

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 Warndon
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	46.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	September 22
Date on which it will be reviewed	July 23
Statement authorised by	Suzanne Owen Principal
Pupil premium lead	Amelia Spicer Deputy Principal
Governor / Trustee lead	Herminder Channa Regional Director

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£350,405
Recovery premium funding allocation this academic year	£35,525
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	£385,930

Part A: Pupil premium strategy plan

Statement of intent

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.

We want our children (irrespective of their background or challenges) to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them.
- Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centred and celebrate difference.
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 Habits

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 are:

- Boys reading attainment in KS2
- Maths attainment in KS2 impacting on combined achievement.
- Disadvantaged children's and boys writing progress in lower KS2
- SEND Progress in writing
- Embed the new Oasis Curriculum

Our approach is integral to wider school plans for education recovery, including FFT tutoring, Thirdspace learning interventions and additional tutoring for pupils whose education has been worst affected by COVID-19, including disadvantaged and non-disadvantaged pupils.

You can find our full statement of intent here: [Oasis_Curriculum_Intent.pdf](https://oasisacademywarndon.org/Oasis_Curriculum_Intent.pdf)
(oasisacademywarndon.org)

Challenges

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

Challenge number	Detail of challenge
1	<p>ECT lack of experience and training</p> <p>Due to Covid-19, our ECTs have not had their full training years at university meaning that they will need developing further, ensuring enough time is given for professional development. As an academy we must ensure that CPD is delivered well and implemented effectively. Our monitoring cycle will ensure consistency and efficiency</p>
2	<p>Underdeveloped oral language skills and vocabulary gaps</p> <p>Assessments, observations and discussions with pupils indicate that our children have very low oral language skills and gaps in vocabulary. This is particularly prevalent in disadvantaged pupils.</p> <p>On Entry to Reception in the last 3 years, between 70% and 78% of our disadvantage pupils arrive below age-related expectations in their language link assessment compared to between 48% and 59% of other pupils. This gap currently remains steady to the end of KS2.</p>
3	<p>Disadvantage writing</p> <p>Our assessments and observations show that writing attainment among disadvantage pupils is significantly below that of non-disadvantaged pupils.</p> <p>In 2021/22, data showed that 51% of our current Year 5 pupils achieved ARE in writing compared to 93% of other pupils. A gap of 42%. This gap is echoed across the key stages.</p>
4	<p>Disadvantage phonics</p> <p>Assessments, observations and discussions with pupils suggest disadvantage pupils generally have greater difficulties with phonic than their peers. This negatively impacts their development as readers.</p> <p>In 2021/22, data showed that 90% of non-disadvantaged students passed their phonics screening compared to 66% of disadvantaged students.</p>
5	<p>Wellbeing due to closures</p> <p>Our assessments (including Thrive Screenings and flourish assessments) and observations indicate that the education and wellbeing of many of our pupils have been impacted by partial school closures. National studies have shown this has had a greater impact on our disadvantaged pupils.</p>
6	<p>Attendance</p> <p>Our attendance data in 2021/22 indicated that attendance among disadvantage pupils was 2% lower than for non-disadvantage pupils.</p> <p>28.32% of disadvantage pupils were persistently absent compared to 14.52% of non-disadvantage pupils- a gap of 13.79%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
7	<p>Supporting disadvantage families</p>

	<p>Our observations and hub data indicates that our families require further support in areas such as housing, finance management and parenting support. We are aware that many of our parents are unable to read and write and therefore struggle to provide support with learning at home.</p> <p>This has resulted in pupils being subject to home environments which are not conducive to thriving in education. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>
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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
Good or outstanding teaching across the whole academy.	<p>Monitoring (learning walks, observations, planning scrutinies, evidence scrutinies) show that all teachers are delivering the curriculum to a good or outstanding standard.</p> <p>All staff have access to broad and cutting edge CPD and embed this into their daily practice.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, evidence scrutiny and ongoing formative assessment.
Improved writing attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 69% of disadvantaged pupils met the expected standard.
Improved writing attainment among disadvantaged pupils.	Phonics outcomes in 2024/25 show that more than 82% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • flourish and thrive assessments • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by:

	<ul style="list-style-type: none"> • the overall attendance rate for all pupils being more than 97%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%. • the percentage of all pupils who are persistently absent being below 10.9% and the figure among disadvantaged pupils being the same.
<p>To ensure all disadvantage families are provided with the support they need to ensure their children can thrive.</p>	<p>Families are supported via the hub and DSLs to ensure all children are not subject to neglect, have appropriate resources (e.g. clothing, food, heating). Notices of concern reduce.</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: £ 231,679

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. E.g. phonics tracker, Accelerated Reader, smart grade</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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:</p> <p>EEF Blog: ECF – Exploring the Evidence: ‘Adaptive Teaching’ and... EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4
<p>Purchase and embedding of BookWings phonics scheme to secure stronger phonics teaching for all pupils</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4
<p>Purchase of home reading books which match phonological attainment and provide children with a breadth of text types. The library to be developed to provide this.</p>	<p>EEF highlights the importance in providing appropriate level of text and texts which will ensure a desire to engage with the text.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	2,3,4
<p>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</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	2,3,4
<p>Improve the quality of our SEMH provision. Approaches will be embedded into the</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic</p>	5

curriculum and supported by professional development and training for staff.	performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	
Provide CPD to all staff- steplab/ mentoring and coaching	There is strong evidence base that suggests that supporting high quality teaching is pivotal in improving children's outcomes. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5
Recruitment and retention of staff- providing opportunities, training routes	The EEF state that teacher recruitment and retention, particularly in the most disadvantaged areas is one of the most critical issues facing the English education system. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1
Technology- providing 1:1 devices to all students to support high quality teaching and learning and access to learning at home.	Technology opens a world of possibilities. Jim Knight (the chief education adviser to TES Global) argues that technology has the potential to render many of education's dichotomies false. Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk) Technology in the classroom has the potential to bring an end... EEF (educationendowmentfoundation.org.uk)	1,2,3,4,7

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

Budgeted cost: £ 79,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. (WellComm)	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF	2,3,4

	educationendowmentfoundation.org.uk WellComm - GL Assessment (gl-assessment.co.uk)	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with BookWings phonics	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2,3,4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2,3,4
Speech and Language specialists provide targeted support to those identified.	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	2,4
Leadership capacity for support for ECT	<p>The EEF is supporting the introduction and evaluation of the Early career framework which increases the level of support that new teachers get</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1

SEND resources to support individual learners with additional needs	Supporting SEND research by Ofsted states the importance in resourcing Supporting SEND - GOV.UK (www.gov.uk)	2,3,4,5
Teaching assistant deployment ensures that interventions are thorough and robust	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition EEF (educationendowmentfoundation.org.uk)	2,3,4

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

Budgeted cost: £ 74,376

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support for targeted PP families	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5,6,7
Hub development- targeting parents for adult training opportunities, social support and life skills.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement EEF (educationendowmentfoundation.org.uk)	5,6,7
Family support worker- to increase parental engagement and support access to the academy	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement EEF (educationendowmentfoundation.org.uk)	6,7
Thrive and flourish is used to support children with their	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later	5,6,7

social and emotional stability	life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5,6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
OPAL playtimes initiative	Research indicates that OPAL had considerable benefits including: -Changing culture and attitudes -increasing children's enjoyment of playtimes	5,6

Total budgeted cost: £ 385,930

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.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than non-disadvantaged pupils in key areas of the curriculum. Therefore, the outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure and continued Covid-19 absence was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online lessons which were accessed by the academy-funded 1:1 devices.

Although overall attendance in 2021/22 was lower than in the preceding 3 years at 92.64%, it was in line with the national average. Persistent absence among disadvantaged pupils was 28.32% compared to non-disadvantaged at 14.52. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, 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. We are building on that approach with the activities detailed in this plan.

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
FFT tutoring	Phonics Year 4 and Year 2

Third Space Learning	Maths Year 5
Thrive	Thrive
Flourish	Flourishing life
White Rose Maths	Trinity Mat
Neli	Nuffield Foundation Education Limited
Wellcomm	GL Assessment
Phonics programme	Book Wings

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Our pastoral team provided dedicated time to the emotional wellbeing and academic achievement of service children. They have created question jars of questions/ things they want to tell their deployed parent, and memory boxes when they move schools.</p> <p>Thrive support targeted anxiety.</p> <p>We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.</p> <p>100% of our service students achieved ARE in Summer 2022.</p> <p>50% of our service students achieved GD in Summer 2022.</p>