapy</i>) | Small group support provided for pupils to help develop social skills, resilience and confidence. | 3, 4, 8 |
| DP led intervention groups with disadvantaged children not making expected progress | Small groups support to enable accelerated progress. | 4, 6, 9 |
| Booster groups | Small groups support to enable accelerated progress. | 4, 6, 9 |
| Additional LSA support in EYFS to meet learning and emotional needs of disadvantaged children | Support for children to regulate and access curriculum | 3, 8 |

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

Budgeted cost: £38,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| SEMH support for individual children (counselling, Thrive, behaviour support service) to enable them to access the curriculum. | Research and previous provision allows for targeted support according to individual need. | 3, 8 |
| LSA support for KS1 children with SEMH difficulties who need adult support to regulate themselves to access the curriculum | Additional adult support ensures that children who have returns post-lockdown are able to access learning | 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 | 2, 5 |
| 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. | <p>Equal access supporting vulnerable families and enabling pupils' self-confidence and experiences to be enhanced.</p> <p>Children's sense of well-being improves if they have a uniform that is the same as their peers.</p> | 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 | <p>Children in Year 6 will feel calm and relaxed ready for their SATs.</p> <p>All children requiring breakfast are given it</p> | 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. | <p>Equal access supporting vulnerable families and enabling pupils' self-confidence and experiences to be enhanced.</p> <p>Children's sense of well-being improves when they have the same opportunities as their peers.</p> | 4, 5 |
| Provide in-house counselling for children who have SEMH difficulties | Children's mental health and wellbeing needs are met resulting in the being able to access learning and have healthy strong relationships | 3, 9 |

Total budgeted cost: £183,000

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 2020 to 2021 academic year.

Year Six Cohort:

Data taken from Target Tracker based on teacher assessment and mock SATs/Headstart tests

| Subject | All Expected + | All Greater Depth | Disadvantaged Expected + | Disadvantaged Greater Depth | Non Disadvantaged Expected + | Non Disadvantaged Greater Depth |
|---------|----------------|-------------------|--------------------------|-----------------------------|------------------------------|---------------------------------|
| Reading | 71% | 28.9% | 60% | 20% | 83.3% | 38.9% |
| Writing | 71% | 13.2% | 65% | 5% | 77.8% | 22.2% |
| Maths | 71% | 31.6% | 60% | 20% | 83.3% | 44.4% |

Combined RWM 71%

There is unfortunately a gap between outcomes for disadvantaged children and their non-disadvantaged peers for the academic year 2020-21. This is the case in all subjects at expected and above and greater depth. Many of our disadvantaged children engaged less in online teaching and this undoubtedly had a significant impact. This coming year we will be working to remedy this in all year groups.

Phonics Y1 cohort:

Teacher assessment at the end of year one

| | % passing phonics check | Disadvantaged | Non disadvantaged |
|----------|-------------------------|---------------|-------------------|
| Year One | 67% | 42% | 97% |

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Externally provided programmes

| Programme | Provider |
|--------------------------|---------------------------|
| Thrive | Thrive |
| Charanga | Charanga |
| Primary Language Network | Primary Language Network |
| Infant Link | Speechlink Multimedia Ltd |
| Read Write Inc phonics | Ruth Miskin |
| Spellzone | Spellzone |
| MyOn | Renaissance |
| Sumdog | Sumdog |

Service pupil premium funding (optional)

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