

## 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	491 Y1-6 pupils 574 inc nursery
Proportion (%) of pupil premium eligible pupils	51.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 due to COVID recovery bespoke plan.
Date this statement was published	September 2021
Date on which it will be reviewed	Termly
Statement authorised by	Suzanne Owen
Pupil premium lead	Naomi Cooke
Governor / Trustee lead	Juliet Silverton

### Funding overview

Detail	Amount
<i>Pupil premium funding allocation this academic year</i>	£321, 455
<i>Recovery premium funding allocation this academic year</i>	£35525
<i>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 356,980

# Part A: Pupil premium strategy plan

## Statement of intent

Oasis Academy Warndon has made significant and sustained improvement since the predecessor school's judgement of 'requires improvement' in January 2013. In May 2015, we were judged by Ofsted to be 'good' in all categories and then our section 8 in November 2019 where inspectors found there was enough evidence of improved performance to suggest that the school could be judged outstanding. The approach is now fully embedded and further enhanced, and we consider our provision outstanding in all areas, with a clear and determined focus to maintain this through detailed on-going analysis, excellent CPD and a keen eye on research and development in education.

*As part of our localised one plan we wish to:*

- Continue to secure substantial improvement in progress for disadvantaged pupils in attainment and progress.
- Continue to diminish the difference in the attainment of disadvantaged pupils so that they attain more in line with others nationally.
- Further training for staff on the relational approach to supporting pupils who have faced trauma/ ACEs.
- Continue to support the 20 most vulnerable families
- Raise Disadvantaged Outcomes

As a school we will provide rigorous intervention and support to all pupils with a focus on the above key strategies from our Localised 'One Plan'

## Challenges

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

Challenge number	Detail of challenge
1	<p>The four priorities below address a range of barriers to learning by diminishing the difference we are supporting staff with a deep analysis of data to identify where actions are needed for e.g. small phonic groups.</p> <p>We have come through an incredibly unsettled time where PP funding has been used during COVID to provide iPads and ICT access to all to ensure the gap did not widen over lockdowns. As an academy our focus needs to be on raising attainment for all and ensuring we target and focus on the children to fill gaps and ensure they flourish.</p>

2	Teaching – Ensuring enough time is given for professional development. As an academy we must ensure that CPD is delivered well. Monitoring cycle to ensure consistency and efficiency.
3	Targeted support. Ensuring the facilitation, resources and time given for interventions, therapies, pupil progress meetings and timely catch up for pupils in need of intervention. As an academy we must ensure that we hold staff meetings for target setting and assessment. Responsive feedback and feedforward used in lessons for accurate AFL on what is taught daily. In the 21-22 cycle we will need to implement a new feedback model to incorporate the ICT/IPAD usage and how we mark and move learning forward. Assessment weeks and forensic analysis of data to pinpoint and target groups.
4	Wider strategies. Ensuring the families facing the most challenges are engaging, and we can provide the support and help required including EIFS and safeguarding needs. As an academy we need to continue to work closely with the pastoral team and the hub to ensure cohesive family support is available for the families in need.

## 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
Priority 1 Diminishing the difference	<ul style="list-style-type: none"> <li>• To raise staff awareness of forensic analysis of PP data at each assessment point thus improving outcomes.</li> <li>• Detailed FFT target setting for PP in</li> <li>• Provision of Year group specific targeted support following PPM's</li> <li>• Small Phonic groups</li> <li>• To ensure small Class sizes EEF recommendation</li> <li>• PP Pupil Progress 1/2 termly meetings to ensure that children are accurately targeted.</li> <li>• Y2/6 Booster to be undertaken to fill gaps. Phase lead to organise</li> <li>• 121 and small group funded tutoring for diminishing the difference (COVID catch up)</li> <li>• Targeted Interventions- therapies</li> <li>• SENDCo PP Support to ensure that children with PP are receiving the support needed to make progress.</li> <li>• S&amp;L Specialist support- Internal HLTA and External agencies</li> </ul>

	<ul style="list-style-type: none"> <li>• Comprehensive COVID catch up. FFT / Third space learning to accurately assess and teach into misconceptions and gaps</li> </ul>
<p>Priority 2 Pupil Wellbeing</p>	<ul style="list-style-type: none"> <li>• THRIVE Social Emotional Program to increase social/ emotional schemes to be implemented as necessary.</li> <li>• Flourish program to be embedded.</li> <li>• Expansion of pastoral team to further target children in need.</li> <li>• Hardship Fund for persistently disadvantaged.</li> <li>• Breakfast Club with PP funding for those who need a healthy breakfast.</li> <li>• Deputy Principals Safeguarding and Behaviour job roles realigned to cover behaviour and SG.</li> <li>• Extra-Curriculum PP focus provision to ensure children of PP are tracked and offered the opportunities of their peers.</li> <li>• Vulnerable Learners Audit through CPOMS and intervention as appropriate through pastoral teams to be implemented.</li> <li>• Increase health and wellbeing curriculum development. New pilot curriculum to highlight and refine this throughout the year.</li> <li>• Whole school focus on raising attendance with support of attendance officer.</li> <li>• Additional curriculum COVID well-being focus</li> </ul>
<p>Priority 3 Character Development</p>	<ul style="list-style-type: none"> <li>• New primary curriculum pilot year</li> <li>• Middle leader development opportunity to lead on character across the academy. All areas. Pastoral, PD, Standards, CPD, Behaviour, assessment and character. These leaders will be able to embed their themes using the new primary curriculum to embed the character we want our children to have.</li> <li>• Trips and Experiences focusing on cultural capital to be undertaken termly throughout the year.</li> <li>• Identifying HA music and sports students for individual/small group intervention/tuition with specialist and peripatetic teachers.</li> <li>• Raise attendance through systems to ensure lower PA %</li> <li>• Further raise awareness of 9 habits through 9 habit celebration assemblies.</li> <li>• Additional Senior leader development through MA and NASENCO aware as well as TIP training for two DP's</li> </ul>

<p>Priority 4 Parental Engagement</p>	<ul style="list-style-type: none"> <li>• Raising Early Attainment in Literacy - REAL Project. Higher % GLD C and L achieved.</li> <li>• Hub Development - Targeting parents for adult training opportunities, social support, and life skills to ensure</li> <li>• Pastoral support for targeted PP families. 20 most vulnerable families targeted and % of engagement improved.</li> <li>• Family Support Worker - To increase parental engagement and support access to the academy. . 20 most vulnerable families targeted and % of engagement improved.</li> <li>• Admissions officer to increase attendance working with families. Increased % of cumulative attendance.</li> <li>• Targeting PP parents for parental workshop attendance. % tracked through the year.</li> <li>• Development of FOO events and parental workshops after COVID to welcome parents back to academy. £ 3000 to be raised over the year for academy.</li> </ul>
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## 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: £ [150,000]

Activity	Evidence that supports this approach	Priority number(s) addressed
<i>Pastoral team implementation HLTA</i>	Lower exclusions, less incidents of negative behaviour on Bromcom and a holistic approach to identifying needs and supporting our children.	1/2
<i>Teach first NQT</i>	High quality teaching to diminish the difference.	1
<i>S and L HLTA</i>	Reduction of children from SEN register dramatically decreases after comprehensive intervention in EYS.	1
<i>SEN TA's</i>	X 2 – to raise profile for children with SEN/ PP interventions and targeted therapies	

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

Budgeted cost: £ [80,828]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Leadership capacity for groups</i>	Outstanding teachers, forensic data analysis. Data drops	1
<i>Tutoring 121 and in groups</i>	Outstanding teachers, forensic data analysis. Small groups or 121 pick up using COVID catch up fund outside of school	1
<i>FFT and third space learning programmes for phonics and maths</i>	Small groups or 121 pick up using COVID catch up fund outside of school. Bespoke needs analysis and intervention	1
<i>Speech therapist</i>	121 and group therapy to ensure communication and language levels improved.	1

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

Budgeted cost: £ [126512]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising Early Attainment in Literacy - REAL Project	Increased GLD Comm and Lang scores at end of reception	1/2
Hub Development - Targeting parents for adult training opportunities, social support and life skills	Hub attendance % increases. % of families supported and % of funding gained increases.	2/3
Family Support Worker - To increase parental engagement and support access to the academy.	Parental engagement to our most vulnerable families. Signposted to other services.	2/3
Pastoral support for targeted PP families.	Parental engagement to our most vulnerable families. Signposted to other services.	2/4
Attendance officer employed	Admissions officer to increase attendance working with families. Higher attendance figures and cooperative working with parents – lower PA figures over academic year.	4

**Total budgeted cost: £ [356980]**

## 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.

#### Review: last year's aims and outcomes 2019 cohort due to no SATS tests in 2020

##### OAW Statutory Data Overview 2018-19

Assessment Area:	Reception GLD
Data from:	Teacher Assessment

	All Pupils	Disadvan
Academy 2019	68%	59%
Academy 2018	67%	60%
National 2018/9	72%	73% (other)

Assessment Area:	KS1 Phonics
Data from:	Phonics Test 2019

	Year 1 Phonics		Year 2 Retest	
	All	Disadvan	All	Disadvan
Academy 2019	73%	50%	XX%	XX%
Academy 2018	80%	67%	93%	97%
National 2018/9	82%	84% (other)	92%	XX% (other)

Assessment Area:	KS1 SATs
Data from:	SATs Testing and TA/KS1 Data 2019

	RWM	Expected All			Expected Disadvan			GD All			GD Disadvan		
		Read	Write	Maths	Read	Write	Maths	Read	Write	Maths	Read	Write	Maths
Academy 2019	69%	74%	73%	79%	54%	54%	62%	27%	16%	29%	12%	12%	15%
Academy 2018	60%	69%	64%	67%	67%	60%	60%	14%	12%	14%	13%	9%	13%
National 2018/9	66%	76%	70%	77%	79% (other)	74% (other)	80% (other)	25%	15%	22%	29% (other)	18% (other)	25% (other)

Assessment Area:	KS2 SATs
Data from:	SATs Results 2019

KS2 RMW	Expected All	Expected Disadvan	GD All	GD Disadvan
Academy 2019	77%	73%	14%	6%
Academy 2018	74%	65%	12%	5%
National 2018/9	65%	70% (other)	10%	12% (other)

KS2 Expected	Expected All				Expected Disadvan			
	Read	Write	Maths	GPS	Read	Write	Maths	GPS
Academy 2019	80%	84%	88%	84%	79%	82%	85%	79%
Academy 2018	84%	78%	82%	84%	79%	70%	72%	79%
National 2018/9	73%	79%	79%	78%	80% (other)	83% (other)	81% (other)	XX% (other)



KS2 GD	GD All				GD Disadvan			
	Read	Write	Maths	GPS	Read	Write	Maths	GPS
Academy 2019	20%	20%	25%	36%	12%	15%	18%	33%
Academy 2018	26%	17%	28%	38%	16%	12%	21%	26%
National 2018/9	27%	20%	27%	36%	33% <small>(other)</small>	24% <small>(other)</small>	28% <small>(other)</small>	XX% <small>(other)</small>

  

KS2 Progress	Average Scaled Score/Progress All				Average Scaled Score /Progress Disadvan			
	Read	Write	Maths	GPS	Read	Write	Maths	GPS
Academy 2019	104.7		106.4	107.4	104		105	107
Academy 2018	105.2		105.5	107.2	104		104	105
National 2018/9	104		105	106	106.1 <small>(other)</small>		104.0 <small>(other)</small>	107.2 <small>(other)</small>
Academy 2019	+2.5	+1.5	+3.3		+2.5	+1.4	+3.0	
Academy 2018	+2.24	+1.27	+3.26		+2.24	+1.06	+2.96	
National 2018/9	0	0	0		0.31 <small>(other)</small>	0.24 <small>(other)</small>	0.31 <small>(other)</small>	

  

Aim	Outcome
Progress in Reading and Writing	Please see progress scaled score and attainment data for all, disadvantaged and GD
Progress in Mathematics	Please see progress scaled score and attainment data for all, disadvantaged and GD
Phonics	Please see phonics data
Other	See GLD data from reception

## Externally provided programmes

Programme	Provider
FFT	Phonics Year 4 Year 2
Third space learning	Maths Year 5
Individual or small group tutoring for PP children	Across school with qualified HLTA or teacher 15 sessions for £30 per hour targeted children

## Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pastoral support
What was the impact of that spending on service pupil premium eligible pupils?	<p>Thrive for children with anxiety. X2 Intervention for behaviour for child on umbrella pathway.</p> <p>All children achieved expected on summer results in 2021 due to extra intervention which enabled progress.</p>

## Further information (optional)



# Covid Catch-up Premium

<i>Academy</i>	<i>Oasis Academy Warndon</i>
<i>Academic year</i>	2020/2021
<i>Total catch up premium amount</i>	£36558
<i>Number of pupils</i>	588
<i>Guidance</i>	<p>Academy catch up funding allocations are calculated on a per pupil basis providing each academy with £80 per child from Reception to Y11. The funding is designed to mitigate the effects of the unique and disruptive effects of the global pandemic.</p> <p>As a Trust OCL has partnered nationally with Teach First to provide extra teachers across our academies as a response to Covid. Details of deployment, cost and intended impact must be included below.</p> <p>In order to fund the deployment of a teach first teacher at every academy, the catch-up funding was pooled. The costs of a teach first placement (at a discount of 33%) across 52 academies was deducted from the total funds allocated to OCL. The remaining funding was allocated on a pro rata tiered basis according to the size of each academy. The “total catch-up premium amount” referred to above is the amount received by the academy to fund their allocated teacher plus the residual amount of funding allocated pro-rata.</p>

## Use of funds

Use of funds	EEF guidance
As an academy, we have created a cohesive and well-structured plan to enable our children to ‘catch up’ using the extra funding we have received. We have deployed extra staff to year six to accelerate progress in this vital year. We have	<p>The EEF areas that we have focussed on in our COVID catch up are detailed below. The approaches and strands are explained below.</p> <p><b>Teaching and whole school strategies</b></p> <ul style="list-style-type: none"> <li>Supporting great teaching</li> <li>Pupil assessment and feedback</li> </ul>

also rolled out a package of whole class catch up using PIXL and diagnostic testing to pinpoint areas which need to be taught to a whole cohort. Further to this, we have implemented more specific group and 121 support for groups of children. A proportion of the fund has also gone to providing extra specialist speech and language support to children in the early years as after an extended period at home, children have missed important social and developmental milestones, the children missed out on key teaching in this setting.

- Transition support

**Targeted approaches**

- One to one and small group tuition
- Intervention programmes
- Extended school time

**Wider strategies**

- Access to technology

## Identified impact of lockdown

Area of need identified	Outline of identified need as identified by the academy – evidence of need
Safeguarding and hub support needed for well-being.	Cases of CP and CIN increased since lockdown period. Safeguarding team have absorbed this and two new deputy DSL's have had training and started to take on cases.
Educational disadvantage created from period of non-attendance at school.	Six-month closure for some children with some lower engagement with home learning. It is vital to ensure level playing field for our children and showing we are ensuring that cohort specific and individual misconceptions and gaps are being addressed.
Well being after period of uncertainty.	Well-being week resourced and delivered for first week back in September. Pastoral team deployed
Early years speech and language provision.	After an extended period at home, children have missed important social and developmental milestones. The children missed out on key teaching and the baseline when joining reception in 2019 showed that 42% of the year group failed language link which is an assessment to ascertain age related expectations for speech and language.

## Planned expenditure on the areas identified by EEF

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead/owner	Review date
Improved speech and language outcome for children in EYFS to catch up and meet GLD and KS1 expected standards.	Targeted approaches <ul style="list-style-type: none"> <li>• One to one and small group tuition</li> </ul> Covid funding- Additional ½ day per week of Specialist Speech and Language support for the academic year. £175 per session 39 x175 = £6825		SO	Termly
To release AH for targeted provision in Y6 and to pay	Teaching and whole school strategies		AM/NC	Termly

teacher salary for SEN group strategy in Y6	<ul style="list-style-type: none"> <li>Supporting great teaching</li> </ul> £ 5000 of TF catch up funding – deployed through teaching cover to release leaders and ensure interventions are running.			
To ensure that interventions and therapies are accurately allocated to groups and individuals to address gaps in diagnostic testing.	Targeted approaches <ul style="list-style-type: none"> <li>One to one and small group tuition</li> </ul> Targeted approaches <ul style="list-style-type: none"> <li>Intervention programmes</li> </ul> PIXL and assessment leader release as well as teacher release in the afternoon for bespoke and small group foci groups. £1000		EH/NC/AP/SO	Termly
To purchase and roll out autumn transition package to plug whole class misconceptions through diagnostic testing.	Teaching and whole school strategies <ul style="list-style-type: none"> <li>Supporting great teaching</li> </ul> Pixl £3500		All class teachers AP/EH/AH	Termly
To create a targeted intervention and small group fluidity for teaching in Y6 -4 groups plus SEN for RWM daily	Targeted approaches <ul style="list-style-type: none"> <li>One to one and small group tuition</li> <li>Intervention programmes</li> </ul> AH salary £16492 autumn term		Data drops and SATS results NC/EH	Half termly data drops and PPM's
Release subject leaders to plan, create resources and interventions for targeted groups	Teaching and whole school strategies <ul style="list-style-type: none"> <li>Supporting great teaching</li> </ul> £ 5000 of TF catch up funding – deployed through teaching cover to release leaders.			

## Covid-19 catch-up total

<b>Covid catch up total</b>	<b>£36588</b>
<b>Actual cost of interventions</b>	<b>£37817</b>

<b>Cost to academy to add extra opportunity linked to need</b>	
<b>Total position of funds – impact on academy budget (if any)</b>	£1229