

# Pupil premium strategy statement – Oasis Academy Blakenhale Infants

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	243
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Herminder Channa
Pupil premium lead	Sasha Paterson Interim for Clare Hoods Truman
Governor / Trustee lead	Herminder Channa

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,160
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£ 136.160

# 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.

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.

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. 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 at Oasis Academy Blakenhale Junior 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	<p><b>Disadvantage phonics, oral language skills and vocabulary gaps</b></p> <p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. This negatively impacts their development overall.</p> <p>In 2023/24 there were gaps in phonics assessments and reading outcomes amongst disadvantaged pupils and all – especially boys.</p>
2	<p><b>Well-being of students</b></p> <p>Our observations indicate that the education and well-being of many of our pupils have been impacted by partial school closures during Covid and continuing impacts on the community. National studies have shown this has had a greater impact on our disadvantaged pupils.</p> <p>Many of our children have multiples ACEs which affect their learning, mental and emotional wellbeing.</p>
3	<p><b>Lack of cultural capital experiences for disadvantaged pupils</b></p> <p>From pupil voice, we have gathered that many disadvantaged pupils have lacked cultural capital experiences at home. This can lead to lower oral language skills and gaps in vocabulary as well as lack of imagination.</p>
4	<p><b>Supporting disadvantaged families</b></p> <p>Our observations through safeguarding and early help support indicate that our families require further support in areas such as housing, finance management and parenting support. We are also aware that some 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 gaps leading to pupils falling further behind age-related expectations.</p>
5	<p><b>Attendance</b></p> <p>Our attendance data in 2023/24 indicated that attendance among disadvantaged pupils was 2% lower than non-disadvantaged. Our statutory assessments also showed a difference in those with below average attendance particularly those who are disadvantaged. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
Improved oral language skills, reading/ writing attainment and vocabulary use among disadvantaged pupils.	<p>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. Reading outcomes in 2024/25 show that disadvantaged pupils are in line with national. Speech and language assessments show an increase in oral skills for disadvantaged students. Phonics assessments show no gap between disadvantaged and non and GLD continues to show no gap between disadvantaged and non.</p>
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"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Well-being questionnaire analysis</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
Widen experiences of children through trips, extra-curricular activities and educational visits	<p>Children to have access to a range of opportunities and experiences they might not have the opportunity to experience outside of school, which in turn will close the knowledge gap. We will work on an offer of enrichment that is beyond common experiences of pupils at our school.</p> <p>Pupil voice will highlight that children are thriving from these experiences and have high aspirations.</p>
To ensure all disadvantage families are provided with the support they need to ensure their children can thrive.	<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). More families will have access to high quality parenting interventions and 'early help' provided but the HUB.</p> <p>Working with external agencies to support families within the community</p> <p>Notices of concern reduce and parental confidence improves.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall attendance rate for all pupils being more than national, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%.</li> <li>• the percentage of all pupils who are persistently absent being inline or below national and the figure among disadvantaged pupils being the same.</li> </ul>

## 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: £ 69,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. E.g. phonics tracker, Studyhall AI, smart grade, Lexia, nesy, Welcomme, widgit</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><a href="https://www.educationendowmentfoundation.org.uk/blog/ecf-exploring-the-evidence-adaptive-teaching-and...">EEF Blog: ECF – Exploring the Evidence: ‘Adaptive Teaching’ and...   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3, 5</p>
<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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 3</p>
<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</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3</p>

guidance in school and to access CPD		
Improve the quality of our SEMH provision. Approaches will be embedded into the curriculum and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a>	2, 4, 5 Safeguarding Courses -
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. <a href="https://www.educationendowmentfoundation.org.uk/Effective-Professional-Development-EEF">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4,5 CPD -
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. <a href="https://www.educationendowmentfoundation.org.uk/Effective-Professional-Development-EEF">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	1, 2
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. <a href="https://www.educationendowmentfoundation.org.uk/Using-Digital-Technology-to-Improve-Learning-EEF">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/Technology-in-the-classroom-has-the-potential-to-bring-an-end-EEF">Technology in the classroom has the potential to bring an end...   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4,5

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

Budgeted cost: £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme <sup>4</sup> 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: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">WellComm - GL Assessment (gl-assessment.co.uk)</a>	1, 2, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with BookWings phonics	Lexia, fluency and onset-rime to be implemented through timetabled provision  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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 4
Speech and Language specialists provide targeted support to those identified.	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 4
Leadership capacity for support for ECT	The EEF is supporting the introduction and evaluation of the Early career framework which increases the level of support that new teachers get	1
SEND resources to support individual learners with additional needs	Supporting SEND research by Ofsted states the importance in resourcing <a href="#">Supporting SEND - GOV.UK (www.gov.uk)</a>	1,2,3,4,5

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. <a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20,000

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. <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1,2,5
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. <a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school, inline with the Oasis Way	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 5  £3000 Positive handling - £1800
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5

<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>		
<p>Purchase resources to improve early language, oral and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills *Support the purchasing of assisted technology</p>	<p>Reading areas to be created in each classroom as purposeful spaces used to enable language development, vocabulary knowledge and develop dialogic talk/ oral skills</p> <p>Oral language interventions and resources to positively impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>*Purchase recordable whiteboards and talking tins to enable further support when developing early language and oral skills</p>	<p>1, 2, 3, 4</p>
<p><i>To provide subsidised educational visits, visitors and residential trips for all children</i></p>	<p>Schools to subsidise trips and costs to remove financial barrier. School to also provide a broader range of experiences and opportunities, especially for the 'most' disadvantaged: <a href="#">ProQuest   Better research, better learning, better insights.</a></p>	<p>2, 3, 4</p>

**Total budgeted cost: £136,160**

## 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 2022 to 2023 academic year.

Outcomes for disadvantaged pupils have improved from 2022.

We had strong GLD in 23/24 with 75% of children achieving a good level of GLD there was little difference between disadvantaged and non and this was achieved in part to our pupil premium spend on communication and literacy in years 22-24. There was little difference between disadvantaged children and non in KS1 reading outcomes although there was a marked difference in writing outcomes.

Our internal assessments during 2023/24 suggested that the performance of disadvantaged pupils was still lower than non-disadvantaged pupils in key areas of the curriculum in particular writing. Therefore, the outcomes we aimed to achieve in our previous strategy by the end of 2023/2034 were not fully realised.

Our assessment of the reasons for these outcomes' points primarily to the low starting points in which the children start. Despite pupil premium making good and often accelerated progress during the academic life at Oasis Academy Blakenhale, they remain below peers in particular the boys and in achieving greater depth. This will be a continued focus for 24-25.

Overall year to date attendance is below national average and there is a disadvantaged gap of 2%. This will be a sharp focus for us this year in Blakenhale infants.

Our assessments and observations show communication and language are one of the biggest barriers to the progress of our disadvantaged students and we have invested significantly in this in purchasing programmes and funding 4 days of speech and language support from a new staff member. We hope this will support in closing the gap in writing for example by the end of KS1.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Providing 1:1 mentoring for pupils	Every Child a Mentor
Inspiring entrepreneurial skills and building self esteem	Free 2 Dream
Wellcomm	GL assessment
Phonics programme	Book Wings
White Rose Maths	Trinity Mat
Reading Plus	Dreambox
Nessy	Bristol Dyslexia Centre
You Hq	The safeguarding centre

## **Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

**The impact of that spending on service pupil premium eligible pupils**