

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Blakenhale Infants
Number of pupils in school	246
Proportion (%) of pupil premium eligible pupils	(101) 41%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Clare Hoods-Truman
Pupil premium lead	Chris Clements
Governor / Trustee lead	Herminder Channa

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146, 955
Recovery premium funding allocation this academic year	£14, 645
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	£161, 600

Part A: Pupil premium strategy plan

Statement of intent

At Oasis Blakenhale, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the pupil premium grant (PPG).

The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

This document outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedure for ensuring the funding is allocated correctly.

At Oasis Blakenhale Infants, our ultimate objectives for our disadvantaged pupils are to:

- Diminish the difference between disadvantaged pupils and their peers.
- Focus on well-being through our health and well-being offer.
- Develop character providing enriched opportunities for cultural capital.
- Have parental engagement in all aspects of academy life, to support learning in and out of the classroom.

Our current pupil premium plan is focused on the above four objectives, ensuring that through targeted support, an enriched curriculum and development of teacher pedagogy, our most disadvantaged pupils will achieve in-line or above their peers.

Challenges

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

Challenge number	Detail of challenge
1	Communication & language skills in EYFS are lower for pupils eligible for PP than other pupils. This slows reading and writing progress in subsequent years.
2	Ensure good attendance
3	Ability to access greater depth learning
4	Parental engagement – low aspirations, attendance at core academic parental workshops, support with homework and home learning/reading
5	Access to IT based home-learning for disadvantaged pupils and parental engagement.
6	SEMH needs – pupils and parents

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
Improved oral language skills for pupils eligible for PP in EYFS	Pupils eligible for PP in EYFS make rapid progress so that all pupils eligible for PP meet age related expectations by the end of the EYFS phase.
Continue to raise pupil self-esteem to impact positively on their academic learning	PD Curriculum encompassing health & well-being curriculum. Reports from academy staff/external visitors (ethos, culture, behaviour and attitudes) Growth Mindset Qualitative data from student voice, student and parent surveys and teacher observations
Increase the percentage more able PP pupils achieve at greater depth	PP pupils who achieved GLD are expected to achieve Greater depth More Able sessions in Y1/2 carried out once a week by core subject leads Maths resources utilised to support more able and potentially more able Planning matched to ability level, with appropriate stretch and challenge. Development of teacher pedagogy around greater depth learning
An improved attendance at workshops of PP families	Increased parental engagement to be recorded through attendance of all parents at workshops, parent's evenings etc, but especially PP parents.
Skilled use of the latest technology through OCL Horizons project	Enhanced use of digital learning platforms to support a range of learning needs. Parental support to utilise technology at home.
Trips and visits embedded post-Covid to support curriculum	Enhanced cultural capital experiences for all children that impacts positively on learning, aspirations, and well-being outcomes.

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: £41, 596

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Identify More Able Pupils and PHA pupils & Plan effectively for them, particularly in maths and writing.</u></p> <ul style="list-style-type: none"> Greater Depth activities evident on slide decks from Yrs. 1-2 Pupil Progress meetings to include a focus on more able PP pupils. More able PP children an agenda item on weekly YG meetings Use of White Rose maths resources/pedagogy & The Write Stuff. 	<p>The % of More Able PP pupils achieving GD.</p> <p>Academic year 2023/24 targets:</p> <p>KS1 Phonics: 85%</p> <p>Y2:</p> <p>R: % (% expected)</p> <p>W: % (% expected)</p> <p>M: % (% expected)</p>	1, 2, 3
<p>Staff meetings to provide targeted support for teachers to improve their individual practice and understanding of More Able children's learning.</p> <p>Release for staff to engage in instructional coaching to develop best practice (Steplab)</p>	<p>Marking is active and shows more able children are responding to comments.</p> <p>Knowledge is assessed to ensure retention to long term memory.</p> <p>Deepening learning tasks in books to challenge more able children.</p> <p>Teaching & Learning practise within the classroom is enhanced and appropriate challenge in place, and use of lesson is maximised.</p>	1, 2, 3
<p>Staff CPD around adaptive planning and responsive teaching.</p>	<p>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.</p>	2, 3
<p>Staff upskilled in use of Apple technology to enhance digital learning platform</p>	<p>Home learning accessible for all pupils through Oasis horizons project.</p> <p>At point of learning and AfL maximised through use of specific apps (Showbie, Smart grade: quizzes).</p> <p>Outcomes marked and monitored by class teachers and TA's.</p>	5, 6
<p>Parental support around the use of Horizons project in learning beyond the classroom.</p>	<p>Attendance of parents in workshops in English and maths is high.</p> <p>Parental voice/feedback.</p>	4,5
<p>Further develop Thrive approaches through class Thrive CPD.</p>	<p>CPD schedule and dedicated Thrive release for lead practitioner.</p>	2, 7

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

Budgeted cost: £ 69, 922

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved oral language skills for pupils eligible for PP in EYFS & into KS1	Training for staff by the Speech & Language therapist. Use of NELI programme and Wellcom Speech & Language Assistants allocated to year groups to support identified children/parents	1, 4
Use of specialist teacher to support standards in reading, writing and maths.	Close the learning recovery gap created by the COVID-19 Pandemic.	1, 3
Teaching Assistants deployed to support pupil progress through targeted intervention in Phonics, writing and Maths.	Fast track children to champion catch-up learning to reduce the learning gap exacerbated by Covid-19.	1, 3
Tutoring for identified pupils in KS1.	Tutoring for groups of up to 3 identified pupils in reading, writing and maths to continue to close the learning gap caused by Covid-19.	1, 3
Small Phonic groups to enable targeted support and detailed level of need.	Difference between PP children and non-Disadvantaged in 22/23 phonics screening check has continued to close. PP specific analysis at each assessment point.	1, 3
1-1 check in sessions with key children	Gives children the opportunity to share concerns and worries and allows staff to offer appropriate support.	6

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

Budgeted cost: £50, 082

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve rates of attendance.	Continue to improve attendance and reduce level of persistent absences through Early Help Support for families and OCL focused attendance procedures. Attendance officer to hold regular meetings with families of disadvantaged pupils during Parents Evenings and Community meetings. Senior Learning Mentor/Family Support Worker - To work on attendance and support access to the academy.	1, 2, 3, 4

Increase Parental Engagement	<p>Parent curriculum workshops run each half term to develop shared understanding of Primary Curriculum.</p> <p>Training parents in basic skills: e-safety Safer schools App, class emails and class Teams channels for homework.</p> <p>Hub leader to coordinate community events around school life and develop links: food pantry, Stay & Play etc.</p>	1, 2, 3, 4, 5
Deliver termly Family Thrive sessions	<p>Family Thrive termly events.</p> <p>SEMH needs are supported at home with parents increased knowledge and understanding of strategies to employ.</p>	4, 6
Support school community in coping with Mental Health needs, via the Hub.	<p>Mind sessions in place throughout the year.</p> <p>Access to Adult Mental Health First Aiders</p>	2, 4, 6
Enabling all families to access out of school experiences.	<p>Reducing the overall cost for our families by the academy heavily subsidising the overall cost.</p> <p>The majority of pupils do not have the opportunity for these experiences which develop their self-esteem and independence.</p>	2, 4, 6
DSL's embed Trauma informed approaches throughout the academy.	<p>Children who have experienced trauma may lead to a barrier with their learning.</p> <p>Appropriately trained staff can achieve successful results in supporting children that have experienced trauma</p>	6

Total budgeted cost: £161, 600

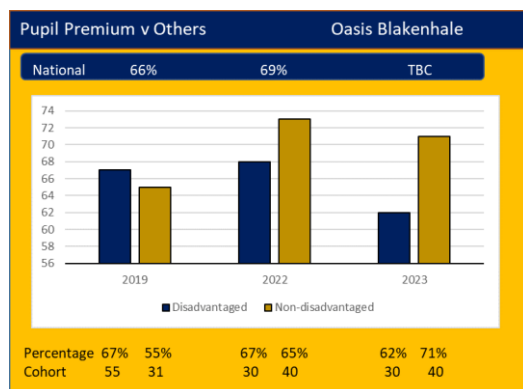
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

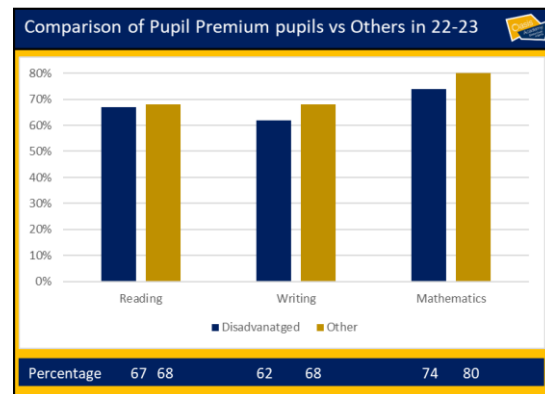
This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

2022 – 2023: Data

EYFS:



In 22-23 the gap between disadvantaged pupils and others opened slightly on previous results. The gap was wider upon entry (32%) and interventions were put into place to address this through the academic year. Although the gap closed throughout the academic year further interventions will continue to work on closing this gap in Key Stage 1.

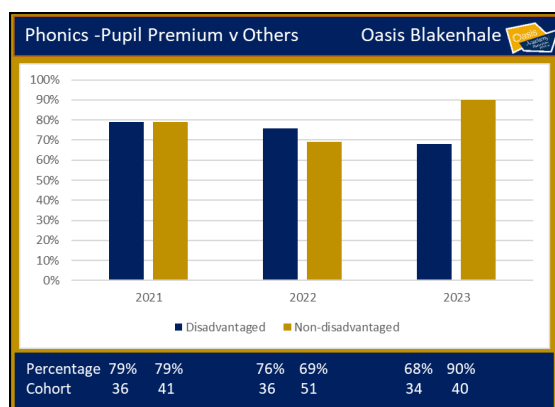


KS1 (Y2) outcomes '22/'23:

There was an expected dip in results in the academic year, 2021-2022 when compared to pre-pandemic results, this gap has closed with an improvement in results this academic year.

KS1 (Y2) Disadvantaged:

Although there has been much disruption in learning for this cohort – the gaps between disadvantaged and others have improved on previous academic years, with pupils attaining better in Mathematics and Writing. This was due to specific targeted interventions with the 'Catch up' funding.



KS1 Phonics: Disadvantaged vs Other:

There was a gap between pupil premium and others at the end of last academic year – these were envisaged at the start of the year due to lower starting points in C&L in EYFS as a result of the pandemic.

- Our assessments and observations indicated that pupils C&L skills were lower upon baseline. The impact was particularly acute for pupil premium pupils. We used pupil premium funding to provide support throughout the academic year – this will continue into Year 2 for pupils needing further phonics support. The gaps closed significantly at the end of Year 1 and the gap in attainment in Reading is also narrowing.

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
PiXL	The PiXL Club
Neli	Nuffield Foundation Education Limited
Wellcom	GL Assessment
White Rose	Trinity MAT
Showbie	Showbie Inc
Phonics Programme	Book Wings

Further information (optional)

The academy's focus on health and well-being has been a positive contributor to all pupils returning positively to academic life. Our strategy planning is based upon forensic analysis of pupil needs across the curriculum. In addition to a bespoke curriculum, the pupils benefit from enrichment activities that work alongside building their character and competencies in and beyond the classroom.