

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 Llimeside
Number of pupils in school	446 including N and 2 year old unit
Proportion (%) of pupil premium eligible pupils	214 eligible = 48% (an additional class of 30 from September 2021 not included)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Kathy Maskell
Pupil premium lead	Samantha Ryan
Governor / Trustee lead	Helen Arya

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246,135
Recovery premium funding allocation this academic year	£145 x 183 = £31,030
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	£ 277 165

Part A: Pupil premium strategy plan

Statement of intent

At Oasis Academy Limeside we believe that all our children SHINE with possibility and can achieve their full potential irrespective of social background. We have high expectations of all children, expecting them to achieve at least in line with national age related expectations by end of KS 1 and beyond these by KS 2.

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.

Key factors in our relentless drive for equity of opportunity and high achievement include excellent teaching for all; carefully planned, timely and effective interventions and quality experiences in a supportive, nurturing and happy environment.

Our Limeside Pledge <https://www.oasisacademylimeside.org/about-us/our-pledge-to-the-children> lists the 100 experiences we promise our children from when they enter the school as a Little Wizard (aged 2) to leaving Year 6.

Our plan ensures that our pupil premium children receive support to enable them to thrive. This includes supporting them to improve attendance, increase aspirations, provide experiences to build cultural capital and promote their emotional health.

Following two academic years of successive school closures and reduced face-face teaching, it is important to prioritise high-quality catch-up interventions as part of this strategy.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of language acquisition and vocabulary
2	Lack of experiences and cultural capital impacts on understanding across the curriculum

3	High levels of social and emotional and well-being needs
4	<i>Lower than average attendance levels</i>
5	Fewer PP learners achieve at Greater Depth standard
6	Wide gaps in learning due to Covid lockdowns disparity between children who attended school and levels of parental support during lockdown
7	Low levels of literacy and experience of early reading experiences

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
All pupils make very good progress from starting points	<p>All children including those with additional needs make good progress from their starting points.</p> <p>Achieve at least National Average or above in KS1/KS2 assessments.</p> <p>Progress scores at National average or above</p> <p>NA in phonics</p> <p>PP children receive interventions as needed</p> <p>Appropriate level of challenge and scaffolds for all children</p>
Improve the attendance of disadvantaged pupils	<p>Attendance is at least 96%</p> <p>Attendance gap between non-disadvantaged is reduced</p> <p>Attendance of disadvantaged children in line with National average</p> <p>Children receive welfare and emotional/social development support</p>
Children experience enrichment opportunities to deepen knowledge and raise aspirations	<p>Children experience all 100 aspects of Limeside promise by the time they leave school and all Oasis entitlements</p> <p>Range of extra-curricular clubs re-established after Covid restrictions</p> <p>Curriculum teaches children about wider world</p> <p>Children in Yr 4 and 5 receive expert music teaching</p>
More PP pupils achieve greater depth at KS 2	Appropriate level of challenge for children
Children develop as resilient, confident learners and caring citizens	Children able to access wellbeing, emotional support

	<p>Effective PSHE / SRE scheme for learning in place</p> <p>EYFS characteristics of effective learners/ self-regulation feed into development of PLTS</p> <p>Leuven scales used to measure well-being</p>
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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: £ 66 000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole school quality first teaching CPD based around task design, science of learning, EEF research publications</i>	<p>School has significant number of ECF teachers and new staff due to growth</p> <p>EEF research into QFT</p> <p>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</p> <p>Science of learning</p>	1,2,3,4, 7
<i>Ensure a broad, quality curriculum for all, including appropriate use of iPad technology</i>	<p>Curriculum is continuously being reviewed and new schemes for learning introduced.</p> <p>iPads available and used more effectively in some classes</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p>	
<i>Instructional coaching for all teachers based around PLTS and QFT and use of</i>	Use of Powerful Action Steps across Oasis Community Learning	All

<i>metacognition and self-regulation</i>	evidences an improvement of teaching. EEF toolkit puts the impact of self-regulation and metacognition as +7months and is especially beneficial for disadvantaged children	
<i>Online reading programme</i> <i>Phonic decodable books</i>	EEF teaching of reading comprehension strategies + 6 months (very high impact) and phonics as high impact + 5 months	1, 7,

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

Budgeted cost: £170 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Reading recovery programme</i>	Designed to narrow the gap of the lowest/ most at risk 6 year-old children. Studies have shown that it impacts on future achievement over 10 years.	7, 1, 2, 6
<i>BRP, FFT reading interventions TA / apprentice-led</i>	Teaching assistant and small group tuition moderate impact.	7, 1,2, 6
<i>Additional short focussed catch-up interventions to plug gaps/ pre-teaching TA led and planned by maths leader including mastering number programme</i>	Children have gaps in knowledge resulting from Covid, and lack fluency inkey number facts such as tables and number bonds.	6
<i>Early language programmes Welcomm, Blast</i> <i>Speech and Language specialist employed 1 day a fortnight</i>	EEF rates oral language interventions as very high impact +6 months Children have low language acquisition on entry and poor social interactions.	1
<i>Making it REAL project</i>	Children entering school have very low levels of language and early literacy experiences. Longitudinal studies show REALincreases children's academic outcomes.	1,2,7

	Increases parental engagement and confidence in learning from very early age. EEF rates parental engagement as + 4months	
<i>Targeted booster provision for Greater depth and higher ability pupil premium pupils to get them to greater depth</i>	Gap between pupil premium and non-disadvantaged is emerging over last few years at KS 1 and KS2 in all subjects.	5

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

Budgeted cost: £ 65 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance support Deputy principal and attendance lead. 1 day a week. Reward systems for 97% attendance Sol tracker and support. Home pick ups</i>	Attendance is an area of priority, particularly persistent absence.	4
<i>Well being support Training of mental health first aiders TA trained in Place to Be, TA time to run support groups and individual programmes. Well being support at playtimes</i>	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.	3
<i>Increase breadth of curriculum and extra curricula experiences Music teaching Yr 4, 5 Clubs Contributions to trips and visitors Contribution to residential trip</i>	Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.	1 2 5

<i>Consult with pupils about clubs, monitor attendance to ensure PP children have opportunities to attend. Aim for 80% of pupil premium pupils to attend at least one club</i>		
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Total budgeted cost: £301, 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.

Due to COVID-19, academic performance was not measured last year.

Based on internal assessment and monitoring, 65% of the school were working at expected or above for Reading.

55% of Reception children met ELG on Early Adopter curriculum

Based on teacher assessment including mock statutory assessment for Trust 67% of Yr 6 were at ARE in combined reading, writing and maths and 15% at Greater Depth combined..

52% Year 2 pupils were at ARE in combined reading, writing and maths, with 5% at Greater Depth. With 63% of Year 2 at ARE in reading. 78% of Year 2 pupils passed their phonic screening in December 2021.

Attendance was 93% from March 8th with 1.5% difference between pupil premium and non-disadvantaged.

All children's progress was impacted by lockdowns, but Summer assessments showed recovery was in place and children made good progress from their starting points.

All staff received a range of CPD last academic year, including around Pedagogical approaches to further strengthen the strong teaching already taking place.

Trips and extra curricula activities were limited by Covid.

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

Powermaths	Pearson
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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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.