# Pupil premium strategy statement

*Before completing this template, you should read the guidance on* [using pupil premium](https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#online-statements).

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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

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| Detail | Data |
| School name | Oasis Academy Byron |
| Number of pupils in school | 202 |
| Proportion (%) of pupil premium eligible pupils | 22% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022/23 |
| Date this statement was published | October 2022 |
| Date on which it will be reviewed | September 2023 |
| Statement authorised by | Joanna Poplett/Adam Browne |
| Pupil premium lead | Joanna Poplett |
| Governor / Trustee lead | Adam Browne |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £68,586 |
| Recovery premium funding allocation this academic year | £8,120 |
| 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 | £76,706 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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 202 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, residentials 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.

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| 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.

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| Intended outcome | Success criteria |
| Progress in the level of speaking and listening across EYFS and progress in CLL | -% 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 | -% attaining GLD is = /+ the national average, and no gap for disadvantaged children |
| Parental engagement with services offered including, links with CC and Hub work with disadvantaged families | -Attendance at parents’ evenings and workshops increase for disadvantaged cohort  -Families feel supported by links with CC and Hub and they engage and encourage to attend activities suggested and offered |
| Accelerate progress and raise attainment for ARE+ disadvantaged pupils | -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 | -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.

### High quality teaching

Budgeted cost: £ 13,700

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Trained support staff to enable specific interventions for identified disadvantaged pupils in EYFS and KS1  (£7,000) | -Early identification and intervention in early years and KS1 has had a significant impact on attainment and progress for children  -Evidence from intense Colourful Semantic speech and language programme 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  (£2,700) | -PiXL practice of identifying key marginals had a positive outcome on 2022 Reading, Maths results  -PiXL approaches will be disseminated across KS2 and moving into KS1 (practice, resources) | 1,2,4 |
| Staff CPD  (£4,000) | -High quality staff CPD is essential and evidence-based research and the EEF tier approach shows that this is a key strategy of professional development– this year’s strategy is for all staff to attend whole staff trust CPD, attend strategy and community groups linked to subject areas.  -Staff meetings and INSET scheduled to support and develop pedagogy across curriculum areas and LA Maths Mastery Hub | 1, 2, 4 |

**Targeted academic support**

Budgeted cost: £ 21,308.00

Recovery catch up funding:

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Work alongside SALT (Love to Communicate) to implement bespoke programmes for identified children  (£6,000) | 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.  In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.  20% disadvantaged children will either require in school small group support of 1:1 support from the NHS speech and language therapist | 1, 2 |
| National Tutoring programme  1:5 grouping (£7.16 per child, per session)  40 pupils targeted  (£358.00 per week of tutoring)  (£358.00 x 26 weeks = £9,308.00 | Having analysed our cohorts we have identified that the Year 5 and Year 6 cohort need support to address gaps in maths and writing which could be effectively addressed through intensive tuition through the NTP.  We have also identified the Year 3 cohort as needing intervention and therefore will access NTP tutoring for maths and reading  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 | 1, 2, 3, 4 |
| Intensive reading programme targeting children in Y3 and above who did not pass the phonic screener  (£6,000) | Having analysed the phonic screening data from Y2, further support is needed for targeted children to develop reading fluency and comprehension skills.  Rapid Reading assessments completed as a baseline and then x3 weekly sessions for targeted childen |  |

**Wider strategies**

Budgeted cost: £34,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance officer weekly meetings with EWO and families of PA disadvantaged pupils  (£6,000) | -In 2021/22 (March 2021 – July 2022) 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 2022/23 and for attendance to continue to be above national | 1, 3, 5 |
| Enhance Academy curriculum offer through music, theatre groups and experiences which enhance the 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 |
| Equal access for all pupils to our educational visits programme  (£10, 000) | -All children can attend a range of educational visits throughout the year including a residential in Year 6.  -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: £ 69,508**

# 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.

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| *2022 Evaluation:*   * Outcomes are generally good across the school, but vary between cohorts and groups of pupils * Academy assessments 2022 =   GLD = 73%  Y1 Phonics = 80%  Year 2 Phonics = 79%  KS2 Reading = 77%  KS2 Writing = 57%  KS2 Maths = 87%  Combined = 57%   * Attendance is generally good 93.9% (July2022) * PA March – July 2022 = 15%. |