

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 Limeside
Number of pupils in school	452 including Nursery and 2-year-old unit
Proportion (%) of pupil premium eligible pupils	224 eligible = 49.55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	October 2022
Date on which it will be reviewed	July 2025
Statement authorised by	Lauren Norris
Pupil premium lead	Elizabeth Marsland
Governor / Trustee lead	Emma Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£314,790 202 pupils = 50.50% PP pupils = £1385 x 222 = £307, 470 3 CLA pupils = 3 x £2410 = £ 1 Previous CLA = £2410
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	£ 314, 790

Part A: Pupil premium strategy plan

Statement of intent

At Oasis Academy Limeside we believe that **all** our children SHINE with possibility. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points.

At Oasis Academy Limeside we implement a tiered approach to investing our pupil premium entitlement and this consists of balanced approaches to improving teaching, targeted academic support and wider strategies, which are heavily based on the research carried out by the EEF (Education Endowment Fund). This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Through this approach our aim is that all children should become learners for life, who love learning and understand how they learn, through a broad and relevant curriculum. We aspire to develop caring, responsible citizens of the future, who have a sense of worth and aspiration, based on a wide range of personal achievements.

Our pupil premium strategy is also fundamental to the wider academy plans for education recovery, particularly in our targeted support through the National Tutoring Programme for pupils whose education has been disproportionately impacted by the effects of the pandemic, including non-disadvantaged pupils.

To ensure that our pupil premium children receive support to enable them to thrive we will:

- support them to improve attendance, increase their aspirations, provide experiences to build cultural capital and promote their emotional health.
- intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise their expectations of all pupils.
- build onto successful practices to ensure sustained impact

Challenges

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

Challenge number	Detail of challenge
1	<p>Lack of experiences and cultural capital impacts on understanding across the curriculum</p> <p>Pupils at the academy have low cultural capital which is demonstrated through their learning, discussions and observations. Our disadvantaged pupils underperform due to the barriers this presents. For example:</p> <ul style="list-style-type: none">• Difficulties relating to texts, historical/geographical topics etc.• Difficulties in making links in their learning due to limited life experiences

2	<p>High levels of social and emotional and well-being needs</p> <p>Due to the needs of our families, there are a great number of pupils and in fact their parents, that struggle with SEMH. We have a high percentage of pupils and families receiving targeted support both in-house (e.g. ELSA, Time to Talk) and outside agencies (Early Help, CAMHS and Tog Mind). Because of the increased needs across the academy, we have increased our pastoral support team</p>
3	<p>Lower than average attendance levels</p> <p>Attendance data from the last academic year shows that disadvantaged pupil's attendance is lower than their peers. We had 2 more CLA children join our academy at the end of the last academic year. This takes the total number to 3. We regularly monitor attendance using SOL attendance tracker and meet with parents of those children who follow below school target.</p>
4	<p>SEND</p> <p>As an academy we have a significant number of pupils who have an area of SEND need. We currently have 16 pupils with EHCPs and at least 16 pending. We need to ensure that adequate resources and time are given to interventions and therapies to support these pupils. It is also key that staff are trained to deliver diagnostic assessments and supported in delivering high quality interventions. Over the academic year, assessment weeks are planned in including time to analyse data to pinpoint and target groups. A programme of robust pupil progress meetings are planned across the academic year and a clear plan for timely catch-up programmes to support pupil progress. CPD sessions are set aside to ensure for assessment support/updates and target setting.</p>
5	<p>Low levels of literacy and early reading experiences</p> <p>Pupils enter the academy with low vocabulary acquisition and poor speech. Few life experiences, particularly because of Covid. Many of our pupils are from third generation unemployed and parental capacity to support with literacy and early reading is limited.</p>

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
The in-school attainment gap in Reading, Writing and Mathematics will narrow between PP and non-pp children.	<p>All chn to have access to high-quality teaching.</p> <p>Subject deep dives, regular learning walks and book looks show effective scaffolding for lowest 20% of pupils in all lessons and that more able pupils are given the opportunity to master their learning.</p> <p>Raise staff awareness of PP outcomes at each assessment point.</p> <p>The use of assessment programmes (FFT, Insight and SmartGrade) to support target setting for PP pupils.</p> <p>Pupil Progress meetings mapped out across the academic year to ensure that all pupils are reaching their full potential and timely interventions are put in</p>

	<p>to place to support those who are falling behind. A focus on PP to form part of each meeting.</p> <p>New Phonics programme in place – Little Wandle. Daily Phonics lessons in place from Little Wizards (2-year-old provision) to Year 2. The programme also includes daily catch up and rapid catch up programmes, as well as, specific content for SEND pupils who need a graduated approach.</p> <p>Y2/6 Booster to be undertaken to fill gaps. Phase lead to organise.</p> <p>Diagnostic assessments – Wellcomm, Sandwell, Benchmarking to be carried out to pupils who are significantly behind their year group peers.</p> <p>SENDCo and Pastoral Teams to work together to map out interventions/therapies across the academy.</p> <p>OCL curriculum in place for this academic year. Clear broad and balanced curriculum. High expectations and use of iPads to facilitate learning.</p>
<p>To improve and sustain the improvement of attendance across the Academy, with a particular focus on disadvantaged and LAC pupils.</p>	<p>Attendance is at least 96%</p> <p>New attendance lead in place.</p> <p>Using SOL tracker to track attendance and this is shared with phase leaders to address any issues with staff in phase meetings.</p> <p>Class teachers speak with their class and family members regarding attendance.</p> <p>The gap between disadvantaged and non-disadvantaged is diminishing.</p> <p>Monitor and act on persistent absence</p> <p>Children receive welfare and emotional/social development support through the Pastoral Team.</p>
<p>The narrow the cultural capital gap and provide pupils with a wide range of enrichment opportunities to deepen knowledge and raise aspirations</p>	<p>Oasis Academy Limeside promise in place.</p> <p>Range of extra-curricular clubs to outdoor activity centre.</p> <p>Year 5 attend swimming</p> <p>Year 6 residential</p> <p>Enrichment opportunities mapped out across the curriculum – at least 1 per term.</p> <p>Ethos and celebration assemblies in place weekly.</p> <p>PD and PSHE lesson clearly mapped out in OCL curriculum to provide a wide range of experiences linked to safeguarding, protected characteristics, British values etc.</p> <p>Curriculum teaches children about their community, city and the wider world.</p> <p>Children in KS2 receive expert music teaching.</p> <p>REAL project and Teens and Tots in EYFS.</p>
<p>Children develop as resilient, confident learners and caring citizens</p>	<p>Children able to access wellbeing, emotional support</p> <p>PSHE/SRE curriculum in place</p> <p>Celebration and Ethos assemblies happen weekly.</p> <p>EYFS characteristics of effective learners/ self-regulation in place</p>

	<p>Leuven scales used to measure well-being</p> <p>Mental Health lead in place</p> <p>Pupil Well-Being Champions in place</p> <p>Wizard Lab and Wizard Worksop in place – Pastoral team and targeted interventions</p> <p>Make links with Place to Be.</p>
<p>Early identification of children with speech and language difficulties and support in place to reduce their barriers to learning.</p> <p>Develop vocabulary acquisition for all pupils.</p>	<p>SALT interventions start in Little Wizards (2-year-old unit) – access WellComm.</p> <p>Nursery and Reception pupils to be assessed and access Blast or WellComm to support speech development.</p> <p>WellComm diagnostic assessments in place and appropriate interventions</p> <p>In-Print in use across the academy to support understanding.</p> <p>Tier 2 and Tier 3 vocabulary is a focus in lessons.</p> <p>SALT therapist working at the academy fortnightly.</p> <p>Referrals made to SALT – in school, NHS SALT service and CLA Virtual School SALT.</p>
<p>Ensure all children leave KS1 age related in reading unless they have an identified area of need.</p>	<p>English team in place – writing, reading and phonics lead.</p> <p>Staff to be BRP trained.</p> <p>Benchmarking taking place for pupils.</p> <p>Guided reading training for all staff</p> <p>Fisher Family Trust training to take place and sessions to begin.</p> <p>Little Wandle phonics in place. Catch up and SEND interventions in place.</p> <p>High quality texts in place across the academy to be used in whole class read aloud and guided read sessions.</p> <p>Phonetically decodable books purchased and in use.</p> <p>Parent reading and phonics workshops and half termly reading newsletters.</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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff CPD linked to OCL curriculum including Pedagogy and the science of learning.	<ul style="list-style-type: none"> The OCL curriculum golden threads are the three Cs – Character, Competence and Community. Character is featured heavily throughout the curriculum and based on Rosenshine’s Principles of Instruction Research from The Sutton Trust has shown that good teachers have the most direct impact on student outcomes. Therefore, we train and support highly qualified teachers to deliver targeted support 	All
Instructional Coaching in place for all teachers to ensure high standards of quality first teaching.	<ul style="list-style-type: none"> The Sutton Trust states that <i>“the difference between an effective teacher and a poorly performing teacher is large”</i> and that <i>“with an effective teacher, pupils gain 40% more in their learning than they would with a poorly performing teacher”</i>. Use of Steplab across Oasis Community Learning shows an improvement of teaching and learning. National College for Teaching and Leadership states that <i>“Within an education culture striving for continuous improvement, there is a constant need to ensure that the appropriate skills, knowledge and actions of staff match the changing needs of the system. Coaching can assist in this process of ‘up-skilling’.”</i> 	All
Reading & phonics training mapped out across the academic year. The purchase of an accredited Phonics programme & phonetically decodable books	<ul style="list-style-type: none"> The EEF states that Phonics and Reading comprehension strategies have a very high impact for very low cost based on extensive research and that there is a strong evidence base that it has a positive impact on the accuracy of word reading, particularly for disadvantaged pupils Early reading specialist (previous NLP) has identified that investing in early reading is key to making the biggest difference in increasing the attainment and progress of disadvantaged children across the curriculum. Reading and phonics attainment across the academy is below national 	4 & 5
Training for staff and the implementation of a range of new standardised diagnostic assessments - accelerated reader, smart grade, WellComm and Sandwell Maths.	<ul style="list-style-type: none"> EEF toolkit states that the formative assessment sits at the heart of great teaching. Ultimately, to know how best to teach pupils we need some understanding of what they are bringing to the classroom: of how their prior knowledge might lead to pre- and misconceptions, to what extent they are ready to encounter new information, and whether they are motivated to learn and succeed. ALT has highlighted the increasing number of pupils who are significantly behind their peers and the importance for diagnostic assessments to further understand the gaps in their prior knowledge and their age of development. 	4 & 5

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development: Welcomm, Blast, Speech and Language specialist employed 1 day a fortnight	<ul style="list-style-type: none"> • EEF rates oral language interventions as very high impact +6 months • Children across the academy have low language acquisition on entry and poor social interactions. • 16 children within the academy have EHCPs – 3.5% of pupils. • Increasing number of SALT referrals are having to be made for our SEND pupils. 	4, 5
Engage with the 'Making it REAL' project to narrow the gap between Early Years disadvantaged pupils and their peers in CLL	<ul style="list-style-type: none"> • Children entering school have very low levels of language and early literacy experiences. • Longitudinal studies show REAL increases children's academic outcomes. • Increases parental engagement and confidence in learning from very early age. • EEF rates parental engagement as + 4months 	2, 4 & 5
Learning Support Assistant (LSA) led interventions to support Reading & Maths progress across the academy.	<ul style="list-style-type: none"> • EEF states that the targeted deployment of LSAs, who are trained to deliver an intervention to small groups or individuals has a higher impact on learner outcomes than everyday classroom support. • 16 children within the academy have EHCPs – 3.5% of pupils. • Diagnostic assessments show that an increasing number of our SEND pupils have significant gaps in their knowledge, with a large amount of pupils work significantly behind their peers. 	4 & 5
Little Wandle phonics SEND & Catch up programme to increase children's phonic and vocabulary acquisition	<ul style="list-style-type: none"> • Little Wandle phonics: development of this highly effective approach over recent years have shown Phonics screening check results being consistently amongst the top five per cent in the country for schools that participate in the programme. • Little Wandle Letters and Sounds Revised has been draws on the latest research into how children learn best, ensuring learning is committed to long term memory and how best to enable children to apply their learning to become highly competent readers. • EEF states that phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 	4 & 5

<p>Building Reading @ Primary (BRP) intervention to improve the way children read, enabling them to be independent problem solvers who read with understanding and enjoyment.</p>	<ul style="list-style-type: none"> • BRP states that each year pupils consistently make gains of over four times the expected rate of progress and on average pupils make Reading Age gains of over 12 months during the 10 week period of intervention. • EEF states reading comprehension strategies are high impact and that alongside phonics it is a crucial component of early reading instruction. 	<p>4 & 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Robust attendance procedures in place to track and improve that attendance of disadvantaged pupils</p>	<ul style="list-style-type: none"> • In house data shows that attendance of PP pupils is lower than their peers. • Attendance is an area of priority, particularly persistent absence. • SOL tracker in use across the academy shows pupils whose attendance is falling below school target and that early intervention and parental support has an impact on pupils attendance 	<p>3</p>
<p>Development of pastoral and inclusion team to provide support for children and their families: Creation of Wizard Lab (EYFS and KS1) and Wizard Workshop (KS2) Oasis Hub links within the Academy and community – weekly sessions Food Pantry Early Help drop-in sessions – signposting support REAL project</p>	<ul style="list-style-type: none"> • EEF states that 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 and Parental engagement has a positive impact on average of 4 months’ additional progress. • Academy in-house data analysis shows that an increasing number of children require support with SEMH, Well-being, attendance and behaviour. 	<p>2, 3 & 4</p>
<p>Wellbeing Support strategies in place across the academy: Wellbeing Champions Mental Health lead Training of mental health first aiders Speak Up QR code posters in each classroom</p>	<ul style="list-style-type: none"> • High number of children experience ACES, which impact significantly on wellbeing • Leuven scales on entry to Rec show about 80% have additional social and engagement development needs. • Behaviour analysis data shows that an increasing number of pupils are receiving in house SEMH support. 	<p>1, 2, 3 & 4</p>

<p>ELSA interventions taking place in Wizard Workshop.</p>	<ul style="list-style-type: none"> • Increase in number of pupils on the SEND register or going through the EHCP process with SEMH as a prime area of need. 	
<p>Increase breadth of curriculum and extra curricula experiences across the school: Music teaching KS2 Wide variety of after school Clubs Curriculum experience days, trips and visitors planned across the academic year. Contribution to residential trip</p>	<ul style="list-style-type: none"> • Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. • EEF states that Outdoor Adventure Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access and that they can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. • After school activities that have no cost are likely to increase the participation of disadvantaged pupils who would normally be less likely to be able to access due to associated financial costs. • Children across the academy have low cultural capital and the aim of the curriculum is to broaden the horizons of pupils providing them with a range of experiences 	<p>1 & 2</p>
<p>Deputy Principal to complete Trauma Informed Diploma and embed a trauma informed approach across the academy</p>	<ul style="list-style-type: none"> • Professor Tamsin Ford (University of Exeter Medical School) states that “schools are a front-line service in relation to mental health” • Increasing number of children have encountered ACEs during their life so far. • Children who have experienced trauma in their lives may encounter barriers to their learning. 	<p>2 & 4</p>
<p>Implementing Flourish in KS2 to support children with their social and emotional stability.</p>	<ul style="list-style-type: none"> • EEF states that developing social and emotional learning has a positive impact on academic attainment, equivalent to 4 additional months’ progress. • There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. • Flourishing Life states, “Educators embracing a more holistic approach to preparing students for academic and life success, start with the belief that all students have the essential strengths, core competencies and character traits to thrive when faced with adversity and opportunities to flourish.” 	<p>2 & 4</p>

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 20212 academic year.

For the academic year 2021/22, Year 2 and year 6 data shows disadvantaged pupil performed better than non-disadvantaged pupils.

In year 2, 16% of pupils who are disadvantaged achieved expected compared to 11% of pupils who were non-disadvantaged.

In year 6, 28% of pupils who are disadvantaged achieved expected compared to 24% of pupils who were non-disadvantaged.

1 pupil in year 6 achieve GDS in RWM. This pupil was disadvantaged.

Targeted intervention and quality first teaching supported the academic achievement and progress of our disadvantaged pupils. The impact the academy made during Covid-19 was diminished to some degree by our determination to maintain a high quality curriculum, which was supported by use of online lessons which were accessed by the academy-funded devices for each child.

However, despite the gap diminishing, the data shows that a significant number of pupils, particularly in year 2, did not meet expected standard. ALT have identified a number of reasons for these outcomes:

- Primarily the impact of Covid-19. Limeside was the ___ area impacted by Covid-19. The disruption to teaching & Learning, as well as, the mental health and well-being of our Academy community was profound.
- High turn over of teachers within year 2 cohort.

Whole school attendance for the previous academic year was below academic target.

Attendance of disadvantaged pupils was 92.74% and attendance of non-disadvantaged was 93.20%.

Persistent absence of disadvantaged pupils was 22.52% and for non-disadvantaged pupils it was 17.13%.

Due to the data, attendance is still a significant area for development within the academy. To support this, we have increased our pastoral team to support our children and families. New attendance lead in place who is developing new procedures to support the improvement of attendance across the academies.

In house analysis of behaviour incidents shown a significant decrease in incidents across the academy. Persistent incidents by a minority group of children who had significant SEMH needs were supported by outside agencies and in-house support. Observations of the impact of Covid-19 on mental health and well-being of our pupils and their families was considerable. The implementation of a learning mentor last academic year and the introduction of the 'Speak Up' posters increased pupil confidence in talking with trusted adults, which in turn increased the amount of pupils accessing support. An outcome of our findings has meant that we have had to increase capacity within the academy for this academic year to build on what we established last year.

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
Accelerated reader	Renaissance learning

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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a