

Pupil premium strategy statement

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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 Byron
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Joanna Poplett/Adam Browne
Pupil premium lead	Joanna Poplett
Governor / Trustee lead	Adam Browne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73, 975
Recovery premium funding allocation this academic year	£8,100
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	£82,075

Part A: Pupil premium strategy plan

Statement of intent

Pupil premium is a government initiative aimed at providing additional money for pupils from deprived backgrounds to drive up standards. Research conducted by EEF identified common barriers to learning for disadvantaged children can be less support at home, weak language and communications skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles:

- We ensure disadvantaged pupils (and all our pupils) have access to quality first teaching and outstanding practice, as we know that this is the most effective way to raise attainment and progress
- We aim to ensure that disadvantaged pupils make rapid rates of progress, to eliminate gaps in achievement between their peers
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meal. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups, and individuals. Limited funding and resources mean that not all children receiving school meals will be in receipt of pupil premium interventions at one time

School Context:

Oasis Academy Byron is part of the Oasis Community Learning Trust and is in Coulsdon, in the South of Croydon. The school is made up of 1 form per year group with most classes being full. Pupil role is currently 198 of a pan of 210.

Ultimate Objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils national and within internal school data
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach age related expectations at the end of Year 6 and thus achieve GCSE's in English and Maths

Achieving These Objectives:

The range of provision the trust considers making for this group include and would not be limited to:

- Additional teaching and learning opportunities provided through trained support staff and external agencies
- To allocate 'catch up funding' to facilitate the provision of small group work with an experienced teacher/support staff, focussed on overcoming gaps in learning
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations
- Pupil Premium resources are to be used to target children on FSM/identified children not on FSM, to achieve age related expectations
- Supporting transition from primary to secondary and transition internally and into EYFS
- Additional learning support
- Subsidise activities, including education visits, residential to ensure that children have first-hand experiences to use in their learning in the classroom
- To support children to learn a musical instrument and perform as a collective group
- Behaviour support during lunchtime by providing activities to engage and promote the Oasis 9 Habits and ethos and thus enhance learning

This list is not exhaustive and will change according to the needs and support our disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Weak spoken language and communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Parental engagement of children who are disadvantaged (low ambition and aspirations)
4	Fewer PP children achieve GDS at KS1 and KS2
5	Attendance – identified PA group and punctuality

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
Progress in the level of speaking and listening across EYFS and progress in CLL	<ul style="list-style-type: none"> -% attaining CLL ELG is = /+ the national average, and less gap for disadvantaged children -Children with lower starting points (EYFS entry) to speak with confidence and in full sentences
Accelerated progress all areas of the Early Years framework, from baseline judgements	<ul style="list-style-type: none"> -% attaining GLD is = /+ the national average, and no gap for disadvantaged children
Parental engagement with the number of services offered including FSW, links with CC and Hub work with disadvantaged families	<ul style="list-style-type: none"> -Attendance at parents' evenings and workshops increase for disadvantaged cohort -Families feel supported by the FSW and able to attend activities suggested and offered
Accelerate progress and raise attainment for ARE+ disadvantaged pupils	<ul style="list-style-type: none"> -All ARE+ disadvantaged pupils targets are accurately set at and termly progress scrutinises and acted upon -Monitoring feedback evidence demonstrates good or better progress in lessons for ARE+ disadvantaged pupils
Weekly attendance and punctuality of PP pupils continues to improve	<ul style="list-style-type: none"> -Reduce the number of PA among pupils eligible; for PP, so EWO involvement is not needed -Attendance for disadvantaged pupils is at least in line with national average at 96% (meeting the EOY Oasis target)

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: £ 27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained support staff to enable specific interventions using Forest Schools for identified disadvantaged pupils in EYFS and KS1 (£7,000)	<ul style="list-style-type: none"> -Early identification and intervention in early years and KS1 has had a significant impact on attainment and progress for children -Evidence from Forest School indicates improved outcomes for all children, in particular the disadvantaged 	1,2,3,5
PiXL practice of key marginals identified and targeted support across KS2 (£15,000)	<ul style="list-style-type: none"> -PiXL practice of identifying key marginals had a positive outcome on 2018 and 2019 results -PiXL approaches will be disseminated across KS2 and moving into KS1 (practice, resources) 	1,2,4
Staff CPD (£5,000)	<ul style="list-style-type: none"> -High quality staff CPD is essential and evidence-based research and the EEF tier approach shows that a key strategy of professional development is key – this year’s strategy is to attend and provide CPD to support the development of the Oasis pilot curriculum -Staff meetings and INSET scheduled to support pedagogy across curriculum areas and LA Maths Mastery Hub 	1, 2, 4

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

Budgeted cost: £ 6,000

Recovery catch up funding:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NHS Speech and language therapist to work alongside to implement bespoke programmes for identified children (£6,000)</p>	<p>Weak language and communicate skills on entry to Reception or other year groups. Most children are working in 30-50 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception.</p> <p>In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>20% disadvantaged children will either require in school small group support of 1:1 support from the NHS speech and language therapist</p>	<p>1, 2</p>
<p>National Tutoring programme 50 pupils x 60% x 202.50 = £6,075</p> <p>30 x 15hrs package from NTP, school contributes £2,025 1:3 grouping</p>	<p>Having analysed our cohorts we have identified that the Year 6 cohort need support to address gaps in maths and writing which could be effectively addressed through intensive tuition through the NTP.</p> <p>We have also identified the Year 5 cohort as needing intervention and therefore will access NTP tutoring for maths and reading</p> <p>Intensive tuition enables the teacher to focus exclusively on a small number of learners providing support to lower attaining learners or those who are falling behind, or as a more general strategy to ensure effective progress</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer weekly meetings with EWO and families of PA disadvantaged pupils (£7,000)	-In 2020/21 (March 2020 – July 2021) attendance was 97.6%. -Gap between PP pupils and non-PP pupils was 1.7% -Clear procedures and processes in place for this to continue in 2021/22 and for attendance to continue to be above national	1, 3, 5
Enhance Academy curriculum offer through music, theatre groups, edible playgrounds, development of pilot curriculum opportunities (£ 10,000)	-Evidence clearly shows that children learn better through first-hand experiences and this in turn increases academic outcomes -Provide equal access for disadvantaged pupils with curriculum enrichment, through clear allocation of PPG grant	1, 3, 4,5
School – Home -Support worker (Reedham trust) (£ 4,500)	-It is essential that we know our children and can spot triggers which will affect learning -Vulnerable children identified for specific intervention programmes to address emotional and behavioural needs	1,3, 5
Equal access for all pupils to our educational visits programme (£10, 000)	-All children have the opportunity to attend a range of educational visits throughout the year including a residential in Year5/6 and Year 4. -Disadvantaged children are offered subsidises for club uptake	1,3,5
Specific interventions for disadvantaged pupils and most able disadvantaged pupils (£8,500)	-Identified groups and individuals to have access to specific programmes to address SEMH needs – Lego Therapy, draw and talk	1, 2, 3, 5

Total budgeted cost: £ 73,000

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.

2021 Evaluation:

- Outcomes are generally good across the school, but vary between cohorts and groups of pupils
- Academy assessments 2021 =
GLD = 63%
Y1 Phonics = 83%
Year 2 Phonics = 97%
KS2 Combined = 83%
- Attendance is good and above national at 96.0% (YTD July 2021). March – July 2021 = 97.6%. W/E 24.09.21 = 97.4%
- PA March – July 2021 = 4.8%.

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
X Tables Rockstar	Wonde – TT Rockstars
School- Home- Support	Reedham Trust